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De Theatro Motivarum, Motivation: In Search of Essentials. Research on a Theoretical Model of the Process of Motivation and on Critical Determinants of Interference

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Motivation: in Search of Essentials

*Research on a Theoretical Model
of the Process of Motivation
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Appendices

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Appendix I

An Abbreviated Overview of the Process of Motivation

The dissertation aims, as its primary objective, at providing insights into the Process of Motivation, to unveil elementary processes involved in addressing Motivation.

In a series of Fundamental Assumptions, the complex interaction of one person influencing the other was reduced to an Actor-Intervener addressing a Process of Motivation within an Individual through a Process of Interference.

Appendix I is to provide a summary of the inductive inference leading to a description of the Process of Motivation. The overview consists of two Sections:

- *Section A: containing 'Assumptions for an Analysis of the Process of Motivation'*
- *Section B: providing 'An Analysis of the Process of Motivation '*

The overview is a summary from a full overview that is to appear in literature¹.

¹ M.A. Mennes. (2017, *in press*). In Search of a Paragon of Human Motivation Theory. *The Internal Series on Motivation, Part III*, Amsterdam: Amsterdam University Press, submitted for publication.

Section A
Assumptions for an Analysis of the Process of Motivation

As indicated Chapter 1.6., preceding the analysis a number of Assumptions are to restrict the Stage of Observation from which the Process of Motivation is to be analyzed.

In the inductive inference, a following structure is used:

- *Assumptions on Defining the Stage of Observation are presented in Section A.1.*
- *Assumptions on Restricting the Stage of Observation are presented in Section A.2.*
- *Attributes defining the outcome of the Stage of Observation are presented in Section A.3.*
- *Conclusions are presented in Section A.4.*

A.1. Defining the Stage of Observation

A.1.1. Defining the Stage of Observation: The Concept of Perspective

In Chapter 2 a number of restricting Fundamental Assumptions have been made, limiting the analysis to be made. Given the objective of the research as formulated, the dissertation will focus on defining the Process of Motivation and the Process of Interference addressing Motivation. Moreover, the analysis is to be restricted to an Actor-Intervener and an Individual.

A number of additional restrictions are needed to fulfill the demands set by the Problem Statement. And the most important of these remaining restrictions is the choice of perspective to be taken. Even if we follow the Fundamental Assumptions made, notably in Chapter 2.3.1., and restrict our observations to an Actor-Intervener and an Individual, a substantial number of different perspectives apply. If an Actor-Intervener addresses Motivation within an Individual and the outcomes of the Act of Interference coincide with the Actor's intentions, the Interference was successful from his perspective, even if the Individual was not at all motivated, or better still, had a different intention in mind.

Choosing for the perspective of an Actor-Intervener does not necessarily coincide with the perspective of the Individual, and one might even question in this case whether a Process of Motivation has been addressed by an Act of Interference. Conversely, taking the perspective of the Individual does not guarantee an adequate approach either.

In determining if an Act of Interference within the Process of Motivation has been successful, or rather: meets the criteria set forward in our Problem Statement, the concept of 'Perspective' is essential. The concept of Perspective needs to be addressed and a choice of Perspective needs to be explicitly made in order, not only to adequately analyze the Process of Motivation, but also to adequately analyze the Conditions, the Competencies and the Instruments influencing this Process.

A.1.2. Defining the Stage of Observation: The Options in Perspective

There are numerous Perspectives involved when two Individuals interact. And when the number of participating observers increases, so does the number of Perspectives, which in fact increases exponentially. Fortunately, in a number of initial Fundamental Assumptions the number of participants was dramatically reduced in the analysis: the analysis is to be restricted to a single Actor-Intervener seeking to interfere in a Process of Motivation within a single Individual.

What then are the Perspectives involved when only two persons interact, and which Perspectives are we to choose from?

When an Actor-Intervener observes an Individual, it is assumed there are eight different Perspectives involved¹:

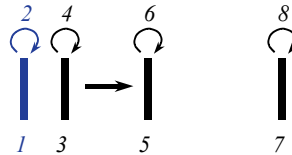


Fig. A.
Perspectives of an Actor-Intervener and an Individual

1. Perspective of the Individual or 'True Perspective'

The Individual is assumed to have a certain purpose or intention. But these are purely hypothetical for a distant external observer. The Process evolving within the Individual is entirely personal and not accessible for an outsider. It is the Perspective of an Individual acting within his personally perceived surrounding. This personal Perspective of the Individual, or 'True Perspective' is where the Process of Motivation within the Individual takes place.

2. Meta-Perspective of the Individual 'as is' or 'Meta True Perspective'

The opinion the Individual holds on his purpose or intentions. The 'Meta True Perspective' is a reflective observation by the Individual on the Process of which only he can observe a true meaning.

3. Observed Perspective of the Individual 'as is' or ' α -Perspective Ist-State'

The Actor-Intervener observes certain actions and behaviors performed by the Individual. Without knowing the exact intentions of the Individual, without having a 'True Perspective', the Actor-Intervener does observe certain outcomes. These perceived outcomes and activities and assumed underlying intentions by an Actor-Intervener together constitute the ' α -Perspective' of the Actor-Intervener.

¹ If one is to assume a bidirectional Interaction, these eight Perspectives not only double, but would even include Perspectives of the one Individual assuming observations from the other and articulating these as allegedly being Perspectives from the other Individual. These considerations are left out of the current overview, based on the Fundamental Assumptions as formulated in Chapter 2.3.1.

Appendices

4. Observed Meta-Perspective of the Individual 'as is' or 'Meta α -Perspective Ist-State'

The opinion the Individual holds of his intentions and activities as assumed by an Actor-Intervener. The Observed Meta-Perspective is the equivalent of the Meta-Perspective of the Individual with the exception that it is a speculative assertion made by the Actor-Intervener on behalf of the Individual.

5. Observed Perspective of the Individual 'as should be' or ' β -Perspective Soll-State'

The Actor-Intervener observes certain actions or processes within the Individual and holds certain views as to how these actions or processes should be in their desired outcome. These desired outcomes as perceived by an external observer constitute the ' β -Perspective' of the Actor-Intervener. In a ' β -Perspective' the underlying intentions or processes of the Actor-Intervener himself are considered irrelevant. A ' β -Perspective' is the perception of how the Process of Motivation should progress within the Individual as perceived by an Actor-Intervener.

6. Observed Meta-Perspective of the Individual 'as should be' or 'Meta β -Perspective Soll-State'

The opinion the Individual should hold of the intentions or activities displayed in an Observed Perspective or ' β -Perspective Soll-State' as desired by an Actor-Intervener.

7. Perspective of the Actor-Intervener or 'Observant Perspective'

The Actor-Intervener has a purpose or intention towards the Individual that provides a certain Perspective to the observation of the Individual. It is a personal rationale to the desired 'Soll-State' as defined in 5. This process is entirely initiated within the Actor-Intervener.

8. Meta-Perspective of the Actor-Intervener or 'Observant Meta-Perspective'

The Actor-Intervener has an evaluative opinion about the purpose or intentions of a previous 'Observant Perspective'. It is a self-reflective perception of the Actor-Intervener on his personal intentions expressed in the 'Observant Perspective'.

In short, when an Actor-Intervener observes an Individual, in a unidirectional

Interaction as indicated by a series of Fundamental Assumptions formulated in Chapter 2.3.1., there are eight different Perspectives to make observations from: an assumed 'true state', an observed 'ist', an intended 'soll' and a personal intention, complemented by Meta-evaluative Perspectives of these 'true' 'ist', 'soll' and intentional states.

A.1.3. Defining the Stage of Observation: A Choice in Perspective

A choice of Perspective is determined by the insights it provides in the Problem Statement¹. A choice is to be made for a Perspective that most effectively meets these demands.

An intriguing problem arises when choosing a suitable Perspective from these eight alternatives.

Given the Problem Statement as defined in Chapter 2.5., one is to favor a choice for a Perspective as perceived by an Actor-Intervener, as the Act of Interference originates with the Actor and the primal objective is in tracing the Determinants that constitute the Interference. However, when analyzing the Process of Motivation no adequate information would be obtained when concentrating on an Observed Perspective of the Individual 'as is' or 'α-Perspective Ist-State', Perspective 3, or its Meta-Perspective, Perspective 4, as both are mere assumed representations of a Perspective of the Individual or 'True Perspective', Perspective 1, and its counterpart, Perspective 2. The information to be generated lays within the Individual, hence Perspectives 1 and 2, in lieu of Perspectives 3 through 8.

In addition to these observations, a further restriction can be made between the Perspectives themselves and their Meta-Perspective counterparts. All Meta-Perspectives, Perspectives 2, 4, 6 and 8, are evaluative observations on the Perspectives taken. They elaborate on why a certain Perspective was chosen. As the analysis will only be focused on the Process of Motivation, a Meta-Perspective would provide a mere evaluative background on the intentions or actions taken: it is to be considered a 'Motivation of one's Motivation'. As such, it is assumed that observations following a Meta-Perspective would proceed along a same line as those made at a Perspective level. Evaluative insights at a Meta-Perspective level on the Process of Motivation at a Perspective-level are assumed to be distinct Processes of Motivation in themselves, and would yield a repetition of the analysis already made. As such, all Meta-Perspective levels are left out of the analysis.

Both observations lead to only one Perspective deemed relevant for the analysis of the Process of Motivation: a Perspective of the Individual or 'True Perspective'.

¹ Although it might seem logical to choose a single Perspective that matches best to the requirements of the Problem Statement, in the dissertation a different approach is taken. In subsequent Chapters, instead of making a single choice, a so-called 'Shift in Perspective' will be made, initiated by the Perspective of the Individual in the analysis of the Process of Motivation, and shifted towards the Perspective of an Actor-Intervener in the analysis of the Process of Interference.

A.2. Restricting the Stage of Observation

A.2.1. Restricting the Stage of Observation: Further Restrictions on the Process of Motivation

Motivation was initially defined as the Process of an intentionally oriented activity with the aim to intervene in one's surrounding, which helped in the early formulation of a Preliminary Problem Statement.

Given the Fundamental Assumptions provided in Chapter 2.3 and 2.4. on Problem Demarcation and Problem Approach, and given the Problem Statement formulated in Chapter 2.5., a number of further Assumptions were made preceding an analysis of the Process of Motivation. These Assumptions focused on the Perspective for the analysis to be chosen. From the eight Perspectives, the Perspective as perceived from the standpoint of the Individual, or so-called 'True Perspective', was chosen as a primary mode for the analysis of the Process of Motivation.

Let us define the implications of having chosen a 'True Perspective' from where the Individual is to describe the Process of Motivation on the definition of Motivation formulated earlier in Chapter 2.3.2., and 're-visualize' the concept.

Defining the Perspective of an Individual describing his Process of Motivation would be a description or definition of the Individual in the midst of this intentionally oriented activity aimed at interfering within his surrounding. It is assumed, following the definition used in a first demarcation of the study, that the concept of Motivation is an activity, a striving, an intention the Individual experiences within a given situation. Motivation would be the Process mediating the Individual within his Situation, where the Situation can be defined as the mental and physical surroundings as perceived by the Individual.

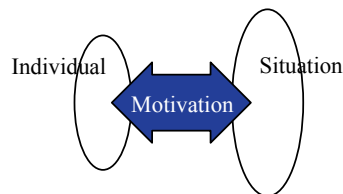


Fig. B.
Motivation visualized as mediating between the Individual and his Situation

Motivation then, from a 'True Perspective', is the Process that intentionally orients the Individual within a Situation. This conceptualization of a 'True Perspective' enables us to make a number of further restrictions in the analysis of the Process of Motivation.

A.2.2. Restricting the Stage of Observation: Demarcating Relevant Area's

Motivation is the Process by which the Individual mediates and orients himself within a Situation.

Following Assumptions further restrict the analysis of Motivation:

1. Assessment of the concept of the Individual as perceived from a 'True Perspective': Individual attributes considered 'given'.

Following Fundamental Assumptions as defined in Chapter 2.3.1., the study will be restricted to the Process of Motivation and will not focus on the Individual. As a consequence, the analysis will not examine person- or personality related variables such as capacities, gender, socio-economic status, education or related variables associated with the Individual and their relation to the Process of Motivation. The attributes of the Individual are assumed 'given' and to have no impact on the way the Process of Motivation unfolds. It is assumed these attributes might influence the content of the Process but not the structure of the Process itself. In other words: the Process of Motivation is assumed to be the same in each and every Individual. The content may vary, but the Process is assumed to be stable¹.

2. Assessment of the concept of the Situation as perceived from a 'True Perspective': Situational variables considered 'given'.

Much in accordance to the previous observations, and again, given the Fundamental Assumptions as defined in Chapter 2.3.1., the study will restrict itself to the Process of Motivation and will disregard attributes or characteristics of the Situation, at this point of the analysis. It is assumed the characteristics of different Situations are 'given' and have no impact on the way the Process of Motivation unfolds². In line with the above observations, it is assumed these characteristics might influence the content of the Process but not the structure of the Process itself. Consequently, the Process of Motivation is assumed to be the same within each and every specific Situation.

¹ If we were to include characteristics of the Individual, we would in fact set forward a theory that would depend on a given Individual. Strictly speaking, we would then have a different theory for each Individual.

² In accord with the earlier observation on including characteristics of the Individual, when specific aspects of a Situation would be included in the analysis, it would lead to a theory where these aspects are to be accounted for. It would lead, in the strictest sense, to a different theory for every specific Situation. Per definition, however, a theory should provide insights by reducing complexity...

3. Assessment of the principal focus of the analysis of the Process of Motivation as perceived from a 'True Perspective': Motivation considered aiming at an 'objective'.

This mediating and intentionally orienting Process then, is the focus of the analysis and inductive inference. In accordance with the Fundamental Assumptions made earlier in Chapter 2.3.1., the inductive inference assumes this orienting Process is directed towards an 'apparent' entity: it implies the Process has a precise objective, and evolves around an entity the Individual is aiming at¹.

Moreover, following the Fundamental Assumption in Chapter 2.3.1., that an analysis is to be aimed only at the mechanisms involved, the study will focus on the Process and will not elaborate on the content. Thus, the objective is considered 'given' and the Process of Motivation is assumed to be the same, irrespective of the content of the objective.

Finally, we will not diverge into speculations as to why people choose a specific objective in the Process of Motivation, and will refrain from analyzing a reason or rationale behind the objectives people formulate².

A.2.3. Restricting the Stage of Observation: Conceptualizing Stages in the Process of Motivation

We are assuming to observe the Process of Motivation from a 'True Perspective', where the Individual is assumed to have a given personality profile intentionally oriented towards an objective within a Situation with given characteristics.

A next and final step is to conceptualize the distinct elements the Process of Motivation consists of from this Perspective.

The Process is intentional and it orients the Individual towards a distinct objective. One could adopt the notion of a 'striving force' or 'Vector' and assume that the Process orients the Individual as if it were a force aiming at a distinct objective. The study will define the 'oriented activity' as a 'Vector', a force with a number of distinct characteristics.

¹ As a direct implication from this approach the analysis of the Process of Motivation carries a potential misconception. The suggestion might arise that all unintentional or subconscious activities, thoughts, and behaviors are disregarded. However, these subconscious activities, thoughts and behaviors are considered to be part of the Process, according to Chapter 2.3.1.

² Why do people choose the objectives they choose? In examining the question a 'circular reasoning' might appear, as one would be searching for a Motivation behind the Process of Motivation. As assumed earlier, this process would follow a same route as the Process of Motivation itself.

The concept is, of course, used in physics and ever since Newton's analysis of gravity one might assume the concept to have four distinct characteristics, by which it can be described: by its Identity, its Location, its Direction and by its Magnitude¹.

Although somewhat artificial, the approach using a Vector would add to an analysis of the description of the Process of Motivation. For it enables to capture one of the most essential characteristics of the Process of Motivation. *The introduction of the notion of a force aiming at an objective enables to translate, or define the fundamental characteristic inherent to the concept of Motivation: the Process is not static, it is dynamic.* When these dynamic properties are not included in a Model of Motivation an essential characteristic of the Process is omitted. The inductive inference is to describe this dynamic Process as a sequence of distinct Vectors. The inductive analysis is to provide a description of these successive steps in the Process of Motivation.

The approach taken, is that the dynamic Process of Motivation to be represented by a series of 'Vectors', each following the other in a succession defined by changes in their respective characteristics. The dynamic Process of Motivation, then, is to be captured in a series of distinct steps or so-called 'Stages' as they evolve over time.

Given the initial definition, it is assumed the Process is initiated as an intentional force originating from person- and personality-related attributes presumed given. This intention, originating from this 'constellation' of person- and personality-related factors, marks the beginning of the Process of Motivation².

The last step in the sequence of Stages follows from the definition that the Process is defined as an intentional activity aimed at reaching a distinct objective, it is assumed the Process ends, either when the objective is reached, or when the objective initially set, is altered, or discarded. It is assumed that in altering or discarding the objective set, a new Process of Motivation is initiated.

¹ If we are to use the concept of a 'Vector' in describing the 'oriented activity' characteristic for the Process of Motivation, we might use following definitions for these four characteristics:

- *Identity*; A name, or careful description of the specific status of the 'oriented activity' at a specific moment, or Stage, within the Process of Motivation. Each Stage will have a distinct *Identity* of its own, thereby identifying the different Stages within the Process. As such, each Stage can be represented by a distinct Vector, or rather, by a distinct appearance of the Vector at a certain Stage within the Process of Motivation.
- *Location*; An indication of the position of the 'oriented activity' relative to previous Vectors, or, more precise, to previous appearances of the Vector.
- *Direction*; An indication of the course the Vector is heading to at a specific moment, or Stage, within the Process relative to the other Vectors, or better still: to the previous appearances of the Vector.
- *Magnitude*; An indication of the Intensity of the Vector at a certain moment, or Stage, within the Process, in relation to the other Vectors, or the previous appearances of the Vector, that determine the Process of Motivation.

² Hypothetically, a Process of Motivation can be initiated by a previous Process of Motivation. The intention however, of initiating a Process is assumed always to lie within the Individual.

*A.3. Defining the Outcome from the Stage of Observation
The Concept of Attributes*

For the observations from a certain Perspective to generate the information that will lead to optimal insights when proceeding towards an analysis of Determinants of Interference, it is assumed the analysis of the Process of Motivation must yield a number of specific results, or 'Attributes', as defined in Chapter 1.6.

The Attributes that must be obtained from an analysis of the Process of Motivation are assumed to be as follows:

- The analysis must provide coverage of the entire Process of Motivation;*
- The analysis must provide insights into the genesis of the Process;*
- The analysis must provide coverage that includes external influences;*
- The analysis must provide insights into the effects of these external influences on the Process;*
- Thus, the analysis must ultimately provide insights that can be used subsequently to define how an Actor-Intervener can influence the Process of Motivation by a Process of Interference.*

From this Perspective, within these constraints, a theory has been developed describing the Process of Motivation. Section B. is to provide a comprehensive overview meeting these standards.

A.4. Conclusions

Given the Fundamental Assumptions provided in Chapter 2.3 and 2.4. on Problem Demarcation and Problem Approach, and given the Problem Statement formulated in Chapter 2.5., a number of further Assumptions were made preceding an analysis of the Process of Motivation.

First, these Assumptions focused on the Perspective for the analysis to be chosen. It was assumed that within an Interaction between an Actor-Intervener and an Individual there appear to be eight different Perspectives to make observations from: an assumed 'true state', an observed 'ist', an intended 'soll' and a personal intention, complemented by Meta-evaluative Perspectives of these 'true' 'ist', 'soll' and intentional states. From these eight Perspectives, the Perspective as perceived from the standpoint of the Individual, or so-called 'True Perspective', was chosen as a primary mode for the analysis of the Process of Motivation.

Next, from this 'True Perspective' a further reduction was made preceding the analysis. The concept was demarcated between certain constraints: Motivation was perceived as the Process that mediates between the Individual and his surroundings, both physically and mentally, referred to as its 'Situation'.

Thus, Motivation was limited to the Process only, leading to a number of further restricting Assumptions:

- The Interaction of person- and personality related variables, defining the Individual, is to fall outside the scope of study.*
- The elements determining a Situation are to fall outside the scope of study*
- The Process orienting the Individual is intentional.*
- Given the Process is intentional, the Process focuses on an objective*
- Given the Process focuses on an objective, each Process of Motivation is assumed to be centered on only one objective.*
- In addressing the Process aimed at reaching an objective, it is assumed the Process focuses on the form, not the content.*

For a theoretical Model of Motivation described in line with these Assumptions, specific requirements, or Attributes, were needed in order to optimize a subsequent analysis of the Process of Interference.

Appendices

Section B
An Analysis of the Process of Motivation

Based on the Assumptions made in Section A, an inductive inference is made of the Process of Motivation and its constituent elements.

The analysis is to proceed according to a following structure:

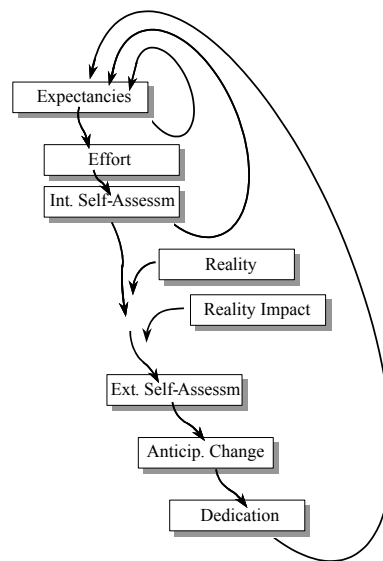
- *An analysis of the Process of Motivation in a first cycle is presented in Section B.1.*
- *An analysis of the Process of Motivation in a second cycle is presented in Section B.2.*
- *An analysis of Subsequent Cycles is presented in Section B.3.*
- *An analysis of Attributes is presented in Section B.4.*
- *Conclusions are presented in Section B.5.*

*B.1. The Process of Motivation
Analysis of a First Cycle*

In the analysis that follows, it is assumed the theoretical Model of Motivation comprises of eight Phases, each with a number of distinct Stages.

As a starting point for the analysis, a frame of reference is provided, where these eight Phases of the Model are visualized in their sequential order.

- A Phase of Expectancies
- A Phase of Effort
- A Phase of Internally Evoked Self-Assessment
- A Phase of Reality
- A Phase of Impact
- A Phase of Externally Evoked Self-Assessment
- A Phase of Anticipated Change
- A Phase of Dedication



*Fig. C.
A visualized overview of the eight Phases in the Theoretical Model of Motivation*

Appendices

A number of Phases contain evaluative loops that are cycled through before progressing to a next Phase. In the analysis, the Process of Motivation itself is assumed to be cyclical, where the Process of balancing between objective and interfering Reality gradually takes shape, and reaches an acceptable outcome or is re-defined and terminated.

In the following, the figure is used as an illustrated addition to the description of the different Phases, where for each Phase a visualized overview of constituting Stages is provided.

B.1.1.Phase 1 - A Phase of Expectancies

Every single Process of Motivation starts with a Phase that is characterized by fantasy: it is a Phase of defining the objective and mentally preparing the conditions necessary for achieving this objective.

It is assumed that a Phase of Expectancies consists of five distinct steps or 'Stages' the Individual proceeds through, before considering taking concrete action:

1. Attitude
2. Goal
3. Energy
4. Achievement and Failure
5. Satisfaction and Frustration

1. Attitude

Attitude is the condition of the mind at the start of the Process of Motivation. The Attitude is an 'intentional mental status', an inclination. It is a way of experiencing one's world, reflecting the Individual's unique personality and character. It is either determined to achieve and to seek opportunities, it is enterprising, ambitious and full of energy or it is passive, avoiding, non-ambitious and indifferent.

The Attitude is strongly related to the personality profile of the Individual; the state of mind is the result of what we previously referred to as the Interaction of Person and Personality within a Situation, which falls outside the scope of our theoretical research. The Model simply assumes the Attitude to be 'a mental status' given, the mindset of a specific Individual within a specific 'Situation'.

2. Goal

Motivation was defined as 'a Process that intentionally orients the Individual'. By definition then, the Attitude must be oriented, and the focus of orientation is an objective. The objective is the key, the central axis in the Process of Motivation. According to the Model set forth, *without an objective, or 'Goal', there is no*

Process of Motivation. The orientation on a personal objective, or the momentum the Attitude becomes oriented towards a Goal, is what turns the mental process into a Motivational Process¹.

Having defined Motivation as such, leads to an important implication.

In the Process of Motivation, the Goal is the object where the attention, the Attitude is aimed at. Within this Process, the Goal can be *single* or *composed*. The Process is either directed towards a single Goal, or towards multiple, more or less related Goals. In addition, Goals can be *pluriform*; they can change in appearance and become interrelated. As it was assumed earlier, that the Process of striving towards a single objective does not differ fundamentally from the Process of reaching multiple objectives, initially an important distinction was made: in a Process of Motivation, only a single objective would be considered, or stated differently, each objective would generate a single Process of Motivation. Assuming each Process centers around a distinct objective, leads to the implication that a change in Goal generates a new Process of Motivation. *When the Goal changes, so does the Motivational state. As such, the Goal defines the start and the end of a distinct Motivational Process. If a new Goal is set, a new Process of Motivation starts; if a Goal is fundamentally changed, or discarded, a new Process of Motivation starts.* These Assumptions are essential, for they determine not only where the Process of Motivation starts, *but also where it ends.*

It is assumed each Process of Motivation starts with a specific Goal. When the Goal changes, or is discarded, the Process stops and a new Process is initiated, centered around a newly defined Goal.

In setting a Goal, two variables determine its content: *Clarity* and *Attainability*. Goal-setting is either non-explicit and unclear (indicated by a symbol 'c') or clear (indicated by 'C'), and every Individual case can be situated between these extremes. In addition, the Goal is either well-attainable ('A') or non-attainable ('a'). Thus, there are four combinations in Goal-setting, each with distinct properties and consequences in the Process of Motivation: Goals that are set with great precision and that are well attainable (CA); Goals that are so broad and vague that they can always be reached (cA), or, on the contrary, that are unattainable because they are to inaccurate (ca). And Goals that are precise, but despite being accurate, are unattainable (Ca). Each Goal can be perceived as being situated between these four extremes.

¹ Strictly speaking a 'highly motivated Individual', from this perspective, is not defined as 'an Individual inclined to be highly motivated', as this implies an Attitude or frame of mind without explicit Goal, but is considered to be 'an Individual that is strongly Goal-oriented'.

3. Energy

One is inclined to think that once an objective has been set, initiatives are taken to achieve what is strived for. But people act differently. The initial Stages of the Process of Motivation seem to start not with exploring activities aimed at actually reaching the Goal but with an imaginative appraisal of the situation, assessing the feasibility to reach what is strived for, and at what cost: it is a 'feasibility study' where all relevant aspects are taken into account. The reason for this anticipatory behavior is to avoid frustration and pain that would be caused by a failed attempt to reach the objective.

After setting a Goal, the next step is not to actually reach the objective, but to assess feasibility. This assessment Process starts with a Stage of Energy, where the value, or importance the objective has, is determined. The Process starts with quantifying the Energy one is willing to invest, depending on the value or so-called 'Significance' one attaches to the Goal, or objective¹. It is a cognitive Goal-oriented

¹ However, in a Stage of Energy within the Process of Motivation gradually a divergence appears: at first the concepts of Energy and Significance of the Goal coincide, but gradually, through successive cycles, both may gradually diverge. Through subsequent cycles of the Process and repeated confrontation with Reality, patterns emerge that make the Individual diverge from his initial intentions: an objective with highest Significance often gradually leads him to decide *to decrease, rather than increase* his Energy in order to protect its integrity. This pattern is defined as a 'Pattern of Divergence': At the start of a Motivational cycle, the Energy one is willing to invest coincides with the Significance of the Goal that is set. In subsequent Motivational cycles however, there appears to be a tendency in these concepts to diverge, and the Energy one is willing to invest might decrease, while Significance remains unaltered or even increases. Of course, not always a Pattern of Divergence applies, but the pattern seems common enough to justify specific labeling.

There is a tendency to consider Energy and Significance of the Goal as two distinct concepts. If this holds true, the Process of Motivation needs an additional Stage, where Significance of the Goal is determined. However, in the analysis no distinction is made, or rather, no distinction is made *at the initial start of the Process of Motivation*, with a gradual divergence appearing later, in subsequent cycles of the Process. It is assumed that both concepts coincide at the onset of the Process in a first Motivational cycle, and that at a later moment both are inclined to diverge.

The confusion seems to come from two sides: from a difference in definition, and from a confusion of a first Motivational cycle with the state of affairs in subsequent cycles. Per definition, with no obstructions perceived *at first*, perceived Significance of the Goal justifies an Energy level that is directly related to the importance one attaches to reaching the objective. As such, Significance of the Goal and Energy are perceived as equal in a first cycle. Secondly, where the Process of Motivation progresses and confrontations with Reality emerge one becomes more cautious. We realize our ambitions are unreachable and we temper our Energies. Because these insights often come in split seconds one might perceive Significance of the Goal and Energy as different. But at first, literally in the very first split second, Significance of the Goal justified a maximal Energy; otherwise, the Process would never have been initiated in the first place... At first, we would always try to reach the things we treasure most; it is only in a subsequent moment later that we temper our ambitions by fear of not being able to reach these objectives.

activity¹. By nature, the activity is such that a third party cannot actively respond, or interact at this point in the Process. It is assumed a Stage of Energy is part of a covert, internal, cognitive assessment.

4. Achievement and Failure

To assess the feasibility of reaching the Goal that is set, a number of anticipatory steps are explored mentally, starting with determining what it is worth to the Individual to actually reach the objective previously set. Next comes an evaluative Stage in which the outcomes are determined, given the anticipated efforts.

The process strongly resembles general rules of investment: willingness to reserve a certain amount of money for investment is evaluated against chances of losing or making profit. This Stage of the Process is an objective appraisal of risks involved. If one is inclined to invest great Energy, or money, the risks taken are considerably high, but again, the outcomes in terms of profit could be very beneficial. If, on the other hand, the investment is only modest, the risks of losing would have less impact, but success would be less spectacular as well. This, in turn, is related to the objective set. If the Goal is clear and attainable CA, chances are one would be inclined to invest more Energy and take more risks, than if the Goal would have been less precise in case of ca, or less attainable in case of Ca.

The fourth Stage in the Process of Motivation is an economic evaluation of anticipated Achievement and Failure. Given the Attitude, given the precision and Attainability of an objective, and given the Energy one is willing to invest, an assessment is made of the outcomes. It is assumed the fourth Stage in the Process of Motivation assesses chances of Achievement and Failure.

5. Satisfaction and Frustration

Next to an objective, economic assessment in a Stage of Achievement and Failure, a subjective, psychological assessment is made in a Stage of Satisfaction and Frustration. Next step in the Process is the assessment of the emotional impact of the various choices made.

Drawing a parallel with investment, a clear objective that is well-attainable, or a 'CA' Goal as previously indicated, would probably have high value leading to an anticipated investment in Energy, that would reflect its meaning or value. And given this amount of Energy, an assessment is made of the emotional impact of the expected outcome of the investment, in terms of Satisfaction and Frustration.

¹ The concept of 'Significance of the Goal' is used, distinct from the concept of 'Significance' as defined in relation to Reality. Reference is made to Section B.1.4., Phase 4 - A Phase of Reality.

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Satisfaction and Frustration are the anticipated returns of mental ‘investment’ activities. And the outcomes reveal an unexpected tendency... Whereas in a financial investment one would expect a high investment when a high probability of success would lead to a high probability of Satisfaction, in the Process of Motivation the assessment often leads to a different outcome. People show a remarkable tendency *not to invest in objectives that are extremely important to them*. And the reason for this surprising behavior stems from assessments made of an anticipated resulting Satisfaction or, rather, an anticipated resulting Frustration.

Objectives that are of high importance to the Individual do not necessarily lead to high investments, not even when probabilities of success are estimated to be high. And the reason behind this phenomenon is a fundamental divergence between the processes underlying an objective, economic investment policy and the processes involved in a subjective, psychological appraisal. In the Process of Motivation human beings often do not invest tens of thousands of dollars; they invest, in a sense, millions. In life, people are often forced to make choices in objectives they treasure that *emotionally* represent invaluable investments. And these ‘mental millions’ make people vulnerable. Examples are found in the numerous choices people are forced to make: choices in careers, or housing, but also choices of a partner, choices for having children, for immigration; choices that affect one’s life in a profound way and where failure could inflict damage beyond repair...

Objectives that are of high importance to the Individual do not necessarily lead to high investments, not even when probabilities of success are estimated to be high. In a process of assessing potential outcomes in terms of Satisfaction and Frustration, a level of anticipated Frustration could lead to reconsidering an intended investment in terms of Energy. A Stage of Satisfaction and Frustration adds an emotional dimension to the process of assessing outcomes given the objective set and the Energy investment intended.

Summarizing these successive steps in a Phase of Expectancies, the Process is visualized in Fig. D., with reference to Fig. C.

A Process of Motivation is initiated when the Individual orients a ‘mental Attitude’ towards a specific Goal. The Process of Motivation, in a stepwise attempt to reach this Goal, proceeds with a validation of the objective in terms of an assessment of the Energy the Individual is willing to invest. In the figure, Attitude and Energy are represented by arrows, the one partly overlapping the other, where Energy, in a sense, is the focused expression of the Attitude oriented towards the Goal. The Stage of Achievement and Failure is aimed at assessing success rates given the Energy one is willing to invest, and given the Goal one wants to achieve. The assessment is represented by rounded arrows, comparing and matching Energy versus Goal, both arrows are mirrored to indicate their opposing or ‘antagonistic’ nature. Finally, in a Stage of Satisfaction and Frustration the subjective effects on the Process of Motivation are anticipated. The anticipated emotional impact of reaching or not reaching the Goal is also represented by rounded arrows, matching Energy and Goal, and is also mirrored to indicate their contrasting nature.

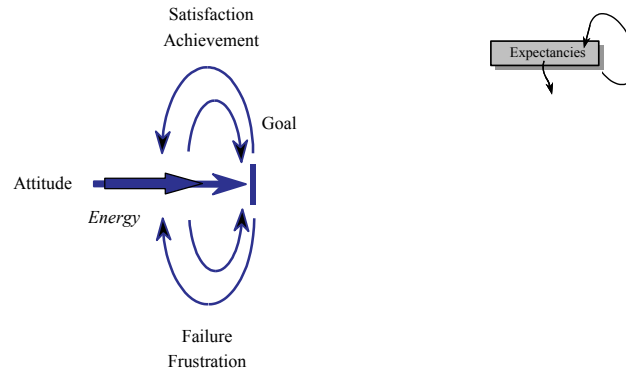


Fig. D.

A visualized overview of a Phase of Expectancies in the Theoretical Model of Motivation

It is assumed in a Phase of Expectancies a stepwise assessment is made: given a certain Goal, what Energy would be justified to invest, and what would be the associated Achievement and Failure rates, and what impact would this have in terms of Satisfaction and Frustration? The outcome of this mental ‘feasibility study’ could be a refinement of the objective set, or a reassessment of parameters involved: Energy, Achievement and Failure levels, anticipated Satisfaction and Frustration. In a Phase of Expectancies, gradually, a mindset is created around a specific objective. The objective is ‘sharpened up’ until a balance is reached between anticipated outcomes in terms of Achievement or Failure, and Satisfaction or Frustration given an anticipated investment of Energy to obtain the Goal as defined.

And so the outcomes of a Phase of Expectancies serve as a renewed input, thus making this first Phase in the Process of Motivation into a cyclical Process.

Three options appear in this cyclical evaluative Process.

Given the initial Attitude the outcome of a renewed assessment could be not to change the objective, but rather the Energy, thereby reevaluating its meaning or ‘Significance in the Goal’. As a consequence, levels of Achievement and Failure will change in parallel to anticipated levels of Satisfaction and Frustration. These new levels could inspire to proceed to a renewed cyclical evaluation. And this re-evaluation could lead to a re-setting of Goal and parameters until, finally, a balance is reached between the objective and anticipated Energy levels on the one hand, and the expected outcomes in terms of Achievement and Failure and expected Satisfaction and Frustration, on the other.

A second option would be to change the objective, but in doing so, given our initial definition, an entire new Process of Motivation would be initiated.

Finally, a third option seems the alternative most often followed. Of course, it is the option not to change anything, with a particular addition however, that serves as an introduction to a next Phase in the Process of Motivation: the Goal and parameters are left unchanged, but in addition, *no subsequent action is taken to actually proceed with a targeted attempt to reach the objective set in mind.* In this approach, the Process of Motivation consists of a mere fantasizing about the outcomes. Levels of Frustration in case of Failure are perceived as too high to justify concrete action, whereas a change of Goal is less desirable, or a change in parameters does not lead to desired levels of Satisfaction. This mechanism is a common means to deal with highly desirable but unattainable Goals: the Individual rather chooses to fantasize about the desired Goal, than face possible Frustration in case of Failure in attempting to reach the Goal.

Let us summarize these first initial steps.

In the Model presented, it is assumed the Process of Motivation is initiated in a Phase of Expectancies with five so-called 'Stages' that are part of a cognitive process, that is anticipatory in nature, where the objective or 'Goal' is defined that characterizes the Process of Motivation, and where a careful assessment takes place of expected outcomes. It appears that the first five Stages of the Process are cyclical in nature. In this cyclical Process the Goal set in mind is gradually fine-tuned and optimized to meet the needs of the Individual. Once the Goal is fine-tuned to the personal Attitude and to the respective levels of Energy, Achievement or Failure, and Satisfaction or Frustration, the Individual either proceeds to readjust the Goal or one or more of its parameters, or to sustain the cyclical Process without any changes. Or, in a third option, to actually carrying out the intentions, initiating a new Phase in the Process of Motivation.

B.1.2. Phase 2 - A Phase of Effort

6. A Stage of Effort

The primal aim of a Phase of Expectancies is to gradually define and re-phrase the objective. In the first five Stages of the Process of Motivation the Individual anticipates on things to come. A Goal has been set and then analyzed on what it would be worth investing in terms of Energy, on chances of success of the investment and on the benefits from the endeavor in terms of Satisfaction. But nothing has been physically undertaken to reach the objective set in mind. It was a mental exercise; and the analysis either led to a cyclical re-adjustment, a change in objective, or a sustained status quo.

Balancing the pro's and con's, both objectively and subjectively, leads one to decide whether to proceed into action or not. After setting the objective, comes a momentum, where concrete activities are taken to achieve what has been set in mind.

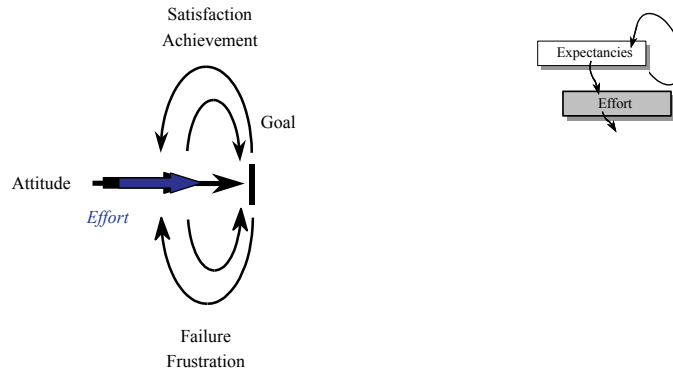


Fig. E.

A visualized overview of a Phase of Effort in the Theoretical Model of Motivation

It is assumed a Phase of Effort consists of one Stage and its most important characteristic is a concrete tangible activity aimed at reaching a Goal set forth in the previous Phase. The nature of the activity is such, that a third party can actively respond to the activity, although at this Stage in the Process any outside interference has not actually taken place. Where in a Stage of Energy only an assessment is made, this Phase consists of an actual, *physical* action to reach the objective set in mind. *The Phase of Effort consists by definition, of a tangible, overt, externally oriented activity.*

B.1.3. Phase 3 - A Phase of Internally Evoked Self-Assessment

Once the action is taken, comes a moment to evaluate its effects. A Phase of Effort sets in motion an assessment both objectively and subjectively of results obtained as a consequence of the Effort invested.

It is assumed the assessment takes place in two Stages:

7. A Stage of Realization
8. A Stage of Actualization

These two Stages are the moments in the Process of Motivation where an assessment is made of the success of the attempts to reach the Goal and the subjective impact, given the mindset defined in a Phase of Expectancies. Both Stages are a personal assessment where, at this point within the Process, no outside interference plays a role.

7. A Stage of Realization

Once the action is taken, comes a moment to check on the effects. A Stage of Realization, following a concrete action to reach the Goal, very much resembles Stage 4, where an objective evaluation of chances of Achievement and Failure took place. The Stage of Realization too comprises of a double assessment: to what extent was the Effort successful, and to what extent did it fail? Realization is the Stage in the Process of Motivation that assesses how much the Goal has been reached as a result of the actual Effort invested.

Reaching the Goal is practically never a 'one time hit'. Rather, the objective is reached to a certain extent, but often the attempt also fails. Realization is the outcome of both these assessments in a positive and a negative sense.

8. A Stage of Actualization

While Realization is an objective, economic assessment, a Stage of Actualization introduces emotion and subjectivity, very much in line with a previously observed Stage 5. Having invested Effort and having assessed Achievement and Failure ratios, in a Stage of Actualization the emotional impact of behavior is experienced. Given the criteria set forth in the first five Stages, an assessment was made, and at this point the Individual is faced with the emotional consequences.

The Stage of Actualization is a renewed assessment in terms of Satisfaction and Frustration. It resembles Stage 5, in that it possesses two distinct evaluative moments: a positive appraisal of Satisfaction and a negative appraisal of Frustration. But it differs from this previous Stage, in that it evaluates the tangible, overt activity expressed in a Stage of Effort, in contrast to the outcome of Stage 5 that was a reaction to a covert, cognitive activity in a Stage of Energy. Actualization is the Stage in the Process of Motivation where an emotional balance is sought between feelings of Satisfaction and feelings of Frustration as an outcome of the previous assessment of Achievement and Failure of a tangible, overt Effort invested in reaching the Goal.

Summarizing these two, successive steps in a Phase of Externally Evoked Self-Assessment, the evaluative Process can be visualized in Fig. F.

Location and Direction of the arrows are in fact the same as in Stage 4, as the Process is oriented to the same Goal. The entry-point however, is the Effort, not the Energy, which makes the assessments into distinct new Stages. Both positive and negative assessments in terms of the Achievement and Failure, and Satisfaction and Frustration are again visualized using two mirrored arrows.

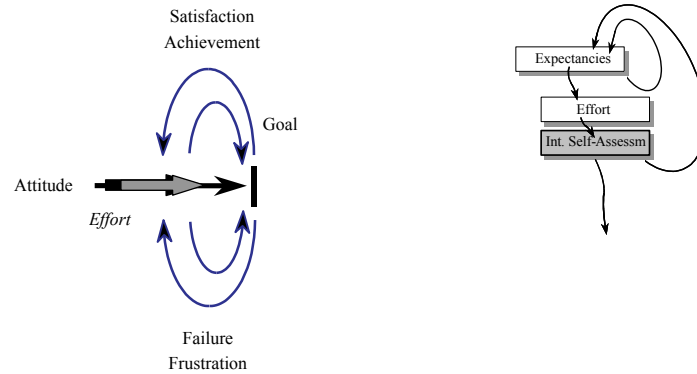


Fig. F.
A visualized overview of a Phase of Internally Evoked Self-Assessment in the Theoretical Model of Motivation

In the Process of Motivation, a resulting experience of Satisfaction can be obtained at a number of moments through intermediate, gratifying Goals, long before an ultimate and final Goal is actually reached. The Process of Motivation is not an ‘all-or-none’ Process, where only reaching the Goal provides gratification. Therefore, reaching Satisfaction as an outcome of the Stage of Actualization does not always mean an ultimate and final Goal has been reached. It only means that the Effort invested to reach the ultimate Goal has evoked a favorable response using an intermediate Goal.

Satisfaction is often obtained, long before the actual targeted Goal is reached, using rewarding intermediate Goals. These Intermediate Goals serve as waypoints, paving the way towards the ultimate reward of reaching the final Goal. For each of these intermediate Goals, however, the Process of Motivation evolves along the same lines. After one intermediate Goal has been reached, the Process evolves into another Process aimed at reaching a next intermediate Goal, emerging from the previous one. *In our study we will consider these intermediate Goals as distinctly separate objectives, each with their own specific Motivational Process¹.*

¹ Based on the restrictions set earlier, we assume each Process of Motivation to have a distinct objective. This objective may evaluate over time into a next objective and eventually into a third or fourth, leading to a more desirable outcome, but all these ‘intermediate objectives’ are considered having a same basic Process with the same basic dynamics. These intermediate objectives have distinct Processes with distinct parameters in each Stage. These distinct Processes can have an historic liaison, linking them meaningfully, but in our analysis we are to observe each objective within its specific Process.

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Having made these observations, after the assessment has been made, both objectively and subjectively, a number of options emerge.

First as an outcome of the Stage of Realization it can be observed that the Goal has been reached, leading to a level of Satisfaction at the Stage of Actualization that justifies no further action. At this point, the Process of Motivation either stops or initial expectations are re-formulated and the Goal adapted accordingly. By doing so, the Process cycles back towards Stages 1 to 5, and proceeds from there. Upon changing the Goal, however, a new Motivation cycle emerges, given the definition for initiating a new cycle, as set earlier. In short, reaching the Goal either stops the Process, or initiates a new cycle within the existing Process where the Goal remains the same.

But most probably, the Goal has not been fully reached, following the double assessment in both Stages. In this case also, two options appear, that are much in line with the previous observations. Either the Process re-starts with a change in parameters, or the Goal is changed, initiating a new Process of Motivation.

In all these cases, the Process is brought back to its initial Stages, and therefore becomes cyclical. Given the outcomes observed, a mental re-assessment is made in a newly cycled Phase of Expectancies, redefining suitable Energy levels as compared to possible outcomes in terms of objective, economic standards in Stages of Achievement and Failure, or in terms of subjective psychological experience in Stages of Satisfaction and Frustration. Or, alternatively, the Individual could decide not to invest any further and leave the Process as a status quo in a balanced Phase of Expectancies.

From there, in a Phase of Effort, activities could be initiated that are subsequently evaluated in a Phase of Internally Evoked Self-Assessment. Leading. In due course, to further re-adjustments in these three Phases.

It is assumed the Process of Motivation evolves into a cyclical Process that gradually reaches a balance; carefully matching intended Energy and actual Effort to the outcomes in terms of Achievement and Satisfaction of reaching the objective set. But within this cocooned balance, chances are that interference emerges. It is in a confrontation with Reality, the Process of Motivation dramatically changes into a sequence of Phases aimed at coping...

B.1.4. Phase 4 - A Phase of Reality

9. A Stage of Reality

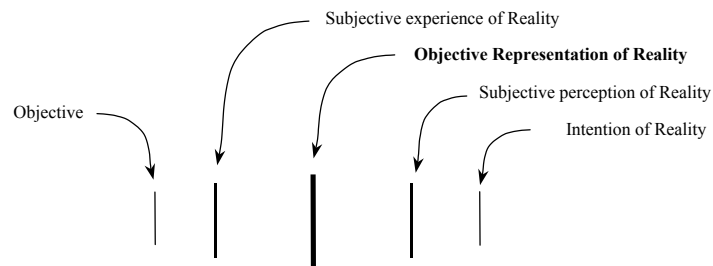
The Process of Motivation is initiated as a double cyclical Process. After setting the Goal, a 'feasibility study' further defines the objective, in terms of its value, its Attainability, and its desirability. And, in a number of occasions, after having invested Effort, the outcomes are re-appraised leading to further re-attunements in subsequent cycles.

If no further outside interference would take place, the objectives one sets, would be eventually reached in a most satisfactory way. At this point in the Process, however, events are introduced that will have enormous impact on the Process of Motivation. These unanticipated events set in motion a chain of amending actions that in turn will need to be dealt with when in subsequent phases we are faced with these new outcomes.

In the Process of Motivation the confrontation is analyzed, and the effects evaluated of these unanticipated events in a Phase that is referred to as 'a Phase of Reality', consisting of only one Stage.

In the Process of Motivation, where a Goal was carefully defined and where a balance was reached between Effort and obtained Satisfaction, suddenly something unexpected happens. *Reality is an event, or a group of events that is perceived by the Individual as an interference in the Process of Motivation, disrupting the cyclical state where previously a balance was found*¹.

It is assumed the concept of Reality manifests itself from four points of view with reference to the objective set:



Let us suppose that an event or a group of events occurs. We might then assume that there is a factual, *objective representation* of this event or group of events. Let us take as an example a letter written by a GM to reject a proposal. From the point of view of the agency responsible for the Reality, this Reality has been caused or generated or evoked with a certain *intention* in mind. And given this intention, the agency has a *subjective perception of Reality*. In our case, the GM, as the agency responsible for sending the letter rejecting the proposal, might have done so with the best of intentions in mind. His subjective perception of Reality, of sending the letter, is obviously positive: he is rejecting the proposal to prevent further escalation of a matter at hand.

¹ Possibly, Reality might not at all appear disruptive in a negative sense. Nonetheless, when Reality is perceived as interfering either in a negative or a positive way with one's intentions, the Process of Motivation is perceived by the Individual as being interrupted by an outside event.

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Needless to say, the *subjective experience of Reality* at the other side is quite different. From the Individual's Perspective, having an objective in mind, the subjective experience of Reality in this particular example is not at all positive, despite a clear exposé from the GM.

The point to note is that the Reality affecting the Process of Motivation is not the objective representation, nor the perception of third parties, *but the subjective experience of Reality as perceived by the Individual*. Although legitimate, the point of view of the agency evoking Reality, if there is one, *is not relevant in the Process of Motivation*. It might become relevant when, at a later point, some explanation takes place, which helps the Individual to cope with the situation; at this point in the Process, however, Motivation is affected solely by what the Individual observes. And these observations, in turn, are influenced by the Goal one seeks to achieve, which is affected by the subjective experience of Reality.

In the Model presented, a Phase of Reality is perceived as an unexpected event, or chain of events, that is experienced by the Individual as interrupting the Process and balance reached within the first three cycles of the Process of Motivation¹. It is assumed the Phase of Reality consists of only one Stage. In this Stage of Reality the perception of the Individual is interpreted in terms of the importance or value he attaches to the interruption. Within a Phase of Reality an assessment is made of the importance, or 'Significance' of an event, or chain of events that interrupts the Process of Motivation².

In visualizing this Stage in the Process of Motivation, the Significance of Reality can be depicted in relation to the objective set, its size indicating the perceived intensity of interference in the Process, as indicated in Fig. G.

B.1.5. Phase 5 - A Phase of Impact

10. A Stage of Impact

An event, or chain of events, interferes with the Process of reaching the objective, or the balance obtained in the Goal reached. Reality is affecting the Process, and the interruption is assessed in value and importance. Given the objective set, Reality is assessed in terms of its Significance.

¹ It is important to note that when the Process of Motivation is only concentrated within a Phase of Expectancies, with an absence of concrete activities in a Phase of Effort, no outside interference from Reality is possible.

² The concept of 'Significance' is used, distinct from the concept of 'Significance of the Goal' as defined earlier in relation to the Goal. Reference is made to Section B.1.1., Phase 1 - A Phase of Expectancies.

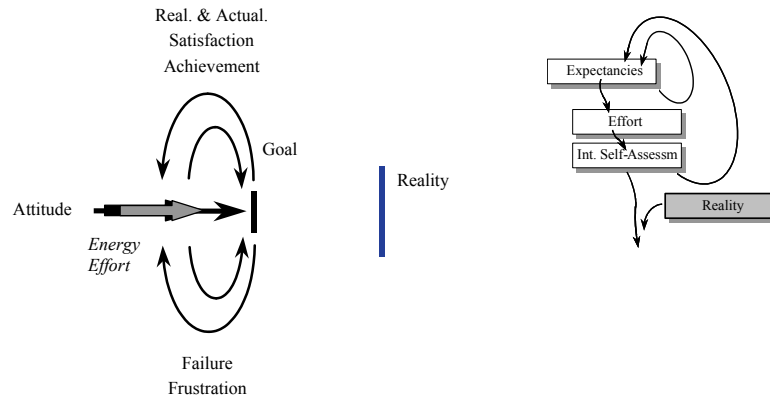


Fig. G.

A visualized overview of a Phase of Reality in the Theoretical Model of Motivation

In assigning Significance to Reality, the contrast between Reality and the objective becomes evident. By assigning Significance, the Individual comes to experience the Impact of Reality, given the course intended to reach the objective through the Process of Motivation. The Impact could be positive or negative, and scales on a continuum between both extremes. When the Impact of Reality is positive it enhances the Process of Motivation, in the sense that it facilitates the Process of reaching the Goal, or sustaining the Goal that had previously been reached. The Impact of Reality is negative when it harms the Process of reaching the objective or when it necessitates a re-appraisal of an objective already reached.

The contrast between Reality and Goal could be evident, or again, it could be small with all intermediate options. *The Impact of Reality is the Discrepancy experienced by the Individual between the subjective Reality observed and the Goal set*¹.

¹ The concept of 'Impact' might be misleading, as it is used in spoken language in another connotation. An 'enormous impact' can be either positive or negative. In our case however, the concept is solely used to indicate Discrepancy. With 'enormous impact' we mean a considerable Discrepancy, which will always be perceived as negative to the Process of Motivation. In our terminology an 'enormous impact in a positive sense' would rather be a combination of a highly Significant Reality with a small perceived Discrepancy. In spoken language the concept of 'Impact' includes both Significance and Discrepancy. In our vocabulary a distinction is made.

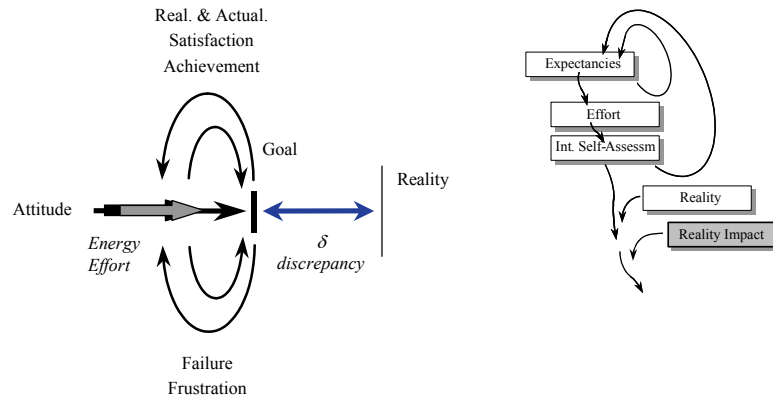


Fig. H.
A visualized overview of a Phase of Impact in the Theoretical Model of Motivation

Its focus therefore is on *distance* and the concept could be visualized by a gap or ‘ Δ ’. The gap can be either small or large, depending on the mix between perceived positive and negative interference on reaching the Goal the Process of Motivation is aiming at.

In short, the Model of Motivation assumes Reality has two dimensions: its Significance, or importance, and its Impact, or Discrepancy.

Fig. H. provides a visualized overview of the fifth Phase in the Process of Motivation, a Phase of Impact.

Both dimensions, Significance and Discrepancy, can appear in their four respective variants: a low Significance with a high Impact or Discrepancy, a high Significance with a low Discrepancy, a low Significance with a low Discrepancy and a high Significance with a high Discrepancy¹.

Where a Phase of Effort is the *action*, a Phase of Reality initiates the *reaction* to the evolving Process of Motivation.

Reality has disrupted the Process of Motivation aimed at reaching the Goal, or at sustaining the success of having reached an objective. One would expect the next step would be to neutralize the influence of an interfering Reality: a re-phrasing of the

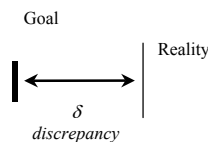
¹ Although all possible combinations seem to appear, the ‘high Significance – high Discrepancy’ and ‘low Significance – low Discrepancy’ variants are assumed to be most common.

objective, a change in parameters, a re-arrangement and re-appraisal of the Effort.

In the Model presented, however, a sequence of steps precedes these readjustments. *It is assumed the effect of Reality, in terms of Significance and Discrepancy, necessitates a number of intermediate Phases of assessments before a change in objective or parameters can take effect.* Reality introduces an entire new point of view, or dimension, to the objective set. A dimension, in most cases, the Individual is eager not to be confronted with: it is an interruption in the initial three-Phased Process of Motivation where a balanced has been reached, or, at least, stability is pursued.

With this new input, the scene has become 'three-dimensional'. The Individual is forced towards a re-orientation prior to making adjustments and bringing stability to the Process once again...

This re-orientation of the objective versus Reality is assumed to proceed in three Phases. The nature of these successive steps can be clarified by visualizing part of the previous figures illustrating the Process of Motivation:



- *Objective;* In a first Phase, as a direct response to the confrontation with Reality, a re-appraisal is made of the manner in which the *Goal* and associated parameters were set;
- *Objective versus Discrepancy;* Given this re-evaluation of the Goal, an appraisal is made of the potential readiness to decrease *Discrepancy* and to close the gap that is observed;
- *Objective versus Reality;* And given this outcome, a re-evaluation is made of *Reality* in terms of perceived support

Preceding a possible re-adjustment of objective and associated parameters as a reaction to the unexpected confrontation with the Reality, a three-fold assessment takes place of the Impact of Reality, given its Significance. This three-fold assessment is passive in nature: no actual changes take place. It is a passive re-appraisal of the three distinct consequences the confrontation with Reality has led to. The initial position is re-appraised of the manner in which the objective and its parameters were defined. Given this re-appraisal a course of action is decided upon: is there an intention to close, diminish or increase the gap? And given these intentions, a re-evaluation is made of Reality in terms of perceived support for these initial settings of the objective and parameters.

This sequential Process, preceding a concrete reaction, at first seems logical, but it will appear to be one of the most difficult concepts in the Process of Motivation. It touches the very heart of psychological mechanisms that are carefully kept hidden. Although the entire Process of Motivation is largely subconscious, these three sequential Phases are the ones the Individual takes special care to keep away from. When a confrontation takes place with a Reality that is particularly painful, the Process of Motivation almost instantaneously proceeds into neutralizing its influence by resetting parameters, or even altering the Goal. But *before these amendments can be made, Reality must have been observed in its true nature, and its Impact evaluated. Before interference can be covered up, it must have been observed in its full appearance.*

There must have been a perception of the Impact of Reality on the Goal before one can adapt and change perceptions in such a manner that its influence can be adequately neutralized. The three-fold, passive evaluative Phases following the Impact of Reality are a 'moment of truth', an appraisal of one's case, moments before it is covered up through powerful mechanisms protecting it from interference from Reality.

Summarizing, before the interference from Reality on the Process of Motivation can be adequately neutralized, a three-fold sequence of passive, evaluative reactions takes precedence. The Process of Motivation encounters a Phase evaluating consequences for the objective set and its associated parameters, followed by an assessment of the readiness to make these adjustments in a Direction to close, diminish or increase the gap, leading to an appraisal of perceived support for these initial settings of the objective and parameters. Only then can the Process resume, with a re-setting of parameters and possibly even a re-defining of the Goal.

Let us observe these three Phases and summarize details for each Stage.

B.1.6. Phase 6 - A Phase of Externally Evoked Self-Assessment

Reality has shed a new light on the Goal previously set. Before proceeding to reset parameters so as to minimize the interference, the confrontation sets in motion three preceding passive, evaluative reactions. A Phase of Externally Evoked Self-Assessment is the first of these three.

The first Phase focuses on the Goal, which is now set in a new point of view, or dimension. It is assumed this first re-appraisal proceeds in five Stages:

11. A Stage of Aspiration
12. A Stage of Contemplation
13. A Stage of Validation
14. A Stage of Attainment
15. A Stage of Fulfillment

11. A Stage of Aspiration

A Stage of Aspiration re-examines the Attitude towards the Goal in its newly perceived context. Given Reality and given the new state of affairs the objective is situated in, the initial Attitude is re-evaluated. Does the urge, need, ambition still seem adequate and does the challenge remain the same in achieving the objective set? The Stage of Aspiration is defined as a re-evaluation of the Attitude towards the Goal, given its new dimension as a consequence of the introduction of Reality in the Process of Motivation.

The Attitude towards the Goal in its newly perceived dimension is strongly determined by the personality profile of the Individual, much in the same way as in the initial Stages of the Process of Motivation. If the initial Attitude was not too pronounced, chances are the Impact of Reality would be perceived as rather modest. If, however, the initial Attitude was ambitious and determined to achieve, a negative Impact of Reality would probably now reduce my morale, and a positive Impact would probably lead to a boost in self-esteem.

Although there is a parallel with the Stage of Attitude initiating the Process of Motivation, an important distinction needs to be made. At this Stage, no changes are made in Attitude. The Individual is forced to re-examine what the initial settings should have been, without actually altering them at this Stage. A change in Attitude is exclusively reserved for the first Stage in the Process of Motivation. It is a difference between a 'soll' and an 'ist' situation.

12. A Stage of Contemplation

Re-assessing one's position, one's Attitude leads to a re-assessment of the objective set. The Goal is re-evaluated not in its content but rather in the attributes of Clarity and Attainability. Assessments of its content are exclusively reserved to a Phase of Expectancies. But where Reality provides a new point of view or dimension, the Individual re-contemplates the feasibility of the objective, without altering its content.

13. A Stage of Validation

Re-assessing the Goal leads to a re-assessment of its value. The Stage of Validation re-evaluates the intended investments, without actually proceeding to altering these values: 'the metrics are read, before changing the settings'. The Stage of Validation originates from the previous Stage, and is defined as a re-evaluation of the value attached towards the Goal, given its new dimension, as a consequence of the introduction of Reality in the Process of Motivation.

14. A Stage of Attainment

A re-assessment of Attitude and Energy leads to a re-appraisal of Achievement and Failure as initially set. How does the Individual perceive his chances of success once he is set to re-appraise his objective when confronted with Reality? The Stage of Attainment is a re-evaluation of the Achievement and Failure levels initially set in a Phase of Expectancies, perceived from a new point of view as a consequence of the interference of Reality.

15. A Stage of Fulfillment

The perception the Individual had on chances of Achievement and Failure is re-appraised as a consequence of the new circumstances surrounding the Goal. And this re-appraisal, in turn leads to a re-evaluation of Satisfaction and Frustration levels associated with this newly perceived objective. The Stage of Fulfillment originates from the previous Stage of Attainment, and is defined as a re-evaluation of Satisfaction and Frustration associated with reaching the Goal, given its new point of view following the introduction of Reality in the Process of Motivation.

The Impact of Reality has led, not to a direct reaction aimed at 'deactivating' its effects on reaching or sustaining the Goal, but to, three 'passive, evaluative reactions' preceding this recovery process. The first of these three is staged around the Goal. Given the new dimension introduced by Reality, the parameters derived from the Goal are re-assessed, before proceeding to actively neutralizing the Impact of Reality.

A Phase of Externally Evoked Self-Assessment is initiated at the introduction of Reality. It is the first of a three-fold passive, evaluative reaction to the disruptive introduction, preceding adjustments to the Goal and its parameters to neutralize the effects. It is a 'reflective' assessment between the Attitude, Energy, Achievement-Failure and Satisfaction-Frustration parameters initially set and the Goal now encountered in light of Reality. This 'reflection' towards the Goal is visualized in Fig. I. by the arrows enclosing the initial parameters at one side, the Goal as perceived on the other.

Following the Impact of Reality, a three-fold passive, evaluative reaction precedes the actual re-adjustments necessary to neutralize the effects of the confrontation. The first of these three focuses on the Goal evaluating the Assumptions initially made.

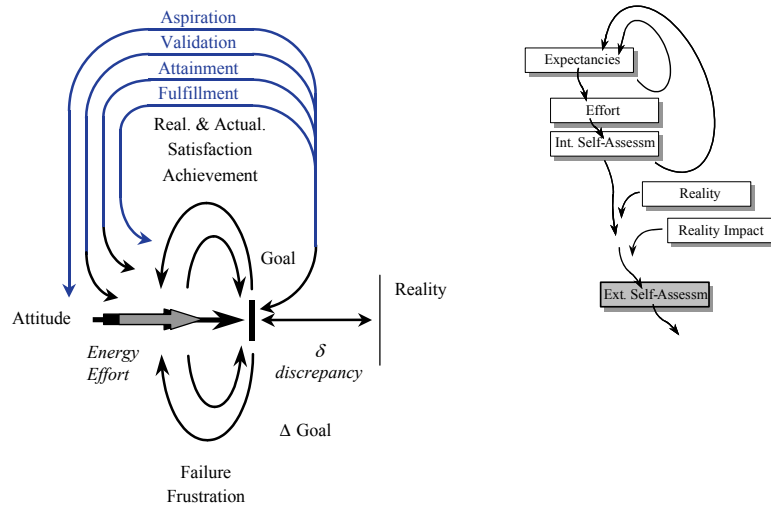


Fig. 1.
A visualized overview of a Phase of Externally Evoked Self-Assessment in the Theoretical Model of Motivation

B.1.7. Phase 7 - A Phase of Anticipated Change

Reality presented itself, and it led to a re-appraisal of the objective set through all parameters involved. Now, having re-appraised the situation in light of Reality comes a next Phase where the Individual decides either to detach himself from the Reality presented, or to embrace the new situation. At this point in time, a decision is taken whether to close, or increase the gap, or whether to remain the situation unaltered, protecting the objective from change.

The second Phase following the Impact of Reality, again, is a passive mental reaction, which precedes a course of action. Assessing the Discrepancy, or 'Δ' between the Goal and Reality can be positive, negative or neutral. It is positive when the Individual decides the impact of the Discrepancy on the Process of Motivation can be *reduced*. It is negative when an increase of the impact is expected. It is neutral when no effects are foreseen¹.

¹ A positive assessment does not mean the gap is evaluated as 'not so very large'. This is what happened already at a previous Stage 10, the Impact of Reality, where the seriousness of the matter (Continued)

Appendices

So assessing the Discrepancy, as a second passive reaction to the Impact of Reality, consists of anticipating a change with a positive or negative effect on the Process of Motivation, or anticipating a neutral effect. At this point in the Process, again, only an assessment is made.

It is assumed a Phase of Anticipated Change consists of five Stages; to stress both the aspect of change and its association with the Discrepancy, the symbol ' Δ ' is added to each Stage:

16. Δ - Attitude
17. Δ - Goal
18. Δ - Energy
19. Δ - Achievement and Failure
20. Δ - Satisfaction and Frustration

16. Δ - Attitude

The Δ - Attitude Stage anticipates on an active change in Attitude aimed at closing, increasing or maintaining the Discrepancy between Goal and Reality. The Δ - Attitude Stage originates as a consequence of the introduction of Reality in the Process of Motivation where the Individual is made to observe the objective from a new point of view, or dimension.

17. Δ - Goal

The Δ - Goal Stage anticipates on an active change in objective. An anticipated change would aim at closing or increasing the Discrepancy between Goal and Reality, as an outcome of the previous Stages in the Process. An anticipated absence in change would be aimed at maintaining the Discrepancy observed.

Changing one's objective seems seldom to be a legitimate option. One prefers to change some parameters in order to neutralize the Impact of Reality, rather than objectives, especially because concrete Effort has been taken.

was considered. A positive assessment of *the Discrepancy* means it is expected the Impact of the Discrepancy on the Process of Motivation can be reduced, or rather: *the intention is expressed to reduce it*. Assessing the Discrepancy is a process assessing the intention to diminish, sustain or increase the gap created between Goal and Reality. Thus, assessing the Discrepancy is a process of anticipating a change in the Process of Motivation.

18. Δ - Energy

The Δ - Energy Stage is defined as anticipating on the presence or absence of change in the Effort invested, aimed at closing, increasing or maintaining the Discrepancy between Goal and Reality, as observed in a previous Phase.

Is the Individual inclined to actually invest more or less, or a same amount of Energy now that the objective appears in a new dimension? Re-investing more Energy, as an option, seems very much related to the Attitude brought to the Process on the one hand, and Significance attached to Reality on the other. The more ambitious the Individual is, and the more Significant Reality is perceived to be, the more he is inclined to consider a higher investment in Energy so as to 'protect and preserve' the objective initially set.

19. Δ - Achievement and Failure

The Δ - Achievement and Failure Stage is defined as anticipating on intentions to re-define Achievement and Failure ratios in achieving the objective, aimed at closing, increasing or maintaining the Discrepancy between Goal and Reality.

20. Δ - Satisfaction and Frustration

The last of the five Stages aimed at assessing readiness to change initial parameters, is the Δ - Satisfaction and Frustration Stage. It is defined as a moment in the Process where an assessment is made of the readiness to re-define the subjective outcomes in achieving the objective, and aimed at decreasing, increasing or maintaining the Discrepancy between the Goal and Reality.

Is the Individual willing to reconsider initial values of the subjective impact of reaching the objective set, is he willing to change ideas on Satisfaction and Frustration levels, so as to change the Discrepancy with Reality, just observed, in a Direction that is more favorable in reaching, or maintaining his objective? Is he willing to moderate expectations so as to obtain a more Reality-oriented Goal?

A Phase of Anticipated Change is a re-evaluation of the Discrepancy after Reality has presented itself, given the previous re-evaluation of the objective in a Phase of Externally Evoked Self-Assessment. This re-evaluation consists of an 'anticipating reflection on change'. In visualizing this next Phase, Location and Direction of all the elements remain the same, as the Process is both anticipatory and reflective in nature. Only the implications of the Discrepancy for each element are observed. Arrows, again, visualize this 'contrasting' of parameters evaluating the objective versus the Discrepancy with Reality as observed:

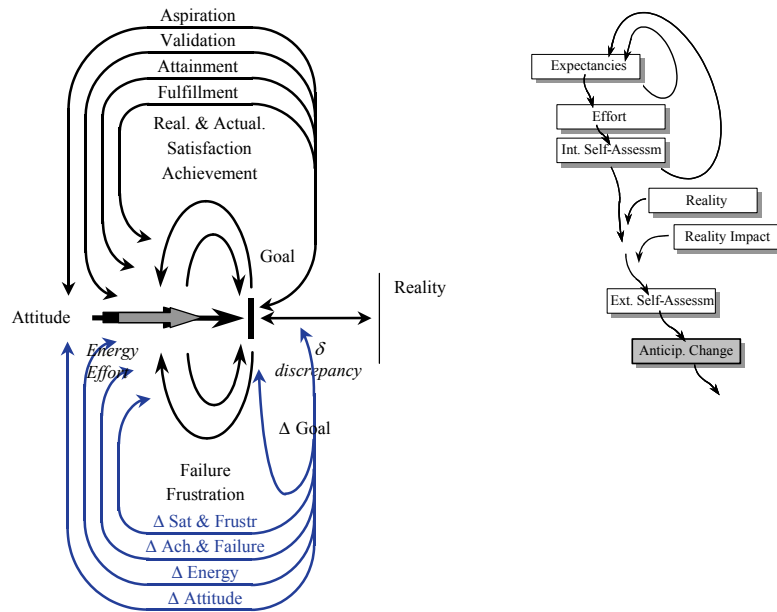


Fig. J.
A visualized overview of a Phase of Anticipated Change in the Theoretical Model of Motivation

A Phase of Anticipated Change can be defined as an ‘anticipating reflection on change’. It questions the readiness to change the four motivational elements, Attitude, Effort, Achievement or Failure, and Satisfaction or Frustration, together with a readiness to change the Goal itself, in an attempt to diminish the Discrepancy, or ‘Δ’, between Goal and Reality as perceived in a Phase of Impact.

B.1.8. Phase 8 - A Phase of Dedication

An objective was set, its value assessed, its outcomes weighed. After investing concrete Effort, the Process of Motivation became a cyclical balance, assessing outcomes and refining expectations. Then, unexpectedly an event took place that changed, as it were, the color of the Goal set.

‘Significance’ or meaning was attached to the confrontation, followed by an assessment of its Impact affecting the Process, and visualized as a gap, or ‘Discrepancy’ between the Goal that was reached or where attempts were made to do so, and the unexpected event indicated as ‘Reality’. Before amendments were made, re-arranging the objective and its parameters to neutralize the Impact, a number of reactions took place, described as ‘preceding passive, evaluative reactions’. The third of these three reactions is the eighth and last Phase of the Process of Motivation.

In a Phase of Dedication, after having observed his objective and the gap that emerged, the Individual turns his attention back to Reality.

The Model assumes that the Individual after having assessed the Impact from Reality on the objective set, in turn, evaluates Reality. In this respect, a Phase of Dedication differs drastically in nature from the previous Phases in the Process of Motivation. All preceding Phases were centered around the Goal. A Phase of Dedication, in contrast, focuses on Reality.

In a Phase of Reality, nor a Phase of Impact, has any emotion been expressed. Meaning, or ‘Significance’ has been assessed and Impact affecting the Process, but no sentiments have been expressed. A Phase of Dedication is focused on the subjective effects the preceding passive, evaluative reactions have on the Individual in his attempts at reaching an objective.

In this respect however, a Phase of Dedication should be excluded from the Model. The Phase does not belong in Process of Motivation, for the Process of Motivation evolves around the Goal. This is true in a sense: the Phase of Dedication is strictly speaking not part of the Process, but rather a product, or an outcome. But there are two important reasons to include the Phase within the Process of Motivation.

The first reason is that although the Phase is to be considered as an outcome of the Process, it provides essential input for a subsequent active reaction towards Reality, when a re-formulation of the objective and its associated parameters is made in a renewed cyclical Process of finding an adequate balance, following its disruption with the introduction of Reality. The perception the Individual holds of Reality, determines to a large extent a renewed assessment within a Phase of Expectancies. With the Process thus gradually becoming cyclical the input of a subjective perception of Reality becomes essential in determining an adequate balance in the formulation of the objective¹.

So perception of Reality determines the further course of the Process of Motivation in such a way that it justifies being included as part of the Process of Motivation. The second reason falls slightly outside the present scope in presenting insight in the Process of Motivation. Although it is a secondary reason, slightly besides the topic, it is important

¹ This cyclical nature gradually emerging within the Process of Motivation will be covered extensively in the next Section, Section B.2. of Appendix I.

for a subsequent analysis aimed at managing the Process of Motivation, and therefore is to be addressed shortly at this point. The reason for explicitly including a Phase of Dedication is that the different Stages it consists of, will prove to be essential in defining a adequate management interventions. The issue is to be covered later but it justifies an inclusion at this point of a Phase of Dedication within the Process of Motivation¹.

In a Phase of Dedication, it is not the Goal but Reality that is the focus of attention. It is assumed, a Phase of Dedication progresses in four Stages:

21. A Stage of Appreciation
22. A Stage of Approbation
23. A Stage of Affirmation
24. A Stage of Commitment

In a Phase of Dedication we will deviate from the regular five-fold assessment. An assessment of perceived support or non-support for the Goal initially set, is excluded. The exception is made because an evaluation of perceived acceptance or non-acceptance of the objective has taken place earlier in the Process, i.e. in a Phase of Impact.

21. A Stage of Appreciation

Earlier Attitude was defined as a 'mental status' aimed towards the Goal and thus, starting the Process of Motivation. This mental status has now been re-evaluated after Reality interrupted the Process of Motivation. How then, is Reality, in turn being evaluated after the event?

A Stage of Appreciation is defined as a passive, evaluative reaction towards Reality, from a point of view of the Attitude initially set. Basically, Reality can be perceived as supportive, non-supportive or neutral to the initial Attitude, and this perception is largely influenced by both re-assessments in previous Phases of Externally Evoked Self-Assessment and Anticipated Change.

The assessment of Reality has two important consequences that will prove to affect, not only the Process of Motivation, but also the experience of Reality in a broader sense. If Reality is perceived as supportive to one's Attitude, this will lead to feelings of 'being appreciated', or 'acknowledged', and, as a spin-off, this in turn will lead to feelings of 'appreciation' towards Reality. In parallel, if Reality is perceived as non-supportive this could lead to feelings of 'being denied', or 'ignored' or 'rejected'. And these feelings, in turn, would lead to feelings of 'contempt' towards Reality. The more Reality is perceived as important, or 'Significant', the more these feelings of 'being appreciated' or 'being ignored' emerge, and, remarkably, the more these will lead to feelings of 'appreciation' or 'contempt' towards Reality in return.

¹ The issue will be covered in-depth in Appendix XXIV, Section B.2.4.4. and Section B.2.7.

A second consequence of the assessment of Reality is the effect it has on the Process of Motivation itself. If Reality is perceived as supportive of one's Attitude, the Individual will be less inclined to moderate the initial Attitude, and would set ambitions even higher. In other words, if Reality is perceived as supportive it enhances the Process of Motivation. It stimulates and helps reaching or maintaining the objective. Consequently, if it is perceived as non-supportive, it disrupts the Process.

Both processes are intertwined and serve to safeguard the Process of Motivation. Where Reality is experienced as supportive, feelings of Appreciation towards Reality will be enhanced to further strengthen and 'propel' the Process. One tends, so to speak, to increase Significance of Reality and in doing so, to further increase its (positive) impact on the Process of Motivation. Where one feels Reality as non-supportive, feelings of contempt towards Reality are enhanced so as to neutralize the importance it has, thereby diminishing the impact it originally had on the Process of Motivation.

In the Model, it is assumed that the feelings evoked, serve, in turn, to further maintain the Process. These two processes, that are a spin-off of the evaluation of Reality, emerge at all four Stages. By evaluating Reality the Individual tends to use its outcomes to either enhance or neutralize its influence on the Process. *In doing so a dangerous procedure is introduced in the Process of Motivation: the Individual is changing Reality in the way it appears to him.*

22. A Stage of Approbation

At an earlier moment in the Process of Motivation, the Individual assessed the value, or Significance of Reality. In a Stage of Approbation, the reverse occurs.

In a Stage of Reality the Individual attaches Significance to Reality. At a Stage of Approbation, the Individual assesses the value or meaning he believes Reality has towards his Goal. In a Stage of Reality it is 'the Individual valuing Reality', in this Stage of Approbation, it is 'Reality valuing the Individual', or rather: the way the Individual believes or perceives Reality is valuing him.

A Stage of Approbation then, can be defined as a passive, evaluative reaction towards Reality, from a point of view of the 'Energy' or 'value' initially attached to the Goal. In line with the previous Stage, Reality can be perceived as supportive, non-supportive or neutral. And again, this perception depends on both re-assessments in previous Phases.

Much in line with the previous Stage, the perception of Reality as supportive or non-supportive leads to feelings of 'being valued' or 'not valued' in return. And these feelings are intensified by the Significance attached to Reality. Where in a previous Stage the Individual felt appreciated or ignored in his drives or ambitions, in this Stage he feels supported or not supported in his 'value-system'. And these

feelings of 'being appreciated' or 'valued', and vice versa, complement each other.

It is assumed a Stage of Approbation also, serves as a means of either propelling or neutralizing the influence of Reality on the Process of Motivation. If the Individual feels support for his 'value-system', he tends to enhance the Impact of Reality by valuing Reality in return. And if he feels non-support, feelings of 'non-Significance' towards Reality serve to help diminish its importance and neutralize its effects.

A Significant Reality that acknowledges one's value-system is valued even more, so as to further increase its effects on the Process of Motivation: Significance is increased to further propel the effects. But the adverse also holds true. If one attaches great Significance to Reality and Reality is not supportive of one's values, one disparages Reality to neutralize or diminish its negative impact. The more one perceives a Significant Reality as non-supportive, the more one tends to belittle its effects...

23. A Stage of Affirmation

After having set an objective and adjusted parameters, Reality caused an intrusion, forcing the Individual to reconsider both objective and Discrepancy. And he now comes to evaluate Reality from a point of view of his initial Achievement and Failure ratios.

The Stage of Affirmation evaluates the support from Reality as perceived by the Individual for his initial economic appraisal of gain or loss. Reality is perceived as either confirming or disapproving his choice. These perceptions of Reality being supportive or non-supportive for his judgment, lead to feelings of 'confirmation' or 'disapproval' from Reality, and these, in turn, are echoed by 'confirming' or 'disapproving' Reality.

Again, in parallel with previous Stages, a remarkable outcome is observed that the more one values Reality, the more one either confirms or questions its integrity depending on perceptions of support or non-support. And by doing so, the Individual either increases or diminishes its effects on the Process of Motivation.

24. A Stage of Commitment

Significance was attached to Reality, and it led to experience of Impact. The Impact, in turn, led to a re-appraisal of the Goal and all its parameters. And considering re-adjusting these parameters led to a re-appraisal of Discrepancy. These passive, evaluative reactions, in turn, led to settling levels of Appreciation and Approbation and Affirmation towards Reality, depending on perceived support or non-support. The Stage of Commitment concludes the experiences made.

The Stage of Commitment is the 'end of the equation' and the 'grand total' of all the effects experienced from Reality in a condensed format. A Stage of Commitment 'pushes one up, or lowers one down'. It provides the Individual with the experience of 'worth', of 'self-respect', of being 'esteemed', or of being 'denied' and 'rejected' depending on his perception of Reality.

When Reality is perceived as supportive of one's subjective judgments, these will lead to feelings of 'worth', of 'making a difference'. The experience of non-support from Reality often leads to extreme polarized reactions. In these instances even 'neutrality' from Reality can be perceived as negative. Where one feels Reality as either 'dedicated', or 'hostile' to one's cause, feelings of 'Commitment' or 'hostility' are mirrored to Reality. The perception that one's emotional 'belief-system' is either 'shared' or 'rejected' by Reality, leads to profound feelings towards Reality in return. And these, in turn, serve to further 'propel' the perceived positive or negative interference from Reality on the Process of Motivation.

In a Stage of Commitment the Individual evaluates Reality, from a point of view of the 'Satisfaction and Frustration' ratios initially made towards reaching the Goal. In line with the previous Stages, Reality in a Stage of Commitment can be perceived as supportive, non-supportive or neutral to these initial subjective judgments.

In summary, it is assumed a Phase of Dedication finalizes a three-fold passive, evaluative reaction towards Reality. It is a 'grand-total' of the Process of Motivation, where all previous Phases play a role in determining a subjective experience of Reality. Reality was perceived by the Individual as supportive, non-supportive or neutral to the way parameters were defined in the initial Phase of the Process of Motivation. These feelings, emerging from a perceived support, or non-support, in turn, gave rise to feelings oriented towards Reality. So, as a result of these four Stages, a set of 'primary emotions' emerged stemming from a perception of Reality, with a set of 'secondary emotions' directed towards Reality, in return. These 'primary emotions' served to make a representation or an image of Reality that aimed at either neutralizing or enforcing its influence on the Process of Motivation. Where Reality instigated effects on the Process of Motivation, these last four Stages proved to be of great importance for prospective management interference.

In visualizing the last Phase of Dedication, again, all the elements remain the same, as the Process is only evaluative. Arrows visualize the evaluative reaction contrasting parameters with Reality, in perceived support or non-support:

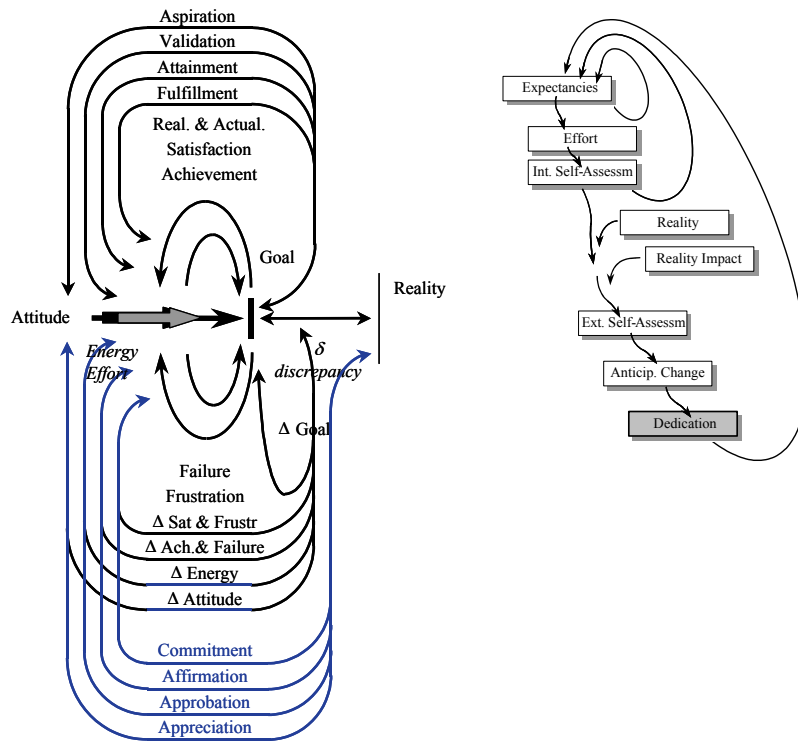


Fig. K.
A visualized overview of a Phase of Dedication in the Theoretical Model of Motivation

*B.2. The Process of Motivation
Analysis of a Second Cycle: Protective Mechanisms*

The Process of Motivation started with an act of directing a mind-set towards a Goal. A number of anticipating parameters were defined, evaluating chances in both objective and subjective terms. It was assumed, in a number of cases the Individual would decide to actively pursue these ambitions, and invest Effort. Within the balance sought, an unforeseen event emerged. 'Reality', as it was designated, led to a threefold reaction: there was a 'passive' reassessment of the Goal and of parameters previously set, followed by an appraisal of intentions to re-define these parameters and close the gap between Goal and Reality. And this 'intend to change', in turn, led to a reappraisal of Reality.

Motivation is assumed to be an 'inner dialogue', a sequential, partly cyclical Process that intentionally orients the Individual towards a desired status quo of an objective set, leading to evaluative activities aimed at minimizing the effects of an interfering Reality.

What then, is the next step in this sequential course of events...

Essentially, there are two options to follow. The first is to re-examine the initial parameters and either make adjustments or leave these settings untouched, without actually changing the objective initially set. The other option is to change the Goal itself, initiating, as per definition, a new Process of Motivation.

In either case, simply readjusting initial parameters, with or without adjustments to the initial Goal, the observation has an important implication: *redefining initial settings means the Process of Motivation has re-started with adjustments previously described in a Phase of Expectancies, and has become cyclical as a result.*

The main characteristic of a second cycle in the Process of Motivation is, that the Individual is now better prepared to face a confrontation with Reality. The experience with Reality now provides the Individual the means to anticipate on its Impact. The Individual has experienced the Impact and is now on the verge of re-attuning the Goal and parameters in such a manner that he can preserve its nature, its integrity the best he can. And the experience obtained with Reality in a first cycle of Motivation assists greatly in this Process aimed at preserving the objective from further interference.

A second Motivational cycle starts with two intentions in mind:

- To further enhance the influence of Reality when its Impact is perceived as positive to the Process of Motivation
- To further reduce the influence of Reality when its Impact is perceived as negative

This Process of enhancing or reducing the influence of Reality is likely to follow profiles that exhibit certain regularities. In the following, these recurring patterns aimed specifically at enhancing or reducing the influence of Reality will be referred to as 'Mechanisms'.

Many Mechanisms emerge in the Process of Motivation when a confrontation with

Reality leads to neutralizing counteractive measures in subsequent cycles. As these Mechanisms aimed at neutralizing Reality are the main characteristic of a second cycle, a short overview is provided of a subsequent new cycle in the Process of Motivation, illustrating per Phase the most important Mechanisms the Model presumes are operational. Where the presentation of the Model of Motivation is primarily aimed at providing insights to actively influence the Process, an extensive coverage of these Mechanisms aimed at neutralizing outside interference seems justified.

B.2.1. Phase 1 - A Phase of Expectancies

The Process of Motivation in a second cycle is characterized by a determination to enhance or reduce the interference caused by Reality in the balance obtained in a Phase of Expectancies and subsequent Phases¹. This Process of enhancing or reducing the influence of Reality can take numerous forms. One could moderate ambitions in the light of a negative Impact from Reality. But one could also remain ambitious even when a negative Impact occurs, by denying its Significance, or by increasing Effort. In contrast, when Reality turns out favorably and to one's advantage, one could decide to set a higher Goal or further increase Effort.

There seem to be numerous patterns emerging. However, in summarizing these patterns and their effects in a second cycle, it is assumed two scenarios are most likely to occur.

In most cases, the Individual seems to make adjustments to the Goal and to Energy levels, as the principal outcome of an encounter with Reality. In re-defining Goal and Energy, the Individual anticipates on the interference expected to re-emerge through a renewed confrontation with Reality in upcoming Phases of Reality and Impact in a second cycle of the Process. Let us refer to these Mechanisms aimed at anticipating on an upcoming confrontation with Reality as 'Mechanisms of Anticipation'.

As stated earlier, in setting a Goal, two attributes are used: Clarity, indicated as 'C', and Attainability, or 'A'. As such, four sets of categories occur in defining a Goal: a clear and attainable Goal, represented by variables 'CA', a clear but less attainable Goal represented as 'Ca', a less clear but well attainable Goal: 'cA' and a less clear and less attainable Goal: 'ca'. From these categories, two are particularly vulnerable to the outside interference from Reality: cA and CA. If an Individual defines an attainable Goal clearly and with great precision, he would also be well aware of each obstacle preventing him from reaching it. To put it differently, the more clear the objective, the more precisely he

¹ When a confrontation with Reality has occurred, it is always as a result of an investment in a Phase of Effort. If no investment in a Phase of Effort took place and the Process of Motivation has remained within the boundaries of only a Phase of Expectancies, no concrete activities have been invested, and no interference from Reality can occur. As indicated earlier, most Processes of Motivation remain within the 'safety' of a Phase of Expectancies, so as to avoid an almost inescapable subsequent interference following investments in a Phase of Effort.

knows when he is successful, as the criteria are well defined. If he comes to define the objective less clearly, reaching the objective would be less obvious, but at the same time it prevents him from becoming frustrated.

This mechanism is used to anticipate on the effects of Reality. The less clear an objective is defined, the less vulnerable the Individual becomes for outside interference from Reality. Once the influence from Reality has been experienced, these Mechanisms of Anticipation help prevent further interference.

This Mechanisms of Anticipation aimed at reducing potential interference, is further reinforced by re-setting the second attribute: Attainability. If the objective is re-phrased and placed beyond reach, this further increases immunity: 'I didn't reach what I want, but it doesn't really matter because I knew from the start it was nearly impossible to reach'¹
²...

Re-defining an objective in a less precise manner helps avoid the outside interference from Reality. The less clear a Goal, the smaller the outside interference will be. There is a price to pay however, for the less precise a Goal is defined, the less explicit Achievement and success become, and therefore the more modest resulting feelings of Satisfaction. *Re-defining Goals in a less precise manner makes the Individual less vulnerable, but it comes at the expense of a lesser Satisfaction.*

Re-defining the Goal from a CA to a cA seems to be the principal option to protect the objective from negative influences from Reality stemming from a first Motivational cycle. In case of a positive impact from Reality, these Mechanisms of Anticipation are operating in a Direction that sustains or enhances the positive effects on the Process of Motivation. The Mechanisms used are the same, and they mirror the ones used with a negative impact. When the Individual feels supported, he tends to further enhance these positive effects and increase chances of Achievement and Satisfaction. And one does so by increasing precision in the Goals that one formulates.

What is the likelihood this course of action would lead to any substantial and effective results? In a subsequent Stage of Energy, the outcome of re-attuning the Goal is assessed in combination with potential investment in Effort. No overt action is taking place at this point in the Process: the assessment is a covert, internal, cognitive appraisal of re-defining the objective on the one hand, against investing Effort on the other.

¹ We might even define a 'gradient continuity' from a highest level of immunity: obtained in Goal-setting 'ca', through 'cA' and 'Ca' to a lowest level of immunity in defining a 'CA' Goal.

² The effects of re-phrasing our Goal from an 'A' to an 'a', further strengthens the effects of re-defining a Goal from a 'C' to a 'c'. In the following, from the four sets of categories, we will restrict ourselves to only two categories: cA and CA, assuming alternatives ca and Ca do not add important additional insights into the working of the Mechanism, thus contributing to simplifying the analysis of these Mechanisms of Anticipation.

Appendices

It is assumed in the Model three options are held: to keep Energy levels unchanged, or to either invest more Energy, or less Energy.

Keeping Energy levels unchanged would mean that in a subsequent renewed confrontation with Reality the impact would be much the same: nothing was changed in the parameters, so unless re-adjustments are made in subsequent Stages of Achievement and Failure, or Satisfaction and Frustration, a confrontation with Reality would follow a similar course as during a first Motivational cycle.

When considering increasing one's Energy, two effects appear. The first is that chances of success would increase: more investment leads to a greater potential to actually reach the objective set. This would make one better equipped for a subsequent confrontation with Reality. The second effect however is, that if things would turn out wrong, the increased Effort would put more strain on events, and would leave the Individual less prepared for a subsequent confrontation with Reality.

The second Mechanism of Anticipation aimed at re-defining Energy has profound impact on the way the Individual comes to reach the objective. The most logical course of events would be to invest all Effort in reaching an objective that obviously is important, or at least important enough for the Individual to consider amendments. The decision however, not to invest Energy or to decrease Energy would make him less vulnerable for subsequent Failure and Frustration and for less desirable outcomes in a confrontation with Reality.

Basically, decreasing Energy levels makes the Individual less exposed to unwanted influences and increasing these levels intensifies vulnerability. This Mechanism of Anticipation serves to protect the Individual from subsequent Failure or Frustration and from subsequent unsolicited confrontations with Reality.

Thus, in addition to re-phrasing a Goal, a 'regulation of Energy levels' further enhances these neutralizing or counteracting, respectively emphasizing or accentuating effects towards a negative or positive Reality. *Decreasing Energy makes the Individual less exposed; increasing Energy levels would make him more vulnerable.* In addition to re-phrasing a Goal, a re-tuning of Energy also, is used as a Mechanism of Anticipation.

These re-assessments of Achievement and Failure take place at a subsequent Stage of Achievement and Failure, with emphasis on an objective, economic valuation and at a Stage of Satisfaction and Frustration, with emphasis on a subjective, emotional assessment. It is not a static assessment, but rather an iterative, sequential Process, where the objective is carefully shaped and balanced with the Energy presumed needed and then evaluated and re-shaped again according to the outcomes of this evaluation.

In a Phase of Expectancies another Mechanism emerges, that has become a corner stone in the study of subconscious processes in psychology. In Clinical Psychology the activities associated with re-appraising one's position vis-à-vis the objectives set in mind, have become known as 'Mechanisms of Defense'. These Mechanisms are set in place to hide most of one's subconscious intentions.

The concept is slightly confusing, as it covers both the orientation of the Individual towards his own subconscious drives and his orientation towards Reality. When Mechanisms of Defense are presumed to be oriented towards Reality, in this study, reference will be made to Mechanisms of Anticipation. Thus, *Mechanisms of Defense are presumed only to be oriented towards subconscious strivings of the Individual not towards Reality.*

Mechanisms of Anticipation make the Individual less vulnerable for undesired interference from Reality. But these protective measures, however effective, lead to a next important observation.

In the Process of Motivation, there seems to be a covering up, a hiding of true intentions in order to prevent ourselves from harm and Frustration. This disguise of true intentions makes the Process difficult to analyze. The Process is not straightforward. It seems that Mechanisms of Anticipation and Mechanisms of Defense are one of the main causes for the Process to be so difficult to unravel. To put it in different terms: we all know whether we are being motivated by a certain event, but we often do not know why. And these Mechanisms could well be the source of this confusion that seems to characterize the Process of Motivation. Especially the Mechanism that leads us to re-defining Goals and intentions in lesser clear terms makes the Process increasingly difficult to unravel. We create ambiguity to protect ourselves, and in doing so we obscure the Process of Motivation and conceal opportunities to actively influence its course through specific managerial activities.

Let us briefly summarize a course of events at the start of a second cycle in the Process of Motivation.

A second Motivational cycle started scenario's aimed at preserving the Motivational Process. In a cyclical Process the first Stages were carefully re-attuned following the experience provided by a confrontation with Reality in a first cycle. In re-defining Goal and Energy, the Individual anticipated on the interference expected to re-emerge through a renewed confrontation. Mechanisms of Anticipation were introduced to either enhance the influence of Reality when its Impact was perceived as positive to the Process of Motivation, or to further reduce the influence of Reality when its Impact was perceived as negative.

The principal Mechanism used was to re-phrase a Goal from a cA to a CA in case of a perceived positive interference; and from a CA to a cA in case of a perceived negative impact¹. In addition to re-phrasing a Goal, a 'regulation of Energy levels' further enhanced these neutralizing or counteracting, respectively emphasizing or accentuating

¹ The formulation needs an additional clarification. What is meant with 'changing from a cA to a CA' is an increase in precision. So even if our Goal was already sharply defined in a first Motivational cycle, and even if it was strictly speaking already a CA, we still use the formulation of a change from a cA to a CA to emphasize the tendency to further increase an already precisely formulated Goal. The same applies for a re-definition in terms of CA towards cA in case of a negative impact from Reality.

effects towards a negative or positive Reality. Decreasing Energy made the Individual less exposed; increasing Energy levels would make him more vulnerable. However, a re-phrasing of the objective and re-tuning of Energy levels came at a price. Making a Goal less precise or slightly beyond reach, and decreasing Energy, reduced interference from Reality, but came at the expense of a lesser potential Satisfaction. Conversely, increasing precision and increasing Energy, hereby enhancing the effects of a reinforcing Reality, brought greater risks in successfully reaching the objective and came at the expense of an increased potential Frustration level.

B.2.2. Phase 2 - A Phase of Effort

There is an important distinction between a Phase of Expectancies in a first Motivational cycle, and the one in a second. At the start of the Process one has a position not to proceed into action, and leave thoughts intact, fantasizing without actually trying to physically obtain what is desired. In a first Motivational cycle, one has the 'luxury' of keeping wishes of obtaining a certain objective to oneself, which makes the Individual at the start of the Process invulnerable to any outside interference. This strategy is applied to most, if not practically all of one's most treasured desires...

But in a second cycle, obviously, the Individual has proceeded into action, and has encountered the effects of Reality. In a second Motivational cycle, the strategy of postponing the action can hardly be maintained. A preceding confrontation with Reality simply calls for subsequent neutralizing actions, either enhancing or increasing the effects of Reality on the Process of Motivation. In contrast then, to a first Motivational cycle, a second cycle often proceeds into a second Phase, a Phase of Effort...

As indicated earlier, initializing a Phase of Effort means the Individual will be taking considerable risks. Proceeding into concrete action means that possible Failure will become explicit and maintaining self-esteem will be much more difficult. However, success and Achievement will also become clear and unambiguous. The main reason, however, that keeps the Individual from coming into action is an anticipation on negative influences from Reality. Overt activities in a Phase of Effort directly expose the Individual to the influence from Reality.

Let us briefly summarize main Mechanisms that are operational to avoid potential negative influences from Reality.

When we proceed into a Stage of Effort in a new Motivational cycle, two additional Mechanisms of Anticipation are more prominent in assisting to reduce undesired influences. In a Phase of Effort, a first evaluation of success takes place in a subsequent Phase of Internally Evoked Self-Assessment. Desired outcomes could become so important that instead of anticipating on a confrontation with Reality, the Individual could develop strategies to counteract or enhance negative or positive effects experienced in this Phase. In this respect, the two additional Mechanisms of Anticipation that are also in effect in a Phase of Effort, are slightly divergent with other Mechanisms, that are primarily aimed at neutralizing potential negative influences from Reality. The two

Mechanisms are assumed not only to anticipate on Reality but also on the assessments of Achievement and Failure and Satisfaction and Frustration.

Delay in investing the actual Effort intended in a Phase of Expectancies, is a common strategy to avoid negative influences from Reality. A Mechanism of Postponed Effort hardly needs further introduction. Its aim is to neutralize negative effects expected from Reality, by simply not proceeding into action. The Effort intended, as an outcome of the careful considerations in a Phase of Expectancies, is literally delayed because expected levels of Satisfaction in a Stage of Actualization do not sufficiently justify the Effort needed to obtain gratification. It is not a miscalculation in a Phase of Expectancies underestimating necessary Energy levels: the Effort was intended and the need for action recognized and accepted. It is literally a postponement of intentions^{1 2}.

In the second of both Mechanisms, a Mechanism of Immediate Effort, the opposite occurs to the Mechanism of Postponed Effort, with Satisfaction levels justifying immediate action that was initially not intended in a Phase of Expectancies. A modest Energy, that was initially not intended to be expressed, comes suddenly into action in a Stage of Effort.

In a second Motivational cycle, the Individual has become resourceful in avoiding frustration and pain in contact with Reality. Mechanisms of Anticipation help accommodate optimally to the interference from Reality given the objective. In a Phase of Expectancies a number of these Mechanisms of Anticipation are set in place. And in a Phase of Effort these Mechanisms are accompanied by Mechanisms counteracting or reinforcing effects of Satisfaction and Frustration preceding a confrontation with Reality.

These Mechanisms serve a good purpose in dealing adequately with the outcomes of our actions, but at the same time obscure the Process of Motivation further, and frustrate adequate outside interventions. Objectives are often made less clear, and we tend to mislead ourselves in the Effort we are investing. But most important, we will come to realize we will also change our perceptions, especially our impressions of Reality, in an effort to better cope with the effects of interference. This, in turn, will have great impact on the way we come to formulate adequate intervention strategies.

¹ In fact, the Mechanism of Postponed Effort might be part of a first Motivational cycle. For reasons of clarity however, an analysis at this location seemed more appropriate.

² The phenomenon of Postponed Effort has been described on numerous occasions in popularized psychological essays, urging people to action at a very early stage, where, in our terminology, Satisfaction still exceeds (un-accumulated) Frustration. In Management Training, one approach illustrating the Mechanism of Postponed Effort is the so-called 'Clean Desk Policy'...

B.2.3. Phase 3 - A Phase of Internally Evoked Self-Assessment

The process of assessing activities in a Phase of Effort follows the same rules as it did in a first Motivational cycle. In a Phase of Internally Evoked Self-Assessment an assessment is made both objectively and subjectively of Achievement and Failure of the attempt to reach the objective defined in a previous Phase of Expectancies. A Phase of Internally-Evoked Self-Assessment then, appears to be an evaluative 'personal grand-total' of the first three Phases initiating a second cycle.

It is highly unusual to reach the Goal entirely, and it is at this Stage that the Individual defines the extent of achieved success. It is a 'determination of proportional success': an assessment, as it were, of a percentage of success in terms of Achievement and Satisfaction, against a percentage of Failure and Frustration. In a cyclical Process solutions are found to compensate for Failure and Frustration and maintain self-esteem, and adjustments are made to the objective and its parameters.

The carefully orchestrated balance of an objective on the one hand and the necessary Effort on the other, propels the Individual into action. In this cyclical Process we motivate ourselves...

At this point, however, an important observation needs to be made.

The Individual aimed at a certain objective, he decided whether or not to invest Energy, carefully attuned the Effort to the expected outcomes, and then made an evaluative 'grand-total'. However, in quite a number of cases, it is not entirely in one's hands to decide whether one has succeeded or failed. In many cases, Reality plays a decisive role in Achieving or Failing, in Satisfaction and Frustration, although at this point no confrontation has taken place. This is where a distinction needs to be made. If one is entirely dependent on Reality in making one's estimates of Achievement and Failure, Satisfaction and Frustration, this Phase of Expectancies becomes less pronounced in the Process of Motivation. In these cases, it doesn't matter what is experienced or what is felt about the actions taken, as one is not the primal agent in determining if one succeeded or failed, if one has won or lost¹.

The more we ourselves become the center of judgment, the more prominent a Phase of Internally Evoked Self-Assessment becomes. In all cases however, A Phase of Internally-Evoked Self-Assessment is the only momentum where we make the assessment of whether we Achieved or Failed, positioning ourselves between Satisfaction and Frustration.

Each objective, and consequently each Process of Motivation, has its own specific

¹ Examinations or applications for a job or an educational course or program, are examples. But fortunately, in many other objectives we set, we are the primary agent in determining Achievement and Failure, Satisfaction and Frustration. The many examples, range from having a workout in sports to creating an object in an Arts class, from performing on the stock exchange to assessing our strategies or the integrity of our arguments in getting a project approved.

combination of 'judging agents', mixing the input from the Individual with the input from Reality. This combination of 'judging agents' will be referred to as 'a locus-of-control' in a Process of Motivation. Some Goals necessitate the input from Reality to determine whether it was reached, others can be left entirely in one's own hands, but the majority of objectives are dependant on a combination of both.

It is at this point that an additional Mechanism becomes prominent: A Mechanism of Diverged Locus-of-Control.

In objectives where a Locus-of-Control is situated largely or entirely at Reality, the Individual might find refuge in a Mechanism where a locus-of-control is re-situated within the Individual. He takes control over judgments that are not within his power to make. A 'world of make-belief' is created, neutralizing the input from Reality by powerful fantasies¹.

B.2.4. Phase 4 - A Phase of Reality

Through consecutive cycles the Individual has cocooned a Process preventing the objective from unwanted interference and carefully enhancing positive input, in a confrontation with Reality. And this time, from a previous experience in a first Motivational cycle, he is better equipped than he was in a first round.

In essence the Process of Motivation is simple and straightforward. Deciding on the odds, deciding on the investment and then assessing the results. But it is in a confrontation with Reality that things get complicated and the cyclical balance orchestrated in the first three Phases is disrupted.

In a confrontation with Reality in a second cycle, a remarkable phenomenon occurs.

When confronted earlier with Reality, a threefold assessment was made of its Impact. In a Phase of Dedication, support or non-support was felt and this led to amendments in the parameters initially set. But the question arises why these parameters are changed in a subsequent Motivational cycle, whereas it would be much easier to keep parameters as they once were and change 'Significance-settings' associated with Reality instead...

In the Process of Motivation, remarkably, it appears it is not Significance attached to Reality that is changed at first, but the parameters instead: especially the Goal and anticipated Energy levels are changed, as discussed earlier. The Individual leaves Reality untouched, so it seems.. He attached, assigned Significance to a particular representation

¹ Examples can be found in early childhood, where we fantasize about winning a race or a contest. Later in life, we find ourselves often in a job convincing ourselves how good we are in our performances, although strictly speaking, we are not the ones that should be making these judgments, as this seems more a competency belonging to our managers...

made of Reality. And in a previous cycle, it caused Impact, because of the Significance that was attached. The 'functionality', the reason behind attaching certain Significance, remains unchanged and is not affected by the Process of Motivation itself.

In short, Significance attached to Reality remains the same from the point of view of a specific, given Process of Motivation. Significance intensifies feelings of support or non-support in Phase of Dedication, and these lead to re-attuning parameters in a subsequent Phase of Expectancies in a second cycle of the Process.

Now, with perceived Significance still intact, the question arises, whether these measures taken in the first three Phases, were sufficient to enhance positive, and diminish negative influences anticipated on from Reality. *It is assumed in the Model, that at a Phase of Reality, given perceived Significance remains intact, we turn to additional Mechanisms that help reduce unwanted interference and sustain, or emphasize, positive effects on the Process of Motivation. It is at this point, we turn to previous experiences from a Phase of Dedication that are readily at hand, to further neutralize positively and negatively the effects of Reality.*

These Mechanisms are referred to as 'Mechanisms of Representation'.

In a Phase of Dedication in a first cycle of the Process of Motivation, a representation was made of Reality as a spin-off of feelings of support and non-support as experienced by the Individual. The objective and parameters were set in response to this representation. And now, it is used to further enhance or diminish the effects anticipated on.

A Mechanism of Representation further enforces all the Mechanisms set in place, in previous Phases of Expectancies, Effort and Internally Evoked Self-Assessment. A Mechanism of Representation substitutes Reality and is obtained from a previous cycle, stemming from feelings of being supported or not supported, and superimposed as an image in lieu of Reality.

Reality is replaced, substituted for a Representation stemming from a previous Phase of Dedication, but its Significance is maintained¹. The Significance attached to Reality does not seem to be diminished, instead Reality is 'caricaturized' to a certain extent by creating a Representation in case of a negative influence, and 'glorified' in its effects through a Representation in case of a positive effect. We seem to exaggerate. *The more Significance experienced, the more amendments are made in a Phase of Expectancies, the more refuge is sought in Mechanisms of Anticipation, and the more necessity is experienced in turning to a Representation, either positive or negative. In short: Reality is substituted, but its Significance remains. And the more Significance experienced the more necessity is felt to create divergence in a Representation: the more*

¹ The strange thing is however, that this Mechanism does not diminish the necessity to take pre-emptive measures in a Phase of Expectancies: we re-attune our parameters, especially by making use of Mechanism of Anticipation, and then, *in addition*, replace the imagery by a 'substitute' that better serves our purpose. Reality is substituted, but its Significance remains.

Significant, the more Discrepant.

These further findings are disturbing, as it seems to obscure Reality, and the measures it provides in actively managing the Process of Motivation.

One would expect the interference and input from Reality to be direct, influencing the Individual without disturbing interference from neutralizing Mechanisms. Unfortunately only a few Reality-driven interventions seem to be having a direct influence on the Individual. It appears, following the Model of Motivation presented, a confrontation with Reality seldom leads to a straightforward reaction from the Individual, in terms of acceptance, of the objective set and the input provided by Reality. Especially when the input from Reality turns out to be perceived as negative.

These observations have deep impact on the approaches to be taken in externally inducing behavior through interventions within the Process of Motivation. External influences can direct, or even elicit, Motivation. And we gradually come to realize that the primary portal to this 'Management of Motivation' is through Reality. Following the Model and its implications however, only in specific cases, do we seem directed towards inhibiting or performing certain behavior as desired by a third party acting through Reality. In most cases the attempts are severely disturbed by Mechanisms neutralizing each input from Reality. We will come to realize, at a later stage in our study, that techniques aimed at managing the Process of Motivation will need to address Mechanisms of Anticipation and Representation adequately in order to become effective.

B.2.5. Phase 5 - A Phase of Impact

The Impact of Reality is the Discrepancy experienced between Reality and the Goal one seeks to achieve.

A confrontation with Reality in a second cycle is always better attuned to the Process of Motivation. Personal parameter settings have been carefully attuned to the experience with Reality in a previous Motivational cycle. Ample use has been made of Mechanisms of Anticipation and Representation. As a consequence one might expect Discrepancy to be small or at least diminished. Do Mechanisms of Anticipation and Representation lead to reduction of Discrepancy in a second Motivational cycle?

Four options were described earlier, two of which appear to be especially sensitive for Mechanisms of Representation:

- A high perceived Discrepancy between Goal and Reality, in combination with a lower perceived Significance of Reality, would lead to a modest necessity to use Mechanisms of Representation;
- A small perceived Discrepancy, in combination with a high perceived Significance, would tend to increase the use of Mechanisms of Representation;
- A high Discrepancy, with a high perceived Significance, would also lead to increased use of Mechanisms of Representation;

- A small perceived Discrepancy, with a lower Significance, would lead to only a modest use of Mechanisms of Representation;

So, with an increased Significance, effects of the Impact from Reality in a previous Phase of Dedication become more prominent. And these effects, in turn, enhance Mechanisms of Representation. These Mechanisms of Representation are 'smoothing' the interference within the Process of Motivation, thus diminishing a necessity to adapt to Reality, although its Significance is perceived to be high. *Significance per se, does not lead to adaptations. On the contrary, instead of adequately adapting a Process of Motivation towards Reality and adopting, literally, a more Realistic approach, one neutralizes the effects of Reality by means of a replacement in the form of a Representation. And the more Significant Reality is perceived to be, the more one tends to turn to this Mechanism of Representation.*

A consequence of these actions is that the perceived Discrepancy is indeed gradually reduced. Mechanisms of Anticipation and Representation do lead to reduction of a perceived Discrepancy in the Phase of Impact in a second Motivational cycle.

The effects of Mechanisms of Anticipation and Representation are a gradual convergence of the objective set and the interfering Reality by means of a Representation. In a subsequent search for techniques to actively influence the Process of Motivation, we will come to realize that this process of convergence is essential in actively managing Motivation. Although Mechanisms of Anticipation and Representation obscure outside interventions, they seem also needed to reduce Discrepancy as perceived by the Individual.

In short, Mechanisms of Anticipation and Representation are assumed to reduce the effects of Reality. By turning to a Representation Discrepancy can be reduced, while, as stated earlier, Significance remains unaltered. This process of re-adaptation in Phases 5, 6 and 7 to a more suitable Reality, preserving the integrity of renewed parameters defined in Phases 1, 2 and 3, is referred to as a 'Mechanism of Coping'.

B.2.6. Phase 6 - A Phase of Externally Evoked Self-Assessment

A second cycle initiates measures meant to preserve the Motivational Process. Strategic Mechanisms of Anticipation and Representation are aimed at enhancing a positive impact from Reality, or at reducing a negative impact encountered during a first Motivational cycle. In Mechanisms of Anticipation the Goal is changed from a cA to a CA in case of a perceived positive interference, and from a CA to a cA in case of a perceived negative Impact. In Mechanisms of Representation the Individual tends to use the image generated within a previous Phase of Dedication as a replacement for Reality. This Representation is better suited to his needs, either enhancing positive effects or neutralizing negative interferences.

As described, after the encounter with Reality a stepwise process starts that helps the Individual to cope with the Impact of Reality given its Significance.

This process of re-adaptation in a Mechanism of Coping proceeds in three Phases. In a Phase of Externally Evoked Self-Assessment the parameters are re-assessed that were set in a Phase of Expectancies. Did the Individual re-phrase his objective and fine-tune parameters correctly, given the newly acquired input from Reality in this second cycle?

These three Phases are evaluative Phases. Not much is to be learned from them in a second cycle as these evaluative processes proceed in much the same way as in a first Motivational cycle. They are mere re-assessments of the new status.

B.2.7. Phase 7 - A Phase of Anticipated Change

In the third of the three Phases of assessment, a Phase of Anticipated Change focuses on the gap, or the Discrepancy between Goal and Reality, or what is left of it in its Representation. The symbol ' Δ ' was used to indicate this Discrepancy. A willingness to decrease a perceived gap is indicated as a ' Δ - plus', a tendency to further increase a perceived Discrepancy as a ' Δ - minus'.

Again, it is not a Phase of active re-amendments and change in parameters, for this is exclusively limited to the Phase of Expectancies. In a Phase of Anticipated Change the Individual is merely contemplating his willingness to bridge, to enlarge or to sustain a perceived gap. We are only 'reading the metrics' and not implementing any change.

In this second cycle, the Individual comes well prepared in his confrontation with Reality, so one might expect less necessity to anticipate on further adjustments. A negative experience with Reality might increase a willingness to (further) increase a gap, but Mechanisms of Anticipation were already helpful at an earlier point to neutralize these negative interferences. In addition, Mechanisms of Representation would, at this point, have sufficiently reduced these effects even further. In much the same way, a positive experience with Reality would have also been adequately dealt with, at this point in the Process.

Thus, in a second cycle we observe less necessity and readiness for Change, and, as a consequence, a tendency towards 'stasis': a position that aims neither at a positive or a negative tendency but rather at consolidating a status quo.

One might expect, that, with a successive sequence of cycles in a Process of Motivation, gradually a state of 'stasis' will occur. This state is not only an unavoidable outcome of Mechanisms of Anticipation and Representation affecting the experience with Reality and its Impact, but it also helps at further protecting the Goal from interference. The Individual seems to consolidate the experience with Reality, and by reducing readiness for Change he further reduces its effects on the Process.

B.2.8. Phase 8 - A Phase of Dedication

A tendency towards a state of 'stasis' further isolates Reality from interfering with the Goal. And this process of gradually 'encapsulating' Reality is further enhanced in a Phase of Dedication, where the Individual forms an adjusted Representation of Reality, optimized to his needs at the onset of a next Motivational cycle.

In a second Motivational cycle, the Individual comes better equipped to deal with Reality. Where a confrontation in a first cycle comes more or less as a surprise, as an unforeseen event or chain of events, a second cycle provides opportunities to prepare oneself adequately for a renewed encounter. And one of the most important Mechanisms involved stems from a previous Phase of Dedication: the Mechanism of Representation.

A Phase of Dedication in a second Motivational cycle seems distinctly different from the one in a first cycle; not so much in its basic mechanism of perceiving support or non-support, but rather in the object that it focuses on. In a first Motivational cycle, Reality in its 'true form' initiates the experience of support or non-support, which, in turn, leads to a plethora of feelings that makes one turn Reality into a Representation. In a second cycle, however, there is less need for these Mechanisms, as one already had the opportunity to 'neutralize' or 'enhance' in a Direction prompted by the Representation given to Reality. *In short, it is assumed a Phase of Dedication in a second Motivational cycle evolves around the Representation given to Reality, whereas a Phase of Dedication in a first Motivational cycle was aimed at Reality itself.*

In a Phase of Dedication in a second Motivational cycle the Individual reacts to a Representation of Reality that is better suited to his needs than in a previous, first cycle. In four Stages, assessments are made of support and non-support, but this time the Representation of Reality is better attuned to suit his needs. Instead of returning to Reality in its 'true sense'¹, it seems he is rather drifting away towards its Representation...

When in a first Motivational cycle, Reality is being perceived as supportive, the more in a Phase of Dedication these effects are utilized to enforce effects on the Process of Motivation. And the more Reality is perceived as Significant the more one is inclined to further enhance these supportive effects. And as Reality in a subsequent second cycle, in a Mechanism of Representation, is substituted by this favorable image, its support on the Process of Motivation is further enhanced. When, in a three-fold assessment, we come to observe the effects of this strategy in a Phase of Dedication in a second cycle of the Process, chances are we have been successful, which invites us to persevere in our approach, leading to a 'tailored' Representation being utilized as input for a next phase. In case we obtained less support than anticipated, we re-adjust our Representation, which then serves as a better replacement for further Motivational cycles to come.

The Mechanism works in much the same way, when Reality appeared unfavorable

¹ With 'Reality in its true sense', is meant, the 'subjective experience of Reality' indicated earlier in an analysis of the Stage of Reality in a first Motivational cycle, Section B.1.4.

and un-supportive to the Process in a first cycle. If feelings of rejection were the result, a negative Representation of Reality would serve as an input for a second cycle, thus neutralizing the effects of Reality. If, in a subsequent Phase of Dedication within this second cycle, one comes to realize that the effects of non-support persevere, the image is further adjusted. If the Impact is sufficiently neutralized, this Representation is preserved as input for subsequent cycles.

In short, the process of transposing an image over Reality, leading to a Representation utilized in Mechanisms of Representation to further enhance positive, and diminish negative effects is further elaborated on in a Phase of Dedication within a second cycle. The same Mechanisms that made one change Reality so as to enhance positive effects and neutralize negative effects are kept in place. There is no reason to return to Reality in its true form, if one has a replacement that is beneficial to the Process of Motivation. The same strategy that made the Individual change Reality, now leads him to preserve a Representation instead of Reality itself. And through consecutive cycles he will come to drift further away from Reality. The Significance attached to Reality further enhances this Mechanism of Representation.

So a Phase of Dedication in a second cycle, is not used to re-assess the input from an initial, 'authentic' Reality on the parameters set, but instead to re-assess the Representation given to Reality, or, better still, to assess the success of Mechanisms of Representation set in place at the start of a second cycle.

Again, the implications of this gradual divergence from Reality for outside interference on the Process of Motivation are far reaching, as we will come to realize when analyzing approaches to Management of Motivation...

B.3. *The Process of Motivation* *A Sequence of Subsequent Cycles: Emerging Patterns*

It was assumed the Process of Motivation progressed in a stepwise sequence of 24 Stages, as an interplay of forces aimed at reaching and preserving an objective set in mind. Within this Process, an almost unavoidable confrontation with Reality led to assessments initiating Mechanisms of Coping, after which the Process re-started, making it cyclical.

In the analysis of a second cycle, we came to realize that previous experiences from a first Motivational cycle determined to a large extent perceptions in a second cycle. Mechanisms of Anticipation, Representation and Defense were prominent throughout the analysis we made.

At the onset of a third cycle, the question arises if, within the interplay of forces, regularities emerge that may assist to simplify our search for insights to address and manage the Process of Motivation. In a final paragraph, a short description is provided of regularities, or so-called 'Patterns' occurring in the interplay between the different Phases and associated Stages when the Process of Motivation progresses through a number of subsequent cycles.

In the Process of Motivation, it appears as if Mechanisms of Anticipation and Representation hide true intentions, even to ourselves. In subsequent cycles, the Process of Motivation, though rather transparent at first, through Mechanisms of Anticipation, Representation and Defense gradually becomes more and more obscured. We gradually cover and disguise our objectives and drift away from Reality. These Mechanisms are the principal reason the Process of Motivation seems blurred and rather inaccessible, hindering the analysis of fundamental insights for managing the Process of Motivation through external means.

These Mechanisms, however, although at first appearing to confuse access to the Process of Motivation, also hold an important asset that will prove to be essential for an upcoming analysis of processes involved in Interference within a Process of Motivation.

Previously, it appeared in a Mechanism of Anticipation Section B.2.1., that changing a Goal and making it less precise also made the Individual less vulnerable for outside interference from Reality. In a combination with Energy settings, Mechanisms of Anticipation made it likely to maintain Energy levels or even reduce intended Effort as Significance in the Goal, or objective appeared to increase. Likewise, these Mechanisms served to protect from subsequent Failure or Frustration in other Stages of the Process of Motivation. *Although these Mechanisms obscured the Process to a large extent, they also made a number of combinations less likely to happen. Thus, from the vast array of possible combinations, Mechanisms of Anticipation, Representation and Defense make a few combinations emerge as options that are most likely to occur, thus reducing the available options to a handful of so-called 'Motivational Patterns', being the most obvious choices in subsequent cycles in the Process of Motivation.*

Although Mechanisms of Anticipation and Representation obscure the Process of

Motivation, they also hold the key to simplifying the numerous patterns emerging from the different Stages acting together in an interplay of forces, to reach the objective set in mind. We can reduce all available options to just a few, thus simplifying the Process of Motivation to a great extent and making it much more accessible for subsequent analysis.

In the following an overview of Motivational Patterns is provided, limited to the Phases where these Patterns are most likely to occur.

B.3.1. Motivational Patterns associated with Phases 1, 2 and 3

Through consecutive ‘loops’ the Individual gradually refines his Goal. In subsequent cycles of the Process, however, the effects have been experienced, both in a negative and positive sense, and these effects influence assessments and subsequent settings gradually reaching an optimal balance. Mechanisms of Anticipation lead the Individual to consider scenarios he hitherto did not take into account. Anticipating Reality makes him more cautious, and greatly influences the way he proceeds within the Process of Motivation.

In the vast quantity of available options, a number of patterns emerge that appear to be favorite combinations of parameter-settings. Let us summarize these patterns briefly:

In case of a negative support from Reality as perceived in a previous cycle in the Process of Motivation, within a renewed cycle in a Phase of Expectancies, from all options available, two combinations seem most likely to occur:

- Goal-setting is likely to change to cA enabling Energy to remain at a same level or to decrease to compensate for possible Failure and Frustration and decrease vulnerability. With an associated level of Effort, this strategy comes with a price however, as chances of success diminish accordingly.
- ... or Goal-setting changes towards CA, necessitating increased Energy investment. Chances of success increase, but makes the Individual more vulnerable in case he does not succeed. The combination of a necessity to increase Energy, and associated Effort at the cost of increased risk of Failure and Frustration makes this combination less likely to occur.

Two options seem likely to occur in case of a perceived positive support from Reality:

- Goal-setting either remains unchanged, with increased Energy and associated Effort investments
- ... or is most likely further enhanced towards CA, with increased Energy and associated Effort investment thus optimizing positive effects on the Process of Motivation

In short, this would imply that productivity levels tend to increase when Reality is perceived as supportive, and tend to decrease when Reality is perceived as non-supportive.

B.3.2. Motivational Patterns associated with Phases 4, 5, 6, 7 and 8

A Pattern of Alignment

In distinct, consecutive cycles the Individual proceeds through his personal Process of Motivation. In the Model of Motivation it is assumed that at a particular moment in time, numerous cycles are 'in operation', the one more prominent than the other, but all separate and distinct from each other. A subconscious interplay of Motivational cycles, the one influencing the other, the past influencing the present.

In this vast constellation of cycles a final Motivational Pattern emerges that will lead the way in providing fundamentals in addressing and managing the Process of Motivation.

We started a Process of Motivation centered on reaching an objective, and in trying to achieve our Goal we came to experience input from Reality that was unforeseen. We came to re-assess our initial mindset in three respects: did we do well in defining this particular set of parameters, are we willing to make amendments and, thirdly, what are the effects towards Reality itself...

We either felt support, or non-support, and this perception of Reality made us change our initial parameters, and made us re-phrase our Goal.

Once we feel supported by Reality, in a Phase of Dedication, this seems to set in motion a chain of events in a subsequent cycle of the Process of Motivation. Most likely, we either keep our Goal unchanged, while increasing Effort, or we re-define our Goal in more clearer terms, towards a CA, while increasing Effort as a consequence of an anticipated positive outcome due to our previous experience during a first Motivational cycle.

And if we do not feel supported this leads to a tendency not to change any Energy levels, especially when our Goal is re-phrased towards a cA.

So if we feel supported, this practically always leads to increased Energy and Effort levels, and an increased tendency to re-phrase our Goal in a Direction we anticipate a renewed favorable reaction from Reality, thus optimizing chances of a positive effect from Reality on the Process and further propelling the Process of Motivation in successfully reaching the objective intended.

Now if we change our point of view, and come to observe the objective from a viewpoint stemming from Reality, we might define the objective or Goal as gradually coinciding with the input provided from Reality. It appears that when Reality provides support, in consecutive cycles of the Process a tendency exists to re-phrase the Goal in a Direction that increasingly matches Reality. Thus, a process of alignment is started where Goal and Reality are likely to converge, gradually through subsequent cycles in the Process of Motivation.

In short, a positive impact from Reality not only leads to an increased Energy and Effort and re-phrasing of the Goal, but also to a gradual alignment towards Reality. We

will refer to this Motivational Pattern as a 'Pattern of Alignment'.

This Pattern of Alignment will appear to be essential in a subsequent analysis towards defining the Instruments necessary in adequately addressing a Process of Motivation.

B.4. Attributes

Initially, as defined in Section A.3., the analysis of the Process of Motivation was to provide a number of specific results within the boundaries of the initial Problem Statement.

Following Attributes were defined to this end:

- The analysis was to provide coverage of the entire Process of Motivation;*
- The analysis was to provide insights into the genesis of the Process;*
- The analysis was to provide coverage that includes external influences;*
- The analysis was to provide insights into the effects of these external influences on the Process;*
- Thus, the analysis was to provide insights that can be used subsequently to define how an Actor-Intervener can influence the Process of Motivation by a Process of Interference.*

The inductive inference process has led to the description of the Process of Motivation in Section B.1., Section B.2. and Section B.3. The origins of the Process have been described in Section B.1., notably Section B.1.1. with successive analyses in Section B.1.2. and Section B.1.3. External influences on the Process of Motivation were covered in Section B.1.4., with effects analyzed in Section B.1.5. to Section B.1.8. In Section B.2. and Section B.3. covering an analysis of subsequent cycles in the Process of Motivation, Protective Mechanisms and Patterns in these Mechanisms were described that provided insights that are to lead subsequently to define how to address Motivation in a Process of Interference.

Thus, the inductive inference has led to the description called for in Section A.3.

B.5. Conclusions

A theoretical Model of the Process of Motivation has been presented providing a frame of reference and a fundament for a future analysis to address and manage Motivation through a Process of Interference.

The inductive inference was performed in three subsequent analyses:

- *An analysis of a First Cycle in the Process of Motivation*
- *An analysis of a Second Cycle*
- *An analysis of Subsequent Cycles*

B.5.1. Analysis of a First Cycle

In the analysis Motivation was defined as an 'inner dialogue', a sequential, partly cyclical Process that intentionally orients the Individual towards a desired status quo of an objective set, leading to evaluative activities aimed at minimizing the effects of an interfering Reality.

It was assumed the Process evolved and proceeded in eight distinct Phases, each comprising of separate so-called Stages.

The Process of Motivation was initiated in a Phase of Expectancies with five Stages that were part of a cognitive process that was anticipatory in nature, where the objective or 'Goal' was defined which characterizes the Process of Motivation, and where a careful assessment took place of expected outcomes. It appeared that the procedure in the first five Stages of the Process was cyclical in nature. In this cyclical Process the Goal set in mind was gradually fine-tuned and optimized to meet the needs of the Individual. Once the Goal was fine-tuned to the personal Attitude and to the respective levels of Energy, Achievement or Failure, and Satisfaction or Frustration, the Individual either proceeded to readjust the Goal or one or more of its parameters, or to sustain the cyclical Process without any changes. Or, in a third option, to actually carrying out the intentions, hereby initiating a second Phase in the Process of Motivation.

A Phase of Effort consisted of only one Stage and its most important characteristic was a concrete tangible activity aimed at reaching a Goal set forth in the previous Phase. The nature of the activity was such, that a third party could actively respond to the activity, although at this Stage in the Process any outside interference had not actually taken place. Where in a Stage of Energy only an assessment was made, this Phase consisted of an overt, externally oriented, physical activity to reach the objective set in mind.

After having set the actual Effort, a two-fold evaluative Phase assessed the outcome both in objective, economical terms and from a subjective, psychological point of view. The Phase of Internally Evoked Self-Assessment consisted of a Stage of Realization and a Stage of Actualization.

Appendices

A Stage of Realization comprised of a double assessment: to what extent was the Effort successful, and to what extent did it fail? While Realization was an objective, economic assessment, a Stage of Actualization introduced emotion and subjectivity. Having invested Effort both the objective and the emotional impact of Effort was evaluated.

After the assessment had been made, both objectively and subjectively, a number of options emerged. First as an outcome of the Stage of Realization the Goal could have been reached, leading to a level of Satisfaction at the Stage of Actualization that justified no further action. At this point, the Process of Motivation either stopped or initial expectations were re-formulated and the Goal adapted accordingly. Second, and most probably, the Goal had not been fully reached, following the double assessment in both Stages. In this case also, either the Process re-started with a change in parameters, or the Goal itself was changed, initiating a new Process of Motivation. The Process was brought back to its initial Stages, and became cyclical. Given the outcomes observed, a mental re-assessment was made in a newly cycled Phase of Expectancies, redefining suitable Energy levels as compared to possible outcomes. From there, in a Phase of Effort, activities could again be initiated that were subsequently evaluated in a Phase of Internally Evoked Self-Assessment. Leading, in due course, to further re-adjustments in these three Phases.

It was assumed the Process of Motivation evolved into a cyclical Process that gradually reached a balance; carefully matching intended Energy and actual Effort to the expected outcomes. But within this cocooned balance, chances were that interference emerged. It was in a confrontation with Reality, that the Process of Motivation dramatically changed into a sequence of Phases aimed at coping...

In this Phase of Reality the Individual was confronted with an unexpected event, or chain of events, that was experienced as interrupting the Process and balance reached within the first three cycles of the Process of Motivation. The Phase of Reality consisted of only one Stage. In this Stage of Reality an assessment was made of the importance, or 'Significance' of an event, or chain of events that interrupted the Process of Motivation.

The Model of Motivation assumed Reality had two dimensions: its Significance, or importance, and its Impact, or Discrepancy. The Impact of Reality was the Discrepancy experienced by the Individual between the Reality observed and the Goal set.

Preceding possible re-adjustments in the objective and associated parameters as a reaction to the unexpected confrontation with Reality, a three-fold assessment took place, which was passive in nature.

The first of these three focused on the Goal and the Assumptions initially made: Given the new point of view, or dimension provided with the introduction of Reality, was it correct to set ambitions at a certain level, was the level of intended Effort correctly chosen, and were assessments correct, both economically and on feelings evoked?

The second of the three passive, evaluative Phases, a Phase of Anticipated Change, could be defined as an 'anticipating reflection on change'. It questioned the readiness to change the four parameters initially set, together with the Goal itself, in an attempt to

diminish the Discrepancy, symbolized as ' Δ ', between Goal and Reality as perceived in a Phase of Impact.

It was assumed the Process ended in a Phase of Dedication finalizing the three-fold passive, evaluative reaction towards Reality. It was a 'grand-total' of the Process of Motivation, where all previous Phases played a role in determining a subjective experience of Reality. Reality was perceived by the Individual as supportive, non-supportive or neutral to the way parameters were defined in the initial Phase of Expectancies. These feelings, in turn, gave rise to feelings oriented towards Reality. So, as a result of these four Stages, a set of 'primary emotions' emerged stemming from a perception of Reality, with a set of 'secondary emotions' directed towards Reality in return. These 'primary emotions' served to make a representation or an image of Reality that aimed at either neutralizing or enforcing its influence on the Process of Motivation. Where Reality instigated effects on the Process of Motivation, these last four Stages proved to be of great importance for prospective Management of Motivation in a Process of Interference.

Only then did the Process progressed into making the adjustments anticipated on. By reverting to a Phase of Expectancies it was assumed the Process of Motivation reached its final state and became cyclical.

B.5.2. Analysis of a Second Cycle: Protective Mechanisms

Motivation was assumed to be an 'inner dialogue', a sequential, partly cyclical Process that intentionally oriented the Individual towards a desired status quo of an objective set, leading to evaluative activities aimed at minimizing the effects of an interfering Reality.

As the Process of Motivation progressed into a second cycle, scenarios emerged to adequately deal with the effects encountered in the confrontation with Reality during a first cycle.

In a cyclical Process the Stages in a Phase of Expectancies were carefully re-attuned following the experience with Reality. In re-defining Goal and Energy, the Individual anticipated on the interference expected to re-emerge through a renewed confrontation. Mechanisms of Anticipation were introduced to either enhance the influence of Reality when its Impact was perceived as positive to the Process of Motivation, or to further reduce the influence of Reality when its Impact was perceived as negative.

A number of Mechanisms emerged, that can be summarized as follows:

- *Mechanisms of Anticipation: Re-phrasing the Goal; The principal Mechanism used was to re-phrase a Goal from a cA to a CA in case of a perceived positive interference; and from a CA to a cA in case of a perceived negative impact. Re-phrasing of the objective and re-attuning of Energy levels came at a price.*

Making a Goal less precise or slightly beyond reach, reduced interference from Reality, but came at the expense of a potentially lesser Satisfaction.

- *Mechanisms of Anticipation: Re-defining the Energy; In addition to re-phrasing a Goal, a 'regulation of Energy levels' further enhanced these neutralizing or counteracting, respectively emphasizing or accentuating effects towards a negative or positive Reality. Decreasing Energy made the Individual less exposed; increasing Energy levels made him more vulnerable. In parallel to the first Mechanism, increasing Energy, hereby enhanced the effects of a reinforcing Reality, brought greater risks in successfully reaching the objective and came at the expense of a potentially higher Frustration level.*
- *Mechanisms of Defense; In Clinical Psychology the activities associated with re-appraising one's position vis-à-vis the objectives set in mind, have become known as 'Mechanisms of Defense'. The concept appeared to be slightly confusing. When Mechanisms of Defense were presumed to be oriented towards Reality, in this study, reference was made to so-called 'Mechanisms of Anticipation'. Thus, Mechanisms of Defense were presumed only to be oriented towards subconscious strivings of the Individual not towards Reality.*
- *Mechanisms of Anticipation: a Mechanism of Postponed Effort; Delay in investing the actual Effort intended in a Phase of Expectancies was a common strategy to neutralize negative effects expected from Reality. By simply not proceeding into action one was avoiding expected negative effects.*
- *Mechanisms of Anticipation: a Mechanism of Immediate Effort; In the second of both Mechanisms, Satisfaction levels justified immediate action, which were initially not intended in a Phase of Expectancies.*
- *Mechanisms of Diverged-Locus-of-Control; In a Phase of Internally Evoked Self-Assessment, final judgments were made of the effectiveness of the Effort in achieving the objective set. Where a locus-of-control in these judgments was not always located with the Individual, additional Mechanisms served to neutralize unwanted interference from Reality. In objectives where a locus-of-control was situated largely or entirely at Reality, the Individual was thought to find refuge in a Mechanism where a locus-of-control was re-situated within the Individual.*
- *Mechanisms of Representation; It was assumed in the Model, that at a Phase of Reality, perceived Significance remained intact and as a consequence one was assumed to turn to additional Mechanisms that helped reduce unwanted interference and sustain, or emphasize, positive effects on the Process of Motivation. At this point, previous experiences from a Phase of Dedication were used to further neutralize these effects of Reality, either in a positive or a negative direction.*

In a second Motivational cycle, then, the Individual had become resourceful in avoiding frustration and pain in contact with Reality. Mechanisms of Anticipation, Representation and Defense helped to accommodate optimally to the interference from Reality given the objective. In a Phase of Expectancies a number of these Mechanisms were set in place. And in a Phase of Effort these Mechanisms were accompanied by Mechanisms counteracting or reinforcing effects of Satisfaction and Frustration

preceding a confrontation with Reality.

These Mechanisms served a good purpose in dealing adequately with the outcomes of one's actions, but at the same time obscured the Process of Motivation further, and frustrated adequate outside interventions. Objectives were often made less clear, and the Individual tended to mislead himself in the Effort he was investing. Most importantly the Individual also changed his perceptions of Reality, in an effort to better cope with the effects of interference.

The implications of this gradual divergence from Reality for outside interference on the Process of Motivation were far reaching, as will appear in the analysis of strategies for Management of Motivation...

B.5.3. A Sequence of Subsequent Cycles: Emerging Patterns

When the Process of Motivation evolved through a number of subsequent cycles, within the interplay of Phases and consisting Stages, regularities emerged that may assist to simplify a search for insights to address and manage the Process of Motivation.

These regularities were referred to as 'Motivational Patterns'. In these Patterns, following combinations were likely to occur:

- *When Reality was perceived as non-supportive:*
 - *With Goal-setting changed towards CA: Energy investment increased, however, an increased risk of Failure and Frustration made this option of both alternatives less likely to occur.*
 - *With Goal-setting changed towards cA: Energy investment remained at a same level or even decreased*
- *When Reality was perceived as supportive:*
 - *With Goal-setting unchanged: Energy investment was likely to increase*
 - *With Goal-setting changed towards CA: Energy investment increased.*

In short, there was a tendency for productivity levels to increase when Reality was perceived as supportive, and a tendency to decrease when Reality was perceived as non-supportive.

It appeared that when Reality provided support, and the Process had evolved through a number of cycles, there was a tendency to re-phrase the Goal in a Direction that increasingly matched Reality. Thus, a so-called 'Process of Alignment' was started where Goal and Reality were likely to converge gradually through subsequent cycles in the Process of Motivation.

Appendices

Appendix II *An Overview of Theories*

An embedment of the Model of Motivation in current theories from literature is to aim primarily at observing similarities and dissimilarities between the Model and those proposed in literature.

Appendix II is to provide an extended visualized overview, including brief descriptions of the various observed theories. The overview consists of the following Section:

- *Section A: providing a visualized overview including brief descriptions of Motivation theories in Table A, with an analysis of elements or concepts within theories as captured within the various Stages of the Model of Motivation.*

Section A
An Overview of Motivation Theories

In Table 4.1., an overview of Motivation theories was presented visualizing elements or concepts within the various theories as captured according to the Stages of the Model of Motivation. An extended overview is provided in the following Table that includes brief descriptions of the various theories observed:

- Table A: An Overview of Motivation Theories.

Appendices

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Ref.	Theory	Principal Publication	Person & Personality	Phase 1			2	3			
				Expectancies	Eff.	Internal Self-A.					
(1)	(2)	(3)	(4)	1 Attitude	2 Goal	3 Energy	4 Achievement & Fail.	5 Satisf. & Frustr.	6 Effort	7 Realization	8 Actualization
1	Hedonism	Bentham, 1779									
2	Theory of Ethics	Kant, 1785									
3	Theory of Emotion	James, 1890									
4	Psychoanal. - Personality	Freud, 1923									
5	Psychoanal. - Eros & Thanatos	Freud, 1930									
6	Psychoanal. - Defense Mechanisms	Freud, 1917									
7	Instinctive Behavior	Lorenz, 1950									
8	Instinctive Behavior - Energy Model	Tinbergen, 1952									
9	Instinctive Behavior - Displacement	Ziegler, 1964									
10	Instinctive Urges	McDougall, 1923									

Notes:

- (1) Numbered Reference
- (2) Theory Name used as common reference in literature
- (3) Principal Theorist associated to Theory
- (4) Classification referring to Person- or Personality related variables as commented on in Chapter 3.2.
- (5) Classification according to the various Phases within the Process of Motivation as defined according to Chapter 3.3.1.
- (6) Classification referring to Conditions as defined according to Chapter 2.3.2.

1. **Hedonism**
Individuals are perceived as striving to satisfy pleasure and happiness as primal objectives in life (Bentham, 1779; for a comprehensive overview of the relationship of psychology to early philosophy, see: Boring, 1950).
2. **Theory of Ethics**
People must act from duty. In motives (maxime) of the person, not in their consequences, actions are made. To act in a morally correct way, the act has to be 'good in itself' and 'good without qualification' (Kant, 1785; Section 1, The Three Propositions Regarding Duty, The Good Will).
3. **Theory of Emotion**
Feelings of success or self-esteem are a direct function of actual success and an inverse function of pretensions. Subsequent levels of ambition are, in part, dependent on a prior attainment discrepancy as defined in a subjective assessment of success and failure. (James, 1890; Weiner, 1980b, p. 169-170).
4. **Psychoanalytic Theory - Personality Theory**
According to Freud, personality consists of three components: the id, the ego and the super-ego. The ego is a regulating construct between psychological energy (libido) emerging from the id and internalized moral values from the super-ego, resulting in a continuous neurotic conflict between personal desires (drives) and demands imposed by society (Freud, 1900; 1915; 1923; 1933).
5. **Psychoanalytic Theory - Eros and Thanatos**
Freud postulated the existence of two instincts: Eros aimed at preservation, and Thanatos aimed at destruction (Freud, 1920; 1930).

Table A.

An overview of Motivation theories;
An analysis of elements or concepts within theories as captured within the various Stages
of the Model of Motivation.

		4	5	Phase 6					Phase 7				Phase 8 (5)									
		Rlty	Imp	External Self-A.					Anticipated Change				Dedication									
		9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24					
		Reality	Impact	Aspiration	Contemplation	Validation	Attainment	Fulfillment	Δ - Attitude	Δ - Goal	Δ - Energy	Δ - Achievmt & Fail.	Δ - Satisf. & Frustr.	Appreciation	Approbation	Affirmation	Commitment	Conditions	Competencies	Instruments	Not covered	
																		(6)	(7)	(8)	(9)	
1																						
2																						
3																						
4																						
5																						
6																						
7																						
8																						
9																						
10																						

Element or concept from referenced theory as presumed captured within Stages of the Model of Motivation
 Element or concept from referenced theory as presumed captured within the Model, with variations in interpretation
 (7) Classification referring to Competencies as defined according to Chapter 2.3.2.
 (8) Classification referring to Instruments as defined according to Chapter 2.3.2.
 (9) No classification within the various Phases of the Process of Motivation as defined according to Chapter 3.3.1., nor within the Determinants of the Process of Inference: Conditions, Competencies and Instruments as defined according to Chapter 2.3.2.

6. **Psychoanalytic Theory - Defense Mechanisms**
 Ego related psychological mechanisms regulating subconscious id-related drives that are not permitted fulfillment as a result of mainly social rules. These psychological Mechanisms of Defense are aimed at protecting the individual from anxiety, fear, punishment or frustration (Freud S., 1895, 1914, 1915a, 1915b, 1917, 1933; Freud A., 1936).
7. **Instinctive Behavior**
 An unlearned, fixed stereotyped pattern of behavior caused by genetically transmitted physiological states (Buss, 2005, 2008; Lorenz, 1959; Valle, 1975). Within instinctive behavior, Fixed Action Patterns (FAP) are observed that are species-specific behavior patterns released by a specific set of key stimuli (Moltz, 1965).
8. **Instinctive Behavior - Energy Model**
 Instincts or action patterns have their own energy source. When an action pattern does not occur, the energy accumulates; when the action is expressed, the energy is discharged (Lorenz, 1950; Tinbergen, 1952).
9. **Instinctive Behavior - Displacement Activity**
 In an action pattern, displacement activity occurs when two incompatible response tendencies are simultaneously aroused. When a dominant habit or response can not be expressed, a next dominant response or habit in the organism's hierarchy is expressed (Ziegler, 1964).
10. **Instinctive Urges**
 Instincts, or propensities, propel the organism towards an end state. Every instinct is assumed to consist of three components: a cognitive, an affective and a conative (striving) component (McDougall, 1923, 1970).

Table A. (Continued)
 An overview of Motivation theories;
 An analysis of elements or concepts within theories as captured within the various Stages
 of the Model of Motivation.

Ref.	Theory	Principal Publication	Person & Personality	Phase 1			2	3			
				Expectancies	Eff.	Internal Self-A.					
(1)	(2)	(3)	(4)	1 Attitude	2 Goal	3 Energy	4 Achievmt & Fail.	5 Satisf. & Frustr.	6 Effort	7 Realization	8 Actualization
11	Instinctive Urges - Aggression	Lorenz, 1966									
12	Aversive Reaction - Aggression	Tinbergen, 1968									
13	Catharsis - Aggression	Feshbach et al., 1971									
14	Responsiveness - Aggression	Berkowitz, 1970									
15	Obedience - Aggression	Milgram, 1963									
16	Displacement - Aggression	Miller, 1959									
17	De-Individuation - Aggression	Zimbardo, 1969									
18	Aggressive Inhibition & Displacement	Adorno et al., 1950									
19	Miller's Conflict Model	Miller, 1944									
20	Frustration and Aggression	Dollard et al., 1939									

Notes:

- (1) Numbered Reference
- (2) Theory Name used as common reference in literature
- (3) Principal Theorist associated to Theory
- (4) Classification referring to Person- or Personality related variables as commented on in Chapter 3.2.
- (5) Classification according to the various Phases within the Process of Motivation as defined according to Chapter 3.3.1.
- (6) Classification referring to Conditions as defined according to Chapter 2.3.2.

- 11. *Instinctive Urge - Aggression*
An adaptive rather than destructive urge, where excessive killing or even extinction of a species is prevented by establishment of dominance hierarchies and displays of threat, thus ensuring species survival (Lorenz, 1966; Johnson, 1972).
- 12. *Aversive Reaction - Aggression*
Rather than an adaptive urge, aggression is perceived as an aversive reaction or a state of agitation that only persists as long as a particular stimulus is present (Tinbergen, 1968).
- 13. *Catharsis - Aggression*
Desires or urges are reduced after observing the desire or urge being expressed by others. Catharsis, or a decrease in persisting desire or urge has been extensively researched in the area of aggression (Feshbach, 1964; Feshbach & Singer, 1971; Ferguson & Rueda, 2010).
- 14. *Responsiveness - Aggression*
As opposed to Catharsis theory, (prior) exposure to violence or stimuli associated with violence promotes violent expressions (Berkowitz & Geen, 1966; Berkowitz & LePage, 1967; Berkowitz, 1970, 1974).
- 15. *Obedience - Aggression*
Individuals that are subject to peer or authority pressure, express more readily acts of aggression (Milgram, 1963; 1964; 1965; 1974).

Table A. (Continued)
An overview of Motivation theories;
An analysis of elements or concepts within theories as captured within the various Stages
of the Model of Motivation.

		4	5	Phase 6				Phase 7				Phase 8				(5)						
		Rlty	Imp	External Self-A.				Anticipated Change				Dedication										
		9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24					
		Reality	Impact	Aspiration	Contemplation	Validation	Attainment	Fulfillment	Δ - Attitude	Δ - Goal	Δ - Energy	Δ - Achievmt & Fail.	Δ - Satisf. & Frustr.	Appreciation	Approbation	Affirmation	Commitment	Conditions	Competencies	Instruments	Not covered	
																		(6)	(7)	(8)	(9)	
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Element or concept from referenced theory as presumed captured within Stages of the Model of Motivation
 Element or concept from referenced theory as presumed captured within the Model, with variations in interpretation
 (7) Classification referring to Competencies as defined according to Chapter 2.3.2.
 (8) Classification referring to Instruments as defined according to Chapter 2.3.2.
 (9) No classification within the various Phases of the Process of Motivation as defined according to Chapter 3.3.1., nor within the Determinants of the Process of Inference: Conditions, Competencies and Instruments as defined according to Chapter 2.3.2.

- 16. **Displacement - Aggression**
Behavior instigated by a redirection of aggression. The original aggressive tendency is inhibited by a stronger avoidance tendency and oriented towards another object of behavior although the original desire has not subsided (Miller, 1959).
- 17. **De-Individuation - Aggression**
Impulsive drives are blocked from expression by ego controls. When these are weakened as a result of de-individuation, or a breakdown of the distinctions between individuals, inhibitions dissipate thus facilitating aggressive expressions (Zimbardo, 1969).
- 18. **Aggressive Inhibition & Displacement**
When individuals have repressed aggressive wishes, these unfulfilled built-up tensions are released against figures who are acceptable targets of hostility (Adorno, Frenkel-Brunswick, Levinson & Sanford, 1950; Korman, 1974).
- 19. **Miller's Conflict Model**
Behavior and especially behavioral ambivalence is created as product of an avoidance and an approach gradient. The model postulates that a change in the strength of the avoidance gradient, is steeper than the approach gradient, resulting in a tendency towards avoidance rather than approach with equal distance from the goal (Miller, 1944; 1959).
- 20. **Frustration and Aggression**
Aggressive behavior is instigated by frustration; the greater the frustration, or the number of frustrations, the greater the aggressive tendency (Dollard, Miller, Doob, Mowrer & Sears, 1939).

Table A. (Continued)
An overview of Motivation theories;
An analysis of elements or concepts within theories as captured within the various Stages
of the Model of Motivation.

Ref.	Theory	Principal Publication	Person & Personality	Phase 1			2	3
				Expectancies	Eff.	Internal Self-A.		
(1)	(2)	(3)	(4)	1 Attitude	2 Goal	3 Energy	4 Achievmt & Fail.	5 Satisf. & Frustr.
				6 Effort	7 Realization	8 Actualization		
21	Amsel Theory of Frustration	Amsel et al., 1965						
22	Brown-Farber Theory of Frustration	Brown et al., 1951						
23	Classical Conditioning	Pavlov, 1960						
24	Operant Learning	Thorndike, 1911						
25	Reinforcement Theory	Skinner, 1938						
26	Amount of Reinforcement Effect	Bolles, 1967						
27	Quality of Reinforcement Effect	Bolles, 1967						
28	Two-factor Theory of Learning	Mowrer, 1947						
29	Drive	Woodworth, 1918						
30	Drive Theory	Hull, 1943						

Notes:

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- (4) Classification referring to Person- or Personality related variables as commented on in Chapter 3.2.
- (5) Classification according to the various Phases within the Process of Motivation as defined according to Chapter 3.3.1.
- (6) Classification referring to Conditions as defined according to Chapter 2.3.2.
- (7) Classification referring to Competencies as defined according to Chapter 2.3.2.

21. **Amsel Theory of Frustration**
Frustration and related behavior results from non-reinforcement of a response that is expected to be rewarded following previous consistent reinforcement (Amsel, 1958, 1967, 1972; Amsel & Ward, 1954, 1965; Amsel & Roussel, 1952).
22. **Brown-Farber Theory of Frustration**
Frustration and related behavior results from interference with attempts at reaching a goal. Frustration resulting from goal interference is a function of the strength of the desire to reach that goal (Brown & Farber, 1951; Haner & Brown, 1955).
23. **Classical Conditioning**
Behavior occurring as a reflex that is conditional upon a prior association. A conditional stimulus is repeatedly paired to an unconditional stimulus leading to a reflex defined as an unconditional response; eventually the conditional stimulus in itself leads to the same reflex then defined as a conditional response. Thus, conditioning occurs as a consequence of the association of stimuli (Pavlov, 1960).
24. **Operant or instrumental learning**
Thorndike's Law of Effect states that when a stimulus-response bond is followed by a positive or rewarding experience, the strength of the bond is increased; in case of a negative experience, the bond is weakened. Thus, conditioning occurs as a consequence of a response (Miller, 1963; Thorndike, 1911, 1913).
25. **Reinforcement Theory**
Reinforcement serves to strengthen a response, rather than a stimulus-response connection. Reinforcement, therefore, induces behavior (Skinner, 1938)

Table A. (Continued)
An overview of Motivation theories;
An analysis of elements or concepts within theories as captured within the various Stages
of the Model of Motivation.

	4	5	Phase 6					Phase 7				Phase 8				(5)					
	Rlty	Imp	External Self-A.					Anticipated Change				Dedication									
	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	(6)	(7)	(8)	(9)	
	Reality	Impact	Aspiration	Contemplation	Validation	Attainment	Fulfillment	Δ - Attitude	Δ - Goal	Δ - Energy	Δ - Achievmt & Fail.	Δ - Satisf. & Frustr.	Appreciation	Approbation	Affirmation	Commitment	Conditions	Competencies	Instruments	Not covered	
21																					
22																					
23																					
24																					
25																					
26																					
27																					
28																					
29																					
30																					

(8) Classification referring to Instruments as defined according to Chapter 2.3.2.
 (9) No classification within the various Phases of the Process of Motivation as defined according to Chapter 3.3.1., nor within the Determinants of the Process of Interference: Conditions, Competencies and Instruments as defined according to Chapter 2.3.2.
 (10) Thorndike's Law of Effect contained the first notion of a concept of reward affecting response.

- 26. Amount of Reinforcement Effect (AOR)
Performance is regulated by the amount of reinforcement: the greater the amount, the better the performance (Bolles, 1967, 1974, 1975).
- 27. Quality of Reinforcement Effect (QOR)
Performance is regulated by the quality of reinforcement: the better the quality, the better the performance (Bolles, 1967, 1974, 1975).
- 28. Two-Factor Theory of Learning
In (avoidance) behavior, two factors are involved: a (classical conditioned) (fear) response and an (operant conditioned) response that is reinforced by a reduction in the acquired response (fear) (Mowrer, 1947).
- 29. Drive
Behavior is determined by drive, which occurs in response to bodily needs. The organism seeks reduction of the drive (Woodworth, 1918).
- 30. Drive Theory
Hull's Theory of Action states that behavior is determined by drive, habit and incentives, with learned drives and incentives being principal determinants in performance. A drive is considered to be the psychological or motivational manifestation of a need state (Hull, 1943, 1951, 1952).
In addition to Hull's Drive Theory, Cattell presented a more comprehensive and differentiated theory (Cattell, 1950, 1957, 1965, 1974. For an overview: Madsen, 1974, p. 266-267).

Table A. (Continued)
 An overview of Motivation theories;
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 of the Model of Motivation.

Ref.	Theory	Principal Publication	Person & Personality	Phase 1			2	3			
				Expectancies	Eff.	Internal Self-A.					
(1)	(2)	(3)	(4)	1 Attitude	2 Goal	3 Energy	4 Achievmt & Fail.	5 Satisf. & Frustr.	6 Effort	7 Realization	8 Actualization
31	Incentive Motivation	Spence, 1956									
32	Theory of Emotion	Mowrer, 1960									
33	Latent Learning	Tolman, 1932									
34	Central Motive State	Bindra, 1968									
35	Dual-Link Incentive Effect	Overmier et al., 1979									
36	Intentional Behavior	Irwin, 1971									
37	Dynamics of Behavior	Woodworth, 1958									
38	Exploratory Drive Mechanism	Konorski, 1967									
39	Model of Sensoristasis	Schultz, 1965									
40	Orientation Reflexes	Sokolov, 1960									

Notes:

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- 31. **Incentive Motivation**
Anticipation of reaching a goal influences behavior. The incentive value of a goal can be expressed by the vigor of the consummatory response it elicits. Incentive motivation is the result of anticipatory so-called 'partial consummatory responses' or 'fractional anticipatory responses' and their stimuli, in a mechanism referred to as a 'fractional anticipatory response mechanism', or 'r_g - s_g mechanism' (Hull, 1943, 1951, 1952; Spence, 1956, 1960).
- 32. **Theory of Emotion**
Behavior is primarily instigated by incentive motivation. Incentive motivation is closely tied to the learning of four primary emotions: fear, hope, relief and disappointment. An increase in drive is accompanied to emotions of fear, a decrease in drive leads to emotions of hope. When fear is expected but no cues occur that signal an increase in drive, emotions of relief arise. When hope is expected but not forthcoming, disappointment occurs (Mowrer, 1960).
- 33. **Latent Learning**
Incentive motivation results from the development of expectancies. Cognitive expectations that a particular behavior will lead to attaining a particular goal occurs after several experiences. This process of latent learning initiates the development of incentive motivation (Tolman, 1932, 1959; Tolman & Honzik, 1930).
- 34. **Central Motive State**
Activation of an organismic central motive state triggers innate sensory-motor coordinations that prepare the organism for approach or avoidance of an object (Bindra, 1968, 1969, 1972, 1974; Morgan, 1943).
- 35. **Dual-Link Incentive Effect**
Incentive motivation is conceptualized as a mediator composed of two separate links: a link between stimulus and mediator and a link between mediator and response (Overmier & Lawry, 1979).

Table A. (Continued)
An overview of Motivation theories;
An analysis of elements or concepts within theories as captured within the various Stages
of the Model of Motivation.

	4	5	Phase 6				Phase 7				Phase 8				(5)					
	Rlty	Imp	External Self-A.				Anticipated Change				Dedication									
	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	Conditions	Competencies	Instruments	Not covered
	Reality	Impact	Aspiration	Contemplation	Validation	Attainment	Fulfillment	Δ - Attitude	Δ - Goal	Δ - Energy	Δ - Achievmt & Fail.	Δ - Satisf. & Frustr.	Appreciation	Approbation	Affirmation	Commitment	(6)	(7)	(8)	(9)
31																				
32																				
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36																				
37																				
38																				
39																				
40																				

Element or concept from referenced theory as presumed captured within Stages of the Model of Motivation
 Element or concept from referenced theory as presumed captured within the Model, with variations in interpretation
 (7) Classification referring to Competencies as defined according to Chapter 2.3.2.
 (8) Classification referring to Instruments as defined according to Chapter 2.3.2.
 (9) No classification within the various Phases of the Process of Motivation as defined according to Chapter 3.3.1., nor within the Determinants of the Process of Inference: Conditions, Competencies and Instruments as defined according to Chapter 2.3.2.

- 36. *Intentional Behavior*
Intent is inferred from the choice of one act over another when the expected outcome of each act is known. An intentional act is determined by an 'Interlocked Triad', a preference and a pair of act-outcome expectancies. (Irwin, 1971)
- 37. *Dynamics of Behavior*
Behavior is determined by drive, which occurs in response to bodily needs. However, the sensory stimulus is not the only causative factor in the arousal of the response. Instead of the S-R formula, an S-O-R formula is proposed, where 'O' is the "living and acting organism in the process; O receives the stimulus and makes the response" (Woodworth, 1958, p. 31).
- 38. *Exploratory Drive Mechanism*
If the organism is in need of external stimulation, a neurophysiological hypothetical 'exploration system' activates the organism towards exploratory behavior, thus restoring homeostasis of the sensory systems (Konorski, 1967).
- 39. *Model of Sensoristasis*
"Sensoristasis can be defined as a drive state of cortical arousal which impels the organism (...) to strive to maintain an optimal level of sensory variation. (...) Conceptually, this sensory variation-based formulation is akin to homeostasis in that the organism strives to maintain an internal balance" (...) (Schulz, 1965, p. 30).
- 40. *Orientation Reflexes*
The organism produces neurophysiological models of the properties of external objects. If a stimulus is not already neurophysiologically 'modelled', then the system will react with an orientation reflex. If there already is a neural model, there will be no orientation reflex, but rather a conditioned reflex (Sokolov, 1960, 1963).

Table A. (Continued)
An overview of Motivation theories;
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of the Model of Motivation.

Ref.	Theory	Principal Publication	Person & Personality	Phase 1			2	3			
				Expectancies	Eff.	Internal Self-A.					
(1)	(2)	(3)	(4)	1 Attitude	2 Goal	3 Energy	4 Achievmt & Fail.	5 Satisf. & Frustr.	6 Effort	7 Realization	8 Actualization
41	Complex Functional System	Luria, 1966									
42	Images of Achievement	Pribram, 1971									
43	Arousal Theory	Hebb, 1955									
44	Arousal Theory - Sensory Stimulation	Dember, 1956									
45	Arousal Theory - Behavior	Berlyne, 1959									
46	Arousal Theory - Invigoration	Cofer et al., 1964									
47	Opponent-Process Theory	Solomon, 1977									
48	Activation Theory	Duffy, 1962									
49	Affective Arousal	Young, 1936									
50	Satiation and Curiosity	Fowler, 1967									

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- 41. **Complex Functional System**
A neurophysiological model in which human mental processes are understood as a Complex Functional System where motives have a social-historical origin and are formulated by means of speech (Luria, 1966).
- 42. **Images of Achievement**
Motivations are 'monitoring images' that are activated by homeostatic mechanisms. These are channeled into action by Images of Achievement, determined by feedback from sensoric input (Pribram, 1971).
- 43. **Arousal Theory**
A general drive state with specific orientation properties. Arousal is associated with specific anatomical and physiological characteristics, where the cortex, the hypothalamus and the reticular formation play a prominent role (Hebb, 1955; For an overview of current literature on brain stem mechanisms that promote arousal, see Carlson, 2010).
- 44. **Arousal Theory – Sensory Stimulation**
Individuals seek an optimal level of stimulation. If stimulation is above this level, the individual engages in activities to diminish the level of arousal (Dember, 1956, 1960; Dember & Earl, 1957; Eisman, 1966). If stimulation falls below the optimum activities are initiated to increase the level of arousal. Experiments in this field have become known as studies in 'sensory deprivation', or 'perceptual isolation' (an overview is provided by Suedfeld & Coren, 1989).
- 45. **Arousal Theory - Behavior**
Behavior has a curvilinear relation with arousal. Behavior and level of arousal progress linearly towards an optimal level of stimulation; beyond this level a further increase in arousal produce disorganization and decrements in performance. To account for this non-linear relation attractiveness as a distinct property is introduced, where arousal and attractiveness are inversely related (Berlyne, 1958, 1959, 1960, 1963).

Table A. (Continued)
An overview of Motivation theories;
An analysis of elements or concepts within theories as captured within the various Stages
of the Model of Motivation.

	4	5	Phase 6				Phase 7				Phase 8				(5)					
	Rlty	Imp	External Self-A.				Anticipated Change				Dedication									
	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	Conditions	Competencies	Instruments	Not covered
	Reality	Impact	Aspiration	Contemplation	Validation	Attainment	Fulfillment	Δ - Attitude	Δ - Goal	Δ - Energy	Δ - Achievement & Fail.	Δ - Satisf. & Frustr.	Appreciation	Approbation	Affirmation	Commitment	(6)	(7)	(8)	(9)
41																				
42																				
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 Element or concept from referenced theory as presumed captured within the Model, with variations in interpretation
 (7) Classification referring to Competencies as defined according to Chapter 2.3.2.
 (8) Classification referring to Instruments as defined according to Chapter 2.3.2.
 (9) No classification within the various Phases of the Process of Motivation as defined according to Chapter 3.3.1., nor within the Determinants of the Process of Inference: Conditions, Competencies and Instruments as defined according to Chapter 2.3.2.

46. **Arousal Theory - Invigoration**
 Motivational phenomena are caused by two hypothetical mechanisms:
- The Sensitization-Invigoration Mechanism (SIM): an inborn mechanism influenced by external stimuli and the internal state of the organism, resulting in arousal, or Invigoration of the organism;
 - The Anticipation-Invigoration Mechanism (AIM): a mechanism comparable to SIM which is, however, acquired or learned, resulting in invigoration.
- Both hypothetical constructs integrate the neuropsychological concept 'arousal' with the traditional concepts of 'drive' and 'expectation' (Cofer & Appley, 1964).
47. **Opponent-Process Theory**
 The physiological process that triggers an initial reaction is opposed by a subsequent physiological state, which triggers an opposite reaction. This state then slowly decays towards a zero state (Solomon, 1977, 1980; Solomon & Corbit, 1974).
48. **Activation Theory**
 The concept of motivation consists of both the direction taken by behavior and the degree of activation, the intensity, or 'drive level' of behavior (Duffy, 1962).
49. **Affective Arousal**
 The chief motivational factor is arousal, or a 'proprioceptive tension'. Underlying this tension is a neural organization based on affective experiences. This neural organization is "organized to continue enjoyment and to relieve distress" (Young, 1949, p. 111; Young, 1936, 1955, 1959, 1961).
50. **Satiation and Curiosity**
 Explorative behavior alleviates the deprivation that occurs from too little stimulus change (Fowler, 1967).

Table A. (Continued)
 An overview of Motivation theories;
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Ref.	Theory	Principal Publication	Person & Personality	Phase 1			2	3			
				Expectancies	Eff.	Self-A.					
(1)	(2)	(3)	(4)	1 Attitude	2 Goal	3 Energy	4 Achievmt & Fail.	5 Satisf. & Frustr.	6 Effort	7 Realization	8 Actualization
51	Cognitive Theory of Behavior	Baldwin, 1969									
52	Field Theory	Lewin, 1935									
53	Resultant Valence Theory	Escalona, 1940									
54	Needs Theory	Murray, 1938									
55	Achievement Motive	McClelland et al., '53									
56	Theory of Achievement Motivation	Atkinson, 1957									
	A - Need for Achievement										
	B - Expectancy										
	C - Value										

Notes:

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- (6) Classification referring to Conditions as defined according to Chapter 2.3.2.
- (7) Classification referring to Competencies as defined according to Chapter 2.3.2.

- 51. **Cognitive Theory of Behavior**
A cognitive representation of the environment acts as a primal stimulus, which arouses motives and emotions, and guides behavior towards its target (Baldwin, 1969).
- 52. **Field Theory**
Developed from the principles of Gestalt psychology, behavior is assumed to occur within a psychological field where interacting forces determine behavior. Tension resulting from a need state within an inner-personal region of the person enables an appropriate environmental region, or object, to acquire valence, establishing a force field around the object. The force locomotes the person towards the valued object or goal, increasing in intensity as the person approaches the goal object. Once the goal is reached, tension is released within the region of the person, reducing the valence of the goal object, decreasing, in turn, the force field of the object, which terminates the activity (Lewin, 1935, 1936, 1938, 1948, 1951).
- 53. **Resultant Valence Theory**
To account for shifts in levels of aspiration, Resultant Valence Theory specifies the determinants of alternative goals that comprise all possible choices. The level of aspiration is defined as the outcome of the choices in which the individual locomotes towards the alternative with the highest resultant force. The resultant force is postulated to be a function of the valence (importance) of success multiplied by the potency (probability) of success (approach), minus the valence of failure multiplied by the potency of failure (avoidance)(Escalona, 1939, 1940; Festinger, 1942; Lewin, Dembo, Festinger & Sears, 1944).
- 54. **Needs Theory**
In a taxonomy including twenty basic human needs, Achievement Need is conceived as the desire to accomplish, to master, to overcome obstacles, to excel, to rival and surpass others. The need is accompanied by intense, prolonged and repeated efforts (Murray, 1938).

Table A. (Continued)
An overview of Motivation theories;
An analysis of elements or concepts within theories as captured within the various Stages
of the Model of Motivation.

		4	5	Phase 6					Phase 7					Phase 8 (5)									
		Reality	Imp	External Self-A.					Anticipated Change					Dedication									
		9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	(6)	(7)	(8)	(9)		
		Reality	Impact	Aspiration	Contemplation	Validation	Attainment	Fulfillment	Δ - Attitude	Δ - Goal	Δ - Energy	Δ - Achievmt & Fail.	Δ - Satisf. & Frustr.	Appreciation	Approval	Affirmation	Commitment	Conditions	Competencies	Instruments	Not covered		
51		█																					
52		█																					
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55		█	█																				
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(10)

█ Element or concept from referenced theory as presumed captured within Stages of the Model of Motivation
 █ Element or concept from referenced theory as presumed captured within the Model, with variations in interpretation

(8) Classification referring to Instruments as defined according to Chapter 2.3.2.
 (9) No classification within the various Phases of the Process of Motivation as defined according to Chapter 3.3.1., nor within the Determinants of the Process of Interference: Conditions, Competencies and Instruments as defined according to Chapter 2.3.2.
 (10) Reference is made to the concept of regions, barriers and adjacencies in Lewin's Field Theory, as elaborated on in Chapter 4.5.3.1.
 (11) Classification referring to the value of success in itself and not associated to the Goal, as used within a Stage of Satisfaction and Frustration and a Stage of Actualization. Reference is made to observations made in Chapter 4.6.1.2.

To assess these need states the Thematic Apperception Test (TAT) was developed (McClelland, Atkinson, Clark & Lowell, 1953; Murray, 1938. See also: Entwisle, 1972; Klinger, 1966).

55. Achievement Motive
 The Achievement Need is perceived as a distinct human motive that can be clearly distinguished from other needs and assessed in a measurable instrument (McClelland, Atkinson, Clark & Lowell, 1953).

56. Theory of Achievement Motivation
 Achievement related behavior is a resultant of a conflict between a Hope of Success (Approach) and a Fear of Failure (Avoidance). The Approach tendency (T_S) and Avoidance tendency (T_{AF}), are a function of:

- Achievement Needs (M)
 A need for achievement, or a motive for success (M_S), respectively an anxiety about failure, or a motive to avoid failure (M_{AF}), both representing a relatively stable disposition,
- Expectancies (P)
 A cognitive goal expectancy or anticipation, of the probability that one will be successful at the task (P_S), respectively of the probability of failure (P_F),
- Incentive Values (I)
 The incentive value of achieving success (I_S), respectively of obtaining failure (I_F). Moreover, it is assumed that I_S is inversely related to P_S ; $I_S = 1 - P_S$, the incentive value of success increases as the probability of success decreases, and $I_F = -(1 - P_F)$, the incentive value of failure decreases as the probability of failure decreases, or increases as the probability of failure increases.

Thus, $T_S = M_S \times P_S \times I_S$ and $T_{AF} = M_{AF} \times P_F \times I_F$

The resultant tendency to Approach or Avoid, T_A , is assumed to be: $T_A = T_S - T_{AF}$ (Atkinson, 1957, 1964).

Table A. (Continued)
 An overview of Motivation theories;
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Ref.	Theory	Principal Publication	Person & Personality	Phase 1			2	3		
				1	2	3	Eff.	Internal Self-A.		
(1)	(2)	(3)	(4)	Attitude	Goal	Energy	Achievmt & Fail. Satisf. & Frustr.	Effort	Realization	Actualization
57	Expectancy-Value Theories									
58	Dynamics of Action	Atkinson et al., 1970								
59	Achievement Goal Theory									
60	Normative Goal Theory	Ames et al., 1984								
61	Fear of Success	Horner, 1968								
62	Observational Learning	Bandura et al., 1963								
63	Social Learning Theory	Rotter, 1954								
64	Behavioral Specificity	Mischel, 1968								
65	Social Learning Theories									

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- 57. **Expectancy-Value Theory**
Indication for a group of motivational theories where behavior is thought to be the resultant from a combination of needs and the value of available goals. The choice among achievement-related activities is determined by the expectancy of success in obtaining the goal, and, in some definitions from literature, on the value of success (See: Atkinson, 1964).
Furthermore, level of difficulty has been introduced in the literature, where it is hypothesized that with increasing the level of difficulty, the valence of success increases and the valence of failure decreases.
- 58. **Dynamics of Action**
A further elaboration of the Theory of Achievement Motivation, the Dynamics of Action Theory aims at explaining and predicting change from one activity to another. The strength of motivation, or tendency T is observed for different activities over time, where a single tendency predominates (Atkinson & Birch, 1970; Birch, Atkinson & Bongort, 1974).
- 59. **Achievement Goal Theory - Refer to: Normative Goal Theory**
- 60. **Normative Goal Theory**
Two dichotomous achievement goals are identified: mastery and performance. Mastery goals are task- and learning-related, performance goals are ego- and ability-oriented (Ames, 1992; Ames & Ames, 1984; Dweck & Leggett, 1988; Elliott & Dweck, 1988; Nichols, 1984)
- 61. **Fear of Success**
A motive to avoid success is conceptualized within the framework of Expectancy-value Theory. Women avoid success in areas where achievement is "inconsistent or in conflict with femininity" (Horner, 1972, p. 158; Horner, 1968).

Table A. (Continued)
An overview of Motivation theories;
An analysis of elements or concepts within theories as captured within the various Stages
of the Model of Motivation.

	4	5	Phase 6					Phase 7					Phase 8				(5)			
	Rity	Imp	External Self-A.					Anticipated Change					Dedication							
	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	Conditions	Competencies	Instruments	Not covered
	Reality	Impact	Aspiration	Contemplation	Validation	Attainment	Fulfillment	Δ - Attitude	Δ - Goal	Δ - Energy	Δ - Achievement & Fail.	Δ - Satisf. & Frustr.	Appreciation	Approbation	Affirmation	Commitment	(6)	(7)	(8)	(9)
57	■	■																		
58	■	■																		
59	■	■																		
60	■	■																		
61	■	■																		
62	■	■																		
63	■	■																		
64	■	■																		
65	■	■																		

- Element or concept from referenced theory as presumed captured within Stages of the Model of Motivation
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- (9) No classification within the various Phases of the Process of Motivation as defined according to Chapter 3.3.1., nor within the Determinants of the Process of Interference: Conditions, Competencies and Instruments as defined according to Chapter 2.3.2.
- (10) Classification referring to the value of success in itself and not associated to the Goal, as used within a Stage of Satisfaction and Frustration and a Stage of Actualization. Reference is made to observations made in Chapter 4.6.1.2.
- (11) Reference is made to the concept of tendencies over time, as elaborated on in Chapter 4.5.3.2.
- (12) The theory refers in part to (specific) external Competencies, that are defined as Determinants of the Process of Interference, as elaborated on in Chapter 2.3.1.

62. **Observational Learning**
 Behavior occurs as a result of the observation of others, or 'Models'. A distinction is made between learning and performance, between latent and manifest. Behavior emerges given an appropriate environmental situation, and vary across different situations. Thus, the external situation plays a central role in inducing behavior (Bandura 1965; Bandura & Walters, 1963).
63. **Social Learning**
 The Behavior Potential, or the likelihood for a certain behavior to occur, is determined by the Expectancy, or the probability perceived by the individual that a particular reinforcement will occur following the behavior, and by the Reinforcement Value of the Goal, or the degree of preference for a particular form of reinforcement (Rotter, 1954, 1966; Rotter, Chance & Phares, 1972; Rotter & Hochreich, 1975).
- Locus of Control
 When a reinforcement is perceived as not contingent upon one's action, "(...) it is typically perceived as the result of luck, chance, fate, as under the control of powerful others (...). We have labeled this a belief in external control. If the person perceives that the event is contingent upon his own behavior (...), we have termed this a belief in internal control (Rotter, 1966, p. 1).
64. **Behavioral Specificity**
 Causes of behavior depend on a personal perception and interpretation of a surrounding world. Meaning elicits behavior (Mischel, 1968, 1973, 1976).
65. **Social Learning Theories**
 Indication for a group of motivational theories where behavior is thought to be the resultant of situational rather than intrapersonal determinants of behavior. These determinants are learned and occur in response

Table A. (Continued)
 An overview of Motivation theories;
 An analysis of elements or concepts within theories as captured within the various Stages
 of the Model of Motivation.

Ref.	Theory	Principal Publication	Person & Personality	Phase 1			2	3		
				Expectancies	Eff.	Internal Self-A.				
(1)	(2)	(3)	(4)	1 Attitude	2 Goal	3 Energy	4 Achievmt & Fail. Satisf. & Frustr.	5 Effort	6 Realization	7 Actualization
66	Personal Causation	de Charms, 1968								
67	Causality Pleasure	Nuttin, 1973								
68	Self-Determination Theory	Deci et al., 1985								
	Cognitive Evaluation Theory									
	Organismic Integration Theory									
	Causality Orientations Theory									
	Basic Psychological Needs Theory									
	Goal Contents Theory									
	Relationships Motivation Theory									

Notes:

- (1) Numbered Reference
- (2) Theory Name used as common reference in literature
- (3) Principal Theorist associated to Theory
- (4) Classification referring to Person- or Personality related variables as commented on in Chapter 3.2.
- (5) Classification according to the various Phases within the Process of Motivation as defined according to Chapter 3.3.1.
- (6) Classification referring to Conditions as defined according to Chapter 2.3.2.
- (7) Classification referring to Competencies as defined according to Chapter 2.3.2.
- (8) Classification referring to Instruments as defined according to Chapter 2.3.2.
- (9) No classification within the various Phases of the Process of Motivation as defined according to Chapter 3.3.1., nor within the Determinants of the Process of Interference: Conditions, Competencies and Instruments as defined according to Chapter 2.3.2.

to the demands and characteristics of a particular situation. Thus, the essential influences on behavior are situational (Liebert & Spiegler, 1974; Weiner, 1980b).

- 66. **Personal Causation**
Behavior is largely dependent on personal causation, with a continuous distinction between 'Origins' and 'Pawns'. If a person feels he is an Origin, behavior is perceived as determined by one's own choosing. If one considers oneself as a Pawn, behavior is perceived as determined by external forces beyond control. Personal causation is a powerful motivational force directing future behavior (De Charms, 1968, 1972, 1976; De Charms, Morrison, Reitman & McClelland, 1955).
- 67. **Causality Pleasure**
The positive affect that is obtained when one causes an event to occur, as distinguished from the experience originating from an event (Nuttin, 1973).
- 68. **Self-Determination Theory**
Represents a broad framework encompassing several theories on human motivation. Self-Determination Theory assumes that the individual is an active organism with tendencies towards growth, mastering and development of a coherent sense of self. These tendencies require social supports to fully develop.
The essentials for a healthy development are three basic psychological needs: Autonomy, or the need to integrate experiences into a coherent sense of self; Competence, or the need to have control over one's environment; Relatedness, or the need to experience a sense of belongingness with others.
Self-Determination Theory identifies distinct types of motivation. By articulating a set of principles how each type develops and can be sustained, Self-Determination Theory provides cues to actively sustain these various types of motivation. Three types of motivation are proposed: 1) Intrinsic Motivation, or the "inherent tendency to seek out novelty and challenges, to extend and exercise one's capacities, to explore, and to

Table A. (Continued)
An overview of Motivation theories;
An analysis of elements or concepts within theories as captured within the various Stages
of the Model of Motivation.

		4	5	Phase 6					Phase 7				Phase 8				(5)						
		Rity	Imp	External Self-A.					Anticipated Change				Dedication										
		9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	Conditions	Competencies	Instruments	Not covered		
		Reality	Impact	Aspiration	Contemplation	Validation	Attainment	Fulfillment	Δ - Attitude	Δ - Goal	Δ - Energy	Δ - Achievement & Fail.	Δ - Satisf. & Frustr.	Appreciation	Approbation	Affirmation	Commitment	(6)	(7)	(8)	(9)		
66																							
67																							
68																							

(10) The theory refers in part to Instruments influencing perception of being an 'Origin' or a 'Pawn'.
 (11) The theory refers in part to Conditions and Competencies that are defined as Determinants of the Process of Interference, as elaborated on in Chapter 2.3.1.
 (12) The theory refers in part to Conditions, Competencies and Instruments that are defined as Determinants of the Process of Interference, as elaborated on in Chapter 2.3.1.
 (13) The theory refers in part to Competencies and Instruments that are defined as Determinants of the Process of Interference, as elaborated on in Chapter 2.3.1.

learn" (Ryan & Deci, 2000, p. 70). 2) Extrinsic Motivation, or "the performance of an activity in order to attain some separable outcome" (...). "Extrinsic Motivation can vary in its relative autonomy" (Ryan & Deci, 2000, p. 71), with four types of Regulation: External, Introjected, Identified and Integrated Regulation. 3) Amotivation, or "(...) the state lacking the intention to act" (Ryan & Deci, 2000, p. 72).

- Self-Determination theory comprises six sub-theories each addressing a specific motivational phenomenon:
- A. Cognitive Evaluation Theory (CET)
Addresses Intrinsic Motivation, CET highlights the critical role of Competence and Autonomy in fostering Intrinsic Motivation. CET examines the conditions that elicit and sustain, or subdues and diminishes intrinsic motivation.
 - B. Organismic Integration Theory (OIT)
Addresses Extrinsic Motivation, OIT highlights the role of Autonomy and Relatedness as critical to Internalization. Internalization is a continuum along which the various expressions of Extrinsic Motivation are manifested: External Regulation, Introjected Regulation, Identified Regulation and Integrated Regulation. OIT examines the conditions for these various expressions to occur.
 - C. Causality Orientations Theory (COT)
COT assumed three types of causality in people's tendencies to orient towards environments: the Autonomy Orientation, in which one acts out of interest and self-endorsed values; the Control Orientation, in which one acts on controls and directives on how to act; the Amotivated Orientation, in which one acts by anxiety.

Table A. (Continued)
 An overview of Motivation theories;
 An analysis of elements or concepts within theories as captured within the various Stages
 of the Model of Motivation.

Ref.	Theory	Principal Publication	Person & Personality	Phase 1			2	3		
				Expectancies	Eff.	Internal Self-A.				
(1)	(2)	(3)	(4)	1 Attitude	2 Goal	3 Energy	4 Achievement & Fail. Satisf. & Frustr.	5 Effort	6 Realization	7 Actualization
69	Psychological Reactance Theory	Brehm, 1966, 1972								
70	Learned Helplessness Theory	Seligman, 1975								
71	Perceived Freedom	Steiner, 1970								
72	Social Cognitive Theory	Bandura, 2001								
73	Theory of Cognitive Dissonance	Festinger, 1957								
74	Self-Consistency Theory	Aronson, 1968								

Notes:

- (1) Numbered Reference
- (2) Theory Name used as common reference in literature
- (3) Principal Theorist associated to Theory
- (4) Classification referring to Person- or Personality related variables as commented on in Chapter 3.2.
- (5) Classification according to the various Phases within the Process of Motivation as defined according to Chapter 3.3.1.
- (6) Classification referring to Conditions as defined according to Chapter 2.3.2.
- (7) Classification referring to Competencies as defined according to Chapter 2.3.2.
- (8) Classification referring to Instruments as defined according to Chapter 2.3.2.

- D. **Basic Psychological Needs Theory (BPNT)**
 The concept of basic psychological needs for Autonomy, Competence, Relatedness serves as a means of organizing and integrating a wide range of research aimed at providing a basis for positive performance and well-being, on which both depend.
- E. **Goal Contents Theory (GCT)**
 Goals are perceived as differentially providing basic need satisfaction, with extrinsic goals providing less, intrinsic goals providing more to positive performance and well-being.
- F. **Relationships Motivation Theory (RMT)**
 RMT is specifically oriented towards the need of Relatedness, claiming that satisfying the need is essential to adjustment and well-being.
- (Deci, 1975, 1980; Deci & Ryan, 1980, 1985, 1991, 2000, 2002, 2008, 2012 A, 2012B; Ryan & Deci, 2000.).
69. **Psychological Reactance Theory**
 Motivational arousal, or 'Psychological Reactance', is induced any time a person's freedom to engage in certain behavior is threatened or eliminated. Psychological Reactance consists of reinstating the behavior and thereby restoring freedom (Brehm, 1966, 1972).
70. **Learned Helplessness Theory**
 After exposure to inescapable negative input, where no instrumental actions appear to have effects, the organism develops an expectation that responses and outcomes will remain independent in future experiences and that there is nothing it can do to alleviate these circumstances (Seligman, 1975).
71. **Perceived Freedom**
 The greater a similarity in attractiveness among choices, the greater the perceived freedom in decision. The greater the expected value of alternatives, the greater the perceived freedom, or 'outcome freedom'. When external forces are in effect, perceived freedom reduces. (Steiner, 1970)

Table A. (Continued)
 An overview of Motivation theories;
 An analysis of elements or concepts within theories as captured within the various Stages
 of the Model of Motivation.

		4	5	Phase 6				Phase 7				Phase 8				(5)							
		Rity	Imp	External Self-A.				Anticipated Change				Dedication											
		9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	Conditions	Competencies	Instruments	Not covered		
		Reality	Impact	Aspiration	Contemplation	Validation	Attainment	Fulfillment	Δ - Attitude	Δ - Goal	Δ - Energy	Δ - Achievement & Fail.	Δ - Satisf. & Frustr.	Appreciation	Approbation	Affirmation	Commitment	(6)	(7)	(8)	(9)		
69		■	■																				
70		■	■																				(10)
71		■	■																				
72		■	■																				(11)
73		■	■																				
74		■	■																				

- Element or concept from referenced theory as presumed captured within Stages of the Model of Motivation
 - ▨ Element or concept from referenced theory as presumed captured within the Model, with variations in interpretation
- (9) No classification within the various Phases of the Process of Motivation as defined according to Chapter 3.3.1., nor within the Determinants of the Process of Interference: Conditions, Competencies and Instruments as defined according to Chapter 2.3.2.
- (10) The theory refers in part to Instruments that are defined as Determinants of the Process of Interference, as elaborated on in Chapter 2.3.1.
- (11) The theory refers in part to Conditions that are defined as Determinants of the Process of Interference, as elaborated on in Chapter 2.3.1.

72. **Social Cognitive Theory**
Human Agency is the essence of "humanness", and is the capacity to exercise control over one's life. Human Agency consists of four core features: Intentionality (a proactive commitment to induce a course of action), Forethought (an anticipation of subsequent events and likely consequences), Self-reactiveness (initiating self-regulatory processes to maintain a course of action), Self-reflectiveness (the ability to evaluate the effectiveness of actions). By engaging in Self-reflectiveness one develops perceptions of Self-efficacy (Bandura, 1993, 1997, 2000, 2001, 2002, 2006).
73. **Theory of Cognitive Dissonance**
Two cognitions are assumed to be in dissonance if "(...) the obverse of one element would follow from the other" (Festinger, 1957, p. 13). When one perceives a discrepancy between one's belief and one's action, the dissonance produces a motivating state aimed at reducing the dissonance. The greater the perceived discrepancy, the greater the motivation. Dissonance is determined by the importance of the cognitions. Thus, (according to Wicklund & Brehm, 1976) the magnitude of aroused dissonance is:

$$\frac{\text{Dissonant Cognitions} \times \text{Importance of Cognitions}}{\text{Consonant Cognitions} \times \text{Importance of Cognitions}}$$
Moreover, according to the Theory of Cognitive Dissonance, one evaluates information sources in terms of relevance, using others as a means of comparison (Festinger, 1957).
74. **Self-Consistency Theory**
A person holds expectancies for competent and moral behavior derived from "(...) the conventional morals and prevailing values of society" (Thibodeau & Aronson, 1992, p. 592). When dissonance occurs, a reduction is aimed at maintaining a sense of competence and morality justifying the discrepant behavior. Self-esteem moderates these outcomes: the lower one's self-esteem, the less a perceived discrepancy. (Aronson, 1968, 1992; Aronson & Carlsmith, 1962; Thibodeau & Aronson, 1992).

Table A. (Continued)
 An overview of Motivation theories;
 An analysis of elements or concepts within theories as captured within the various Stages
 of the Model of Motivation.

Ref.	Theory	Principal Publication	Person & Personality	Phase 1		2	3				
				Expectancies	Eff.	Internal	Self-A.				
(1)	(2)	(3)	(4)	1 Attitude	2 Goal	3 Energy	4 Achievmt & Fail.	5 Satisf. & Frustr.	6 Effort	7 Realization	8 Actualization
75	Self-Affirmation Theory	Steel, 1988		■	■	■	■	■	■	■	■
76	New Look	Cooper, et al., 1984		■	■	■	■	■	■	■	■
77	Theory of Reasoned Action	Fishbein et al., 1975		■	■	■	■	■	■	■	■
78	Theory of Planned Behavior	Ajzen, 1985		■	■	■	■	■	■	■	■
79	Goal Systems Theory	Shah et al., 2002		■	■	■	■	■	■	■	■
80	Correspondent Inference Theory	Jones-Davis, 1965		■	■	■	■	■	■	■	■
81	Self-Perception Theory	Bem, 1967		■	■	■	■	■	■	■	■

Notes:

- (1) Numbered Reference
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- (4) Classification referring to Person- or Personality related variables as commented on in Chapter 3.2
- (5) Classification according to the various Phases within the Process of Motivation as defined according to Chapter 3.3.1.
- (6) Classification referring to Conditions as defined according to Chapter 2.3.2
- (7) Classification referring to Competencies as defined according to Chapter 2.3.2
- (8) Classification referring to Instruments as defined according to Chapter 2.3.2
- (9) No classification within the various Phases of the Process of Motivation as defined according to Chapter 3.3.1., nor within the

- 75. **Self-Affirmation Theory**
Dissonance is reduced by restoring the integrity of the overall self-system by focusing on other positive aspects of the self that hold importance (Steel, 1988; Steele & Liu, 1983; Steele, Spencer & Lynch, 1993).
- 76. **New Look**
Cognitions about the self have no special role in dissonance. People have dissonance arousal when deviating from social norms (Cooper & Fazio, 1984; Cooper, 1992, 1999).
An attempt at integration of Self-Affirmation Theory and the New Look model is provided in the Self-Standards Model (SSM) of Cognitive Dissonance (Stone & Cooper, 2000).
- 77. **Theory of Reasoned Action**
The Theory of Reasoned Action aims at predicting Behavioral Intention (BI), suggesting BI depends on a Person's Attitude about the behavior (A), and Subjective Norms (SN). A consists of beliefs about consequences of the behavior and an evaluation of these consequences. SN is a combination of perceived expectations of relevant others and intentions to comply with these expectations. A and SN carry different weights depending on the individual (Ajzen & Fishbein, 1980, 2005; Fishbein & Ajzen, 1975).
- 78. **Theory of Planned Behavior**
The Theory of Planned Action is a revision of the Theory of Reasoned Action to include non-volitional behavior. Referring to the Theory of Reasoned Action, the concept of Perceived Behavioral Control (PBC) (comparable to Bandura's Self-efficacy in Social Cognitive Theory), was added to the concepts of Attitude (A) and Subjective Norms (SN) to predict Behavioral Intention (BI). Thus, the more favorable A and SN, and the greater PBC, the stronger BI (Ajzen, 1985, 1991, 2002; Fishbein & Cappella, 2006).

Table A. (Continued)
An overview of Motivation theories;
An analysis of elements or concepts within theories as captured within the various Stages
of the Model of Motivation.

		4	5	Phase 6					Phase 7				Phase 8			(5)					
		Rity	Imp	External Self-A.					Anticipated Change				Dedication								
		9 Reality	10 Impact	11 Aspiration	12 Contemplation	13 Validation	14 Attainment	15 Fulfillment	16 Δ - Attitude	17 Δ - Goal	18 Δ - Energy	19 Δ - Achievmt & Fail.	20 Δ - Satisf. & Frustr.	21 Appreciation	22 Approval	23 Affirmation	24 Commitment	Conditions	Competencies	Instruments	Not covered
75		■																			
76		■																			
77		■																			
78		■																			
79		■																			
80		■																			
81		■	■																		

Element or concept from referenced theory as presumed captured within Stages of the Model of Motivation
 Element or concept from referenced theory as presumed captured within the Model, with variations in interpretation

Determinants of the Process of Inference: Conditions, Competencies and Instruments as defined according to Chapter 2.3.2.
 (10) The theory refers in part to (specific) external Competencies, that are defined as Determinants of the Process of Inference, as elaborated on in Chapter 2.3.1.
 (11) Reference is made to the observed interrelations between goals in Goal Systems Theory, as elaborated on in Chapter 4.5.3.3.
 (12) Attribution theories are aimed at assigning causes both to one's own behavior (observer) and to behavior of others (actors). Following restrictions defined in Chapter 2.3.1. causal attributions assigned to others are excluded from the analysis.

- 79. **Goal Systems Theory**
 A cognitive approach to motivation, where goals are conceived of as "(...) knowledge structures that are governed by the same general principles that characterize cognitive structures generally. Goals differ from other mental constructs however, in possessing distinctly motivational contents that determine their manner of functioning. (...) Goal systems (...) are associatively linked to other cognitive entities, in particular to their attainment-means and to other goals. From this perspective, goals systems constitute stored mental representations that can be learned, altered, or activated. (...) The cognitive properties of goal systems set the structural constraints within which various motivational properties may express themselves (Shah, Kruglanski, Friedman, Spencer, Fein & Zanna, 2003, p. 249). Goal Systems Theory observes the interrelations between various goals and their outcomes (Shah & Kruglanski, 2000).
- 80. **Correspondent Inference Theory**
 Although the theory aims at causal attributions by observers, and is thus to be excluded from the analysis, Correspondent Inference Theory contains the assumption that individuals look for correspondence between observed behavior, inferred intent, and a person's disposition. In dispositional attributions a number of factors are considered: 1) degree of choice: when one has little choice behavior tends to be attributed to the situation, when one has complete choice behavior tends to be attributed to disposition; 2) social desirability: socially approved behavior tends to be attributed to the situation; 3) Noncommon effects: unique behavior tends to be attributed to disposition (Jones & Davis, 1965).
- 81. **Self-Perception Theory**
 We observe our own behavior as an external observer might do, then assess our behavior based on these observations. These self-descriptive assessments are defined as Attitudes. Bem defined Self-Perception Theory as an alternative to Dissonance Theory (Bem, 1967).

Table A. (Continued)
 An overview of Motivation theories;
 An analysis of elements or concepts within theories as captured within the various Stages
 of the Model of Motivation.

Ref.	Theory	Principal Publication	Person & Personality	Phase 1			2		3		
				Expectancies	Eff.	Self-A.	Eff.	Self-A.	Internal	Self-A.	
(1)	(2)	(3)	(4)	1 Attitude	2 Goal	3 Energy	4 Achievmt & Fail.	5 Satisf. & Frustr.	6 Effort	7 Realization	8 Actualization
82	Covariation Theory	Kelley, 1967									
83	Two-Factor Attributional Theory	Schachter, 1964									
84	Naïve Attributional Theory	Heider, 1944									
85	Attributional Theory	Weiner, 1985									
86	Personal Construct Theory	Kelly, 1966									

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- (6) Classification referring to Conditions as defined according to Chapter 2.3.2.
- (7) Classification referring to Competencies as defined according to Chapter 2.3.2.

- 82. **Covariation Theory**
The individual has a need for control. In doing so, attributions are attempts at specifying causality for situational events. The principle of Covariation guides these attributions. Covariation is the principle that events that consistently correlate to a particular outcome are perceived to be causal. In Covariation, three dimensions in past behavior are used to make attributions: 1) Distinctiveness, the degree to which the behavior is unique, the more unique, the higher Distinctiveness, and the more situational attributions are produced; 2) Consensus, the degree to which behavior of other people in equivalent situations differ, the higher Consensus, the more people display equivalent behavior, the more behavior is attributed to situational circumstances; 3) Consistency, the frequency in which one engages in the behavior, the higher Consistency, the more frequent the behavior. Outcomes are differing in situational or dispositional attributes, depending on the Distinctiveness and Consensus dimensions. Kelley (1967, 1971, 1972, 1973).
- 83. **Two-Factor Attributional Theory**
To differentiate between emotions, Schachter supplemented arousal theory with attributional concepts. Emotions are functions of two factors: level of arousal and attributional factors about the arousing situation (Schachter, 1964; Schachter & Singer, 1962).
- 84. **Naive Attributional Theory**
Behavior is attributed to either Dispositions, forces within the individual, or to Situational Factors, forces external to the Individual. Dispositions include Abilities and Motives, further subdivided into Intentions, or cognitive plans, and Exertions, or efforts intended to be invested. Situational Factors include Task Difficulty and Luck. Thus behavior is attributed to Abilities, Intentions, Exertions, Task Difficulty and Luck (Heider, 1944, 1958).
Attribution rules are biased towards personal causation. The tendency to attribute behavior to these internal characteristics has been conceptualized as Fundamental Attribution Error (Jones, 1979; Ross, 1977).
Attributions tend to be biased against situational characteristics (Reeder, 1982).
A desire for balance propel certain attributes rather than others (Crandall, Silvia, N'Gbala, Tsang & Dawson, 2007).

Table A. (Continued)
An overview of Motivation theories;
An analysis of elements or concepts within theories as captured within the various Stages
of the Model of Motivation.

		4	5	Phase 6				Phase 7				Phase 8 (5)										
		Rity	Imp	External Self-A.				Anticipated Change				Dedication										
		9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24					
		Reality	Impact	Aspiration	Contemplation	Validation	Attainment	Fulfillment	Δ - Attitude	Δ - Goal	Δ - Energy	Δ - Achievement & Fail.	Δ - Satisf. & Frustr.	Appreciation	Approbation	Affirmation	Commitment	Conditions	Competencies	Instruments	Not covered	
																		(6)	(7)	(8)	(9)	
82																						(10)
83																						(10)
84																						(10)
85																						(10)
86																						(10)

Element or concept from referenced theory as presumed captured within Stages of the Model of Motivation
 Element or concept from referenced theory as presumed captured within the Model, with variations in interpretation

(8) Classification referring to Instruments as defined according to Chapter 2.3.2.
 (9) No classification within the various Phases of the Process of Motivation as defined according to Chapter 3.3.1., nor within the Determinants of the Process of Interference: Conditions, Competencies and Instruments as defined according to Chapter 2.3.2.
 (10) Attribution theories are aimed at assigning causes both to one's own behavior (observer) and to behavior of others (actors). Following restrictions defined in Chapter 2.3.1. causal attributions assigned to others are excluded from the analysis.

85. **Attribution Theory**
 An extension to traditional Attribution Theories, Weiner's Attribution-based Theory of Motivation includes attributions the individual makes in explaining past, rather than future successes and their effects on emotion, expectancies and motivation. Weiner developed his Attributional Theory (1985) into an Attribution Theory of Achievement Motivation (2010).
 Four elements determine the interpretation of an outcome of an Achievement-related event: Ability (in a Social Comparison with others Abilities are derived from past experiences), Effort, Task Difficulty (in a comparison with others) and Luck (in performing a task over which no control can be influenced)(see Heider's Naive Attributional Theory).
 These four elements differ along three causal dimensions: 1) Locus, refers to the source the cause is believed to originate from: either internal or external to the individual; 2) Stability, refers to the likelihood the cause can be altered, unstable where the cause can be altered, stable where the cause remains unchanged; 3) Controllability, refers to the extent at which an event is perceived as being controllable or uncontrollable.
 Thus, the four elements each have a unique profile of causal dimensions:
- Ability: internal, stable, uncontrollable;
 - Effort: internal, unstable, controllable;
 - Task Difficulty: external, stable, controllable;
 - Luck: external, unstable, uncontrollable.
- The level of each causal dimension determines the emotions and expectancies in each element, and the level of motivation resulting from these.
 Motivation results from a progression, from an Achievement-related outcome producing a change in emotions, to a cause is attributed to Ability, Effort, Task Difficulty or Luck, determining levels of Locus, Stability and Controllability in causal dimensions, producing changes in motivation (Weiner, 1985, 2010).
86. **Personal Construct Theory**
 Motivation is perceived as a "redundancy", an exponent, where activities themselves determine the experience (Kelly, 1958, p. 50). Behavior is determined by cognitive processes and how the individual perceives, interprets and organizes his surrounding world (Kelly, 1958, 1966).

Table A. (Continued)
 An overview of Motivation theories;
 An analysis of elements or concepts within theories as captured within the various Stages
 of the Model of Motivation.

Ref.	Theory	Principal Publication	Person & Personality	Phase 1			2	3			
				1	2	3	Eff.	Internal Self-A.			
(1)	(2)	(3)	(4)	1 Attitude	2 Goal	3 Energy	4 Achievmt & Fail.	5 Satisf. & Frustr.	6 Effort	7 Realization	8 Actualization
87	Meaningfulness	Klinger, 1977		■	■	■	■	■	■	■	■
88	Implicit Motivation Theory	Ferguson et al., 2008		■	■	■	■	■	■	■	■
89	Motives in Industry	Viteles, 1932		■	■	■	■	■	■	■	■
90	Affiliation	Mayo, 1933		■	■	■	■	■	■	■	■
91	Basic Human Tendencies	Bühler, 1972		■	■	■	■	■	■	■	■
92	Conditions of Worth	Rogers, 1959		■	■	■	■	■	■	■	■
93	Self-Actualization	Maslow, 1943		■	■	■	■	■	■	■	■

Notes:

- (1) Numbered Reference
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- (4) Classification referring to Person- or Personality related variables as commented on in Chapter 3.2.
- (5) Classification according to the various Phases within the Process of Motivation as defined according to Chapter 3.3.1.
- (6) Classification referring to Conditions as defined according to Chapter 2.3.2.
- (7) Classification referring to Competencies as defined according to Chapter 2.3.2.

87. **Meaningfulness**
Meaningfulness is provided by incentives towards which the individual works. Incentives are objects or events that are valued. These objects or events become goals when the individual is willing to expend effort. As such, the individual becomes committed to that goal, and the goal becomes a 'current concern'. Current concerns influence behavior until the goal is reached, or the individual progresses through a process of disengagement, consisting of several phases (Klinger, 1975, 1977).
88. **Implicit Motivation Theory**
Implicit Motivation focuses on how goals and objectives operate in implicit or non-conscious ways, as opposed to consciously activated and pursued goals in traditional, cognitive motivation theories (Ferguson, Hassin & Bargh, 2008).
89. **Motives in Industry**
In reaction to prevailing Instinct theories, Motives-in-work are primarily defined by the wish to enjoy feelings of worth, recognition and respect on the part of others (Viteles, 1932, 1953).

Table A. (Continued)
An overview of Motivation theories;
An analysis of elements or concepts within theories as captured within the various Stages
of the Model of Motivation.

Appendices

	4	5	Phase 6				Phase 7				Phase 8				(5)					
	Rlty	Imp	External Self-A.				Anticipated Change				Dedication									
	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	Conditions	Competencies	Instruments	Not covered
	Reality	Impact	Aspiration	Contemplation	Validation	Attainment	Fulfillment	Δ - Attitude	Δ - Goal	Δ - Energy	Δ - Achievement & Fail.	Δ - Satisf. & Frustr.	Appreciation	Approbation	Affirmation	Commitment	(6)	(7)	(8)	(9)
87																				
88																				
89																				
90																				(10)
91																				(10)
92																				(10)
93																				(10)

(8) Classification referring to Instruments as defined according to Chapter 2.3.2.
 (9) No classification within the various Phases of the Process of Motivation as defined according to Chapter 3.3.1., nor within the Determinants of the Process of Inference: Conditions, Competencies and Instruments as defined according to Chapter 2.3.2.
 (10) The theory refers in part to Conditions that are defined as Determinants of the Process of Inference, as elaborated on in Chapter 2.3.1.

- 90. **Affiliation**
Group membership and affiliation are the primal needs instigating motivation within a work environment (Mayo, 1933; see also: Dunnette & Kirchner, 1965; Roethlisberger, 1977).
- 91. **Basic Human Tendencies**
The end goal of personal fulfillment is expressed through achievement of four basic human tendencies:
 - "The tendency to strive for personal satisfactions in sex, love, and ego recognition;
 - The tendency toward self-limiting adaptation for the purpose of fitting in, belonging, and gaining security;
 - The tendency toward self-expression and creative accomplishments
 - The tendency toward integration or order-upholding" (Buhler, 1972, p. 48).
 (Buhler, 1972; Buhler & Allen, 1972; Buhler & Marschak, 1967).
- 92. **Conditions of Worth**
Conditions of Worth develop when actions are positively evaluated by a subjective world, leading to experiences to perform those actions in order to feel appreciated and accepted. Conditions of Worth are essential in development of the self-concept (Rogers, 1951, 1959, 1961, 1963).
- 93. **Self-Actualization**
The core tendency of the individual is to actualize personal potential. The tendency to actualize is an axiom of humanistic psychology (Maslow, 1943, 1954, 1971, 1973a, 1973b, 1976; Rogers, 1959, 1961, 1963).

Table A. (Continued)
 An overview of Motivation theories;
 An analysis of elements or concepts within theories as captured within the various Stages
 of the Model of Motivation.

Ref.	Theory	Principal Publication	Person & Personality	Phase 1			2	3			
				Expectancies	Eff.	Internal Self-A.					
(1)	(2)	(3)	(4)	1 Attitude	2 Goal	3 Energy	4 Achievmt & Fail.	5 Satisf. & Frustr.	6 Effort	7 Realization	8 Actualization
94	Need Hierarchy	Maslow, 1943		■	■		■			■	
95	Reformulated Need Hierarchy	Kenrick et al, 2010		■	■		■			■	
96	ERG Theory	Alderfer, 1972		■	■		■			■	
97	Rational Choice Theory	Scott, 2000		■	■		■			■	
98	Control Theory	Carver et al., 1981		■	■		■			■	
99	Regulatory Focus Theory	Higgins, 1997		■	■		■			■	

Notes:

- (1) Numbered Reference
- (2) Theory Name used as common reference in literature
- (3) Principal Theorist associated to Theory
- (4) Classification referring to Person- or Personality related variables as commented on in Chapter 3.2.
- (5) Classification according to the various Phases within the Process of Motivation as defined according to Chapter 3.3.1.
- (6) Classification referring to Conditions as defined according to Chapter 2.3.2.
- (7) Classification referring to Competencies as defined according to Chapter 2.3.2.

94. **Need Hierarchy Theory**
Needs instigating motivation are hierarchically ordered, where lower needs have greater strength than higher needs, and take precedence:
- **Physiological:** lower needs such as hunger or deprivation that dominate when unfulfilled;
 - **Safety:** needs associated with safety and comfort;
 - **Love:** needs associated with affiliation and being related;
 - **Esteem:** needs associated to confidence, mastery and achievement, leading to respect from others;
 - **Actualization:** needs associated to self-fulfillment leading to a full realization of potential.
- Once a lower need has been satisfied a higher can seek fulfillment (Maslow, 1943, 1954, 1959, 1971, 1973a, 1973b, 1976).
95. **Reformulated Need Hierarchy**
A revision of Need Hierarchy Theory, including especially evolutionary concepts, replacing partly the traditional actualization need (Kenrick, Griskevicius, Neuberg & Schaller, 2010).
96. **ERG Theory**
A reduction of Need Hierarchy Theory into three needs: Existence needs, such as salary and fringe benefits; Relatedness needs, such as social interactions; and Growth needs, such as Esteem and Self-Actualization (Alderfer, 1972).

Table A. (Continued)
An overview of Motivation theories;
An analysis of elements or concepts within theories as captured within the various Stages
of the Model of Motivation.

		4	5	Phase 6				Phase 7				Phase 8				(5)					
		Rlty	Imp	External Self-A.				Anticipated Change				Dedication									
		9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	Conditions	Competencies	Instruments	Not covered
		Reality	Impact	Aspiration	Contemplation	Validation	Attainment	Fulfillment	Δ - Attitude	Δ - Goal	Δ - Energy	Δ - Achievmt & Fail.	Δ - Satisf. & Frustr.	Appreciation	Approbation	Affirmation	Commitment	(6)	(7)	(8)	(9)
94																					
95																					
96																					
97																					
98																					
99																					

Element or concept from referenced theory as presumed captured within Stages of the Model of Motivation
 Element or concept from referenced theory as presumed captured within the Model, with variations in interpretation

(8) Classification referring to Instruments as defined according to Chapter 2.3.2.
 (9) No classification within the various Phases of the Process of Motivation as defined according to Chapter 3.3.1., nor within the Determinants of the Process of Inference: Conditions, Competencies and Instruments as defined according to Chapter 2.3.2.
 (10) The theory refers in part to Conditions and Competencies that are defined as Determinants of the Process of Inference, as elaborated on in Chapter 2.3.1.

- 97. **Rational Choice Theory**
The individual is motivated to choose a best option given one's goal and given the information about conditions under which one is acting (Scott, 2000).
- 98. **Control Theory**
A cybernetic model of behavior regulation partly based on Powers (1973). Goal-directed action is the outcome of a hierarchy of feedback processes that regulate behavior. As feedback loops are regarded as a basis of cybernetic control, approach and avoidance loops have two bipolar dimensions, contrary to most dimensional models of affect that are unipolar (Carver, 2001; Carver & Scheier, 1981, 1990, 1998, 2012).
- 99. **Regulatory Focus Theory**
Regulatory focus theory distinguishes between two co-existing motivational systems: the promotion system and the prevention system, which serve different survival needs. In the promotion system a primary regulatory strategy is expressed in eagerness, and the individual is fundamentally motivated by accomplishments, by change and growth, and is oriented toward pursuing ideals. In the prevention system the primary regulatory strategy is expressed in vigilance, and the individual is fundamentally motivated by seeking security, highly sensitive to change and more oriented to "oughts" and "shoulds". Both systems are needed; however, one system is likely to predominate over the other, due to either chronic or situational differences in accessibility (Higgins, 1997, 2001, 2011; Higgins, Friedman, Harlow, Idson, Ayduk, & Taylor, 2001; Molden & Higgins, 2004, 2008; Scholer & Higgins, 2008; Shah & Higgins, 2001).

Table A. (Continued)
 An overview of Motivation theories;
 An analysis of elements or concepts within theories as captured within the various Stages
 of the Model of Motivation.

Appendix III *Questionnaire HF-2.01*

Questionnaire HF-2.01 aims at operationalizing the Phases from the Model of Motivation, thus providing a means to quantify and measure these in the analysis of the Model.

In presenting the HF-2.01 questionnaire it is emphasized that in this dissertation the objective has been to capture distinct elements from the Model, not to design a measurement instrument. With reference to Chapter 5.3., further research is needed to this aim, that is to focus on an assessment of various psychometric characteristics.

Appendix III is to provide an overview of the questionnaire and the various items from the questionnaire capturing the elements from the Model of Motivation. A distinction is made in the questionnaire HF-2.01 and in the separate items from the questionnaire used to operationalize the distinct Phases from the Model.

Thus, the overview consists of two Sections:

- *Section A: containing the questionnaire HF-2.01 as it was handed-out¹*
- *Section B: providing a rationale for, and classification of items from the questionnaire according to the distinct Phases from the Model of Motivation. A number of additional items especially related to personality are included in the overview*

A background rationale for the format of the questionnaire, and for the phrasing and scaling of questions, is provided in Mennes (2016, in press), with reference to Chapter 5.3.

¹ For reasons of brevity, the Dutch, Afrikaans, Kosa and Bahassa versions have been omitted from this overview.

Section A
Questionnaire HF-2.01

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The MVuP Institute guarantees that your individual answers on this questionnaire are handled with the strictest confidentiality, and will not be disclosed to others in any form. Your data will be added to those of others, thus making the conclusions of the questionnaires entirely anonymous.

Human Factor Inventory - HF 2.01

Instructions


- To answer the questions in the questionnaire, please tick the appropriate boxes:
- Each question has an answering scale with two extremes; Please rank your opinion on a question by ticking the appropriate box on the scale;
Example:
"Very positive" very positive very negative
"Quite positive" very positive very negative
"Neutral" very positive very negative
- Please note:**
 - Some of the scales are used within a sentence;
Example:
The company goals are clear unclear to me
 - Different scale-lengths are used;
- Pen or pencil in any color can be used;
- If the question is unclear please indicate with a question mark [?];

- Time for completion is an estimated 15 minutes;
- Please return the completed questionnaire in the attached blank envelope.

Thank you for filling out the questionnaire!

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Human Factor Inventory - HF 2.01

Please refer to the instructions on the attached leaflet
Unless stated otherwise, questions refer to your work situation

General Information

Please indicate how long you have been working in the company: 1; 2; 3; 4; 5 yrs; 6-10 years; more than 10 yrs
part-time full-time

Do you expect a change in your job within the coming year? No Yes; this change in job is: within my company to another company

Part 1

Please indicate to what extent, in your overall experience, the company makes use of your capabilities:

I find my work very difficult to do I find my work very easy to do

I have to work extremely hard;

I have to work rather hard;

My workload is Ok

I could do more;

I could do very much more

Please characterize yourself on the following scales:

I would characterize myself as "easy going"	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	as "very strict"
I would characterize myself as "not at all ambitious"	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	as "very ambitious"
I prefer the structured & scheduled	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	I prefer the unstructured & unscheduled
I like details	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	I like the big picture
I am "easy to approach"	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	I am more "at a distance"

Part 2

The following questions relate to your personal goals; a distinction is made between two situations: within your work and outside of your work

In my work	Outside of my work
I tend to set clear goals <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	I tend to set clear goals <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
I tend to set a lot of goals <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	I tend to set a lot of goals <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
I tend to set realistic goals <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	I tend to set realistic goals <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
I always reach my goals <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	I always reach my goals <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Generally, I am satisfied <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Generally, I am satisfied <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
I tend to set unclear goals <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	I tend to set unclear goals <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
I tend to set no goals at all <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	I tend to set no goals at all <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
I tend to set unrealistic goals <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	I tend to set unrealistic goals <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
I hardly ever reach my goals <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	I hardly ever reach my goals <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
I am dissatisfied in the goals I set <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	I am dissatisfied in the goals I set <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

When things don't work out the way you planned it, then:

In my work	Outside of my work
I tend not to be disappointed <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	I tend not to be disappointed <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
I would stop <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	I would stop <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
I would change my goals <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	I would change my goals <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
I tend to be disappointed <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	I tend to be disappointed <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
I would retry "until the end" <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	I would retry "until the end" <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
I would certainly not change <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	I would certainly not change <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

Consider an objective you would very much like to reach: a real "challenge"; what is the maximum you would invest:

In my work,	during	Outside of my work,	during
I would spend <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 20% 40% 60% 80% 100% % of my energy;	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 20% 40% 60% 80% 100% % of my time	I would spend <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 20% 40% 60% 80% 100% % of my energy;	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 20% 40% 60% 80% 100% % of my time

In my work: I have a lot of real "challenges" <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	I have no real "challenges" <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Outside of my work: I have a lot of real "challenges" <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	I have no real "challenges" <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

In my work,


Generally, I am positive on the things I have achieved until now	Yes, very much so <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	No, not at all <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
I would like to set more feasible goals	Yes, very much so <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	No, my goals are OK <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
I would like to get more satisfaction from the things I do	Yes, very much so <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	No, my satisfaction is OK <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
I would like to put more effort in the things I do	Yes, very much so <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	No, my effort is OK <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

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Continued, p. 3 ...

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Human Factor Inventory - HF 2.01

Part 2 [Continued]

Outside of my work,


Generally, I am positive on the things I have achieved until now	Yes, very much so	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	No, not at all
I would like to set more feasible goals	Yes, very much so	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	No, my goals are OK
I would like to get more satisfaction from the things I do	Yes, very much so	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	No, my satisfaction is OK
I would like to put more effort in the things I do	Yes, very much so	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	No, my effort is OK

Part 3

Back to your work situation,

The company goals are clear	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	unclear to you
You do agree	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	do not agree with the company goals
Your work is not at all	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	totally aimed at achieving the company goals

Please indicate to what extent, in your overall experience, the company goals interfere with your personal goals:



The company goals do not interfere at all with my goals; The company goals are opposed to my goals

Given the company as it is, would you be willing to change your personal goals more towards the goals of the company?

Yes, to a great extent	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	No, not at all
Yes, to a great extent	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	No, not at all

Have you, in the past, ever changed your goals to the company goals already?

Yes, to a great extent	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	No, not at all
Yes, to a great extent	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	No, not at all

I feel I have reached the goals the company has set for me;

Yes, very much so	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	No, not at all	
I feel my job contribution is significant to the company;	Yes, very much so	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	No, not at all

Part 4

We would like to ask your personal opinion on your performance and the performance of your employees/colleagues:

In your experience, how would you rate your overall performance:	Extremely negative	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Extremely positive
How would you rate your immediate manager:	Extremely negative	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Extremely positive
How would your immediate manager rate your overall performance:	Extremely negative	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Extremely positive
How would you rate the overall performance of colleagues in your team(s):	Extremely negative	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Extremely positive
<i>If applicable: How would you rate the overall performance of employees under your supervision:</i>	Extremely negative	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Extremely positive

I am very satisfied very dissatisfied with the recognition I get from my immediate manager


I have no fear at all I have a serious fear on my job continuity

I am very confident not at all confident that top management is making the right decisions

I am very confident not at all confident about the future business success of the company

If certain things would change, would it be possible to give a(n) even better personal performance?

No Yes; if yes, please indicate what your performance improvement would be:



A very small improvement A very great improvement

At this time, are you working on improving your performance?


Yes, to a great extent	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	No, things are just fine at present
------------------------	---	--	---	-------------------------------------

I feel a lot of respect	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	no respect for my company
I feel I am very much	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	not at all respected by the company
I feel I am very much	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	not at all dedicated to the company

I feel I have invested a lot in the company; Yes, very much so No, not at all

I feel I owe the company a lot; Yes, very much so No, not at all

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Continued, p. 4. ...

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Potential
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The MVvP Institute guarantees that your individual answers on this questionnaire are handled with the strictest confidentiality, and will not be disclosed to others in any form. Your data will be added to those of others, thus making the conclusions of the questionnaires entirely anonymous.

Human Factor Inventory - HF 2.01

Part 5

unchanged

At present, I am less critical	<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	more critical on my performance for the company, than I was a year ago
At present, my effort is lower	<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	higher, than it used to be a year ago
At present, my dedication to the company is lower	<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	higher, than it used to be a year ago
At present, my overall opinion about the company is more negative	<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	more positive, than it used to be a year ago

During the past year, I have met the expectations of the company

Yes, very much so No, not at all

I am honored to work for the company

Yes, very much so No, not at all

At present, my respect for the company is extremely high

Yes, very much so No, not at all

Part 6

Finally, please characterize yourself on the following scales:

Generally,

I tend to overestimate myself	<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	I tend to underestimate myself
I tend to have a high self-esteem	<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	I tend to have a low self-esteem
For me, initiating things is easy	<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	initiating things is difficult
I like to be with people	<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	I take a detached approach
I tend to appreciate things	<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	I tend to be critical

I can easily change my opinion	Yes, very much so <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> No, not at all
I tend to make things brighter than they really are	Yes, very much so <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> No, not at all
I am inclined to review my actions	Yes, very much so <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> No, not at all

Generally, when I start to do something,

I tend to set my expectancies very high	<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	I tend to set my expectancies very low
I tend to invest great effort	<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	I tend to invest little effort
I tend to work for long periods of time	<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	I tend to work for short periods of time

Generally, I would characterize myself as:

enthusiastic <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> reserved <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> realistic <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> speculative <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> patient <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> impatient <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	optimistic <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> pessimistic <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> active <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> withdrawn <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> sensitive <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> rational <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
I show emotions <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> I exercise restraint <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> I am firm <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> I am gentle <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> I am a leader <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> I am a follower <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> I think <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> I act <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	I am persistent <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> I easily give up <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> I am critical <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> I consent <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> I am direct <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> I am tactful <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> I tend to choose carefully <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> I tend to choose impulsively <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

Summarizing Information

Summarizing, my dedication to the company is:	Very low <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Very high
Summarizing, my dedication to my work is:	Very low <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Very high
Summarizing my overall impression, I would rate the company:	Very low <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Very high
Summarizing, I would rate my personal motivation:	Very low <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Very high

Supplement



Section B

An Abbreviated Overview of Questionnaire HF-2.01

A Classification of Items According to Distinct Phases from the Model

In the design of the questionnaire a three-fold stepwise approach was taken in defining the questions that were assumed to capture the distinct Phases of the Model.

Referring to the definitions of the various Stages that constitute the Model in Chapter 3.3.1., a first step consisted of generating items according to each separate Stage. The objective was to ascertain a full coverage of each separate Phase of the Model, by defining the respective Stages each Phase consisted of, thus covering all aspects of those Phases. The item generation followed a so-called 'deductive scale development' approach as defined by Hinkin (1995, 1998), where the classification schema followed the theoretical definition of constituting Stages to define distinct items that were to capture each Phase of the Model.

Next, all items of distinct constituting Stages, were clustered per Phase. Thus, each cluster contained the distinct properties of each Phase. For each Phase these properties were summarized as follows:

- *Properties Phase 1:* A distinction was made in:
 - Items reflecting on one's tendencies in obtaining a *desired objective*, both objectively and subjectively, in the absence of external interfering input from Reality.
As such, in defining items a following phrasing was used, within a setting of a business environment, following indications defined in Chapter 2.4.3.3:
To underline the reflective character of the Phase: "I tend to...". The relation of the various Stages to the Goal was explicitly expressed in phrasing the items. To underline generalization: "In my work...", "Outside of my work..."
 - In addition, a number of items were added, providing insights on the mindset, intentions, inclinations related to a *desired objective*, in the absence of external interfering input from Reality.
In defining items following phrasing was used: "I would characterize myself as..."
- *Properties Phase 2:* Items providing insights and/or a quantification of *actual Effort*, in the absence of external interfering input from Reality.
In phrasing, an explicit qualification was used: "Consider an objective you would like to reach...". To underline generalization: "In my work...", "Outside of my work...", "Generally, when I start to do something..."
- *Properties Phase 3:* Items reflecting on *actual Effort*, both objectively (Failure and Achievement) and subjectively (Satisfaction and Frustration), in the absence of external interfering input from Reality.
In phrasing, to underline reflection on Phase 2: "I would like to get more...", to underline generalization: "In my work...", "Outside of my work..."
- *Properties Phase 4:* Items providing insights and/or a quantification of *actual external interfering input from Reality* in reaction to one's Effort.
In phrasing, the effects of outside interference are underlined: "company", "immediate manager". In addition, both constructs are used, assuming their inherent Significance.

- *Properties Phase 5*: Items reflecting subjectively on external interfering input from Reality in reaction to one's Effort.
In phrasing, the impact of outside interference are underlined: "company", "immediate manager", in terms of subjective expressions of discrepancy: "agree", "confident", "satisfied".
- *Properties Phase 6*: Items reflecting on one's tendencies in obtaining a *desired objective* in reaction to an external interfering input from Reality.
In phrasing, the effects on assessments of initial parameters is expressed in: "when things don't work out the way you planned...", where potential bias is prevented in a phrasing using positive and negative extremes: "yes, very much so ... no, not at all".
- *Properties Phase 7*: Items reflecting on (intended) change as a result of external interfering input from Reality.
In phrasing, change is underlined: "more negative ... unchanged ... more positive". In addition, the present is explicitly phrased, compared to a status"...as it was a year ago".
- *Properties Phase 8*: A distinction was made in:
 - Items reflecting on an external interfering input *from* Reality.
In phrasing: "I feel... *by* the company".
 - Items providing insights and expressing subjective experience *towards* Reality.
In phrasing: "I feel ... *for* the company".

In a final step in the generation of items, these clusters were assessed by 10 independent observers on the extent in which the individual items matched with the respective properties defining each Phase. However, the assessment of a model-fit could not be performed adequately, as a result of limited expertise of these independent observers as assessors of the Model of Motivation, as expressed by themselves in subsequent individual debriefing. As a result, further research is needed to address latent concerns in content and construct validity.

To further add to a verification in adequacy of clustered items per Phase, in a subsequent analysis of data, Exploratory Factor Analysis (EFA) rather than Confirmatory Factor Analysis (CFA) was used to identify the underlying structures, where variables are free to load on all factors as opposed to CFA (Stevens, 2002), thus exploring underlying structures in these variables without imposing any preconceived structure on the outcome (Child, 1990).

The three-fold approach resulted in a final clustering as presented in the following overview, where items from the questionnaire, as presented in Section A., are grouped according to the 8 Phases of the Model, with letter-coded indications, and the Likert-scales used per item¹.

For reasons of brevity, items are presented in a condensed phrasing.

¹ All items that did not comply with criteria defined in Chapter 5.4.1.1. were eliminated from the listing. These items produced a majority ($\geq 50\%$) of significance values exceeding .05. These items included: h, k, m, n, af, ag, am, cm, dq and dw.

Appendices

#	Ref.	Item	Scale
(1)	(2)	(3)	(4)
Phase 1: Phase of Expectancies			
1	q	In my work, I tend to set clear goals ... I tend to set unclear goals	5
2	r	Outside of my work, I tend to set clear goals ... I tend to set unclear goals	5
3	s	In my work, I tend to set a lot of goals ... I tend to set no goals at all	5
4	t	Outside of my work, I tend to set a lot of goals ... I tend to set no goals at all	5
5	u	In my work, I tend to set realistic goals ... I tend to set unrealistic goals	5
6	v	Outside of my work, I tend to set realistic goals ... I tend to set unrealistic goals	5
7	w	In my work, I always reach my goals ... I hardly ever reach my goals	5
8	x	Outside of my work, I always reach my goals ... I hardly ever reach my goals	5
9	y	In my work, Generally, I am satisfied ... dissatisfied in the goals I set	5
10	z	Outside of my work, Generally, I am satisfied ... dissatisfied in the goals I set	5
11	L	I would characterize myself as: "not at all ambitious" ... as "very ambitious"	5
12	dJ	I would characterize myself as: enthusiastic ... reserved	5
13	dk	I would characterize myself as: optimistic ... pessimistic	5
14	dL	I would characterize myself as: realistic ... speculative	5
15	dm	I would characterize myself as: active ... withdrawn	5
16	ds	I am firm ... I am gentle	5
17	dt	I am critical ... I consent	5
18	du	I am a leader ... I am a follower	5
19	dv	I am direct ... I am tactful	5
20	cx	Generally, for me, initiating things is easy ... initiating things is difficult	7
Phase 2: Phase of Effort			
21	ai	Consider an objective you would (...) like to reach: In my work, I would spend, XX% of my energy (5)	9
22	aJ	... during XX% of my time	9
23	aL	(...) Outside of my work, I would spend, XX% of my energy (5)	9
24	am	... during XX% of my time	9
25	df	Generally, when I start to do something, I tend to set my expectancies very high ... (...) very low (5)	7
26	dg	Generally, when I start to do something, I tend to invest great effort ... I tend to invest little effort	7
27	dh	Generally, when I start to do something, I tend to work for long (...) ... (...) short periods of time (5)	7
Phase 3: Phase of Internal Self-Assessment			
28	at	In my work, I would like to set more feasible goals: Yes, very much so ... No, my goals are OK	7
29	au	In my work, I would like to get more satisfaction from the things I do: Yes, very much so ... No, my satisfaction is OK	7
30	av	In my work, I would like to put more effort in the things I do: Yes, (...) ... No, my effort is OK (5)	7
31	ba	Outside of my work, I would like to set more feasible goals: Yes, (...) ... No, my goals are OK (5)	7
32	bb	Outside of my work, I would like to get more satisfaction from the things I do: Yes, very much so ... No, my satisfaction is OK	7
33	bc	Outside of my work, I would like to put more effort in the things I do: Yes, Very much so ... No, my effort is OK	7

Notes:

(1) Numbered item

(2) Reference used

(3) For reasons of brevity, explanatory texts included in the original questionnaire have been omitted

(4) Likert-scale used per item

(5) Items are formulated in abbreviated format

Continued, p. 2. ...

#	Ref.	Item	Scale
(1)	(2)	(3)	(4)
Phase 4: Phase of Reality			
34	h	I find my work very difficult to do ... I find my work very easy to do	5
35	l	I have to work extremely hard ... My workload is Ok ... I could do very much more	15
36	bm	I feel I have reached the goals the company has set for me: Yes, very much so ... No, not at all	7
37	bn	I feel my job contribution is significant to the company: Yes, very much so ... No, not at all	7
38	br	How would your immediate manager rate your overall performance: Ext. negative ... Ext. positive	8
39	ch	I feel I have invested a lot in the company: Yes, very much so ... No, not at all	7
40	cr	During the past year, I have met the expectations of the company: Yes, (...) ... No, not at all (5)	7
Phase 5: Phase of Impact			
41	be	The company goals are clear ... unclear to you	5
42	bf	You do agree ... do not agree with the company goals	5
43	bg	Your work is not at all ... totally aimed at achieving the company goals	5
44	bi	The company goals do not interfere at all with my goals ... (...) are opposed to my goals (5)	15
45	bp	In your experience, how would you rate your overall performance: Ext. negative ... Ext. positive	8
46	bq	How would you rate your immediate manager: Extremely negative ... Extremely positive	8
47	bs	How would you rate the overall perf. of colleagues in your team(s): Ext. negative ... Ext. positive	8
48	bv	I am very satisfied ... very dissatisfied with the recognition I get from my immediate manager	5
49	bx	I am very confident ... not at all confident that top management is making the right decisions	5
50	by	I am very confident ... not at all confident about the future business success of the company	5
Phase 6: External Self-Assessment			
51	ab	When things don't work out the way you planned it, then: In my work, I tend not to be disappointed ... I tend to be disappointed	5
52	ac	When things don't work out the way you planned it, then: Outside of my work, I tend not to be disappointed ... I tend to be disappointed	5
53	ad	When things don't work out (...) you planned (...): In my work, I would stop (...) retry until the end (5)	5
54	ae	When things don't work out (...) you planned (...): Outside of my work, I would stop (...) retry (...) (5)	5
55	af	When things don't work out the way you planned it: In my work, I would change my goals ... I would certainly not change	5
56	ag	When things don't work out the way you planned it: outside of my work, I would change my goals ... I would certainly not change	5
57	bk	Would you be willing to change your personal goals more towards the goals of the company? Yes, to a great extent ... No, not at all	7
58	cb	If yes, please indicate what your performance improvement would be: A very small improvement ... A very large improvement	15
59	cv	Generally, I tend to overestimate myself ... I tend to underestimate myself	7
60	db	Generally, I can easily change my opinion: Yes, very much so ... No, not at all	7
61	dc	Generally, I tend to make things brighter than they really are: Yes, very much so ... No, not at all	7
62	dd	Generally, I am inclined to review my actions: Yes, very much so ... No, not at all	7

Notes:

(1) Numbered item

(2) Reference used

(3) For reasons of brevity, explanatory texts included in the original questionnaire have been omitted

(4) Likert-scale used per item

(5) Items are formulated in abbreviated format

Appendices

Continued, p. 3. ...

#	Ref.	Item	Scale
(1)	(2)	(3)	(4)
Phase 7: Phase of Change			
63	bL	Have you, in the past, ever changed your goals to the company goals already? Yes, to a great extent ... No, not at all	7
64	cc	At this time, are you working on improving your performance? Yes, to a great extent ... No, things are just fine at present	5
65	cm	At present, I am less critical ... unchanged ... more critical on my performance for the company, than I was a year ago	7
66	cn	At present, my effort is lower ... unchanged ... higher, than it used to be a year ago	7
67	co	At present, my dedication to the ... company is lower ... unchanged ... higher, than it used to be a year ago	7
68	cp	At present, my (...) opinion about ... the company is more negative ... unchanged ... more positive, than it used to be a year ago (5)	7
Phase 8: Phase of Dedication			
69	ce	I feel a lot of respect ... no respect for my company	7
70	cf	I feel I am very much ... not at all respected by the company	7
71	cg	I feel I am very much ... not at all dedicated to the company	7
72	ci	I feel I owe the company a lot: Yes, very much so ... No, not at all	7
73	cs	I am honored to work for the company: Yes, very much so ... No, not at all	7
74	ct	At present, my respect for the company is extremely high: Yes, very much so ... No, not at all	7
75	dz	Summarizing, my dedication to the company is: Very low ... Very high	11
76	eb	Summarizing my overall impression, I would rate the company: Very low ... Very high	11
Personality Related			
77	k	I would characterize myself as "easy going" ... as "very strict"	5
78	m	I prefer the structured & scheduled ... I prefer the unstructured & unscheduled	5
79	n	I like details ... I like the big picture	5
80	o	I am "easy to approach" ... I am more "at a distance"	5
81	ao	In my work, I have a lot of real "challenges" ... I have no real "challenges"	5
82	aq	Outside of my work, I have a lot of real "challenges" ... I have no real "challenges"	5
83	cw	Generally, I tend to have a high self-esteem ... I tend to have a low self-esteem	7
84	cy	Generally, I like to be with people ... I take a detached approach	7
85	cz	Generally, I tend to appreciate things ... I tend to be critical	7
86	dn	Generally, I would characterize myself as: patient ... impatient	5
87	do	Generally, I would characterize myself as: sensitive ... rational	5
88	dq	I show emotions ... I exercise restraint	5
89	dr	I am persistent ... I easily give up	5
90	dw	I think ... I act	5
91	dx	I tend to choose carefully ... I tend to choose impulsively	5
Miscellaneous			
92	ec	Summarizing, I would rate my personal motivation: Very low ... Very high	11
93	bw	I have no fear at all ... I have a serious fear on my job continuity	5

Notes:

(1) Numbered item

(2) Reference used

(3) For reasons of brevity, explanatory texts included in the original questionnaire have been omitted

(4) Likert-scale used per item

(5) Items are formulated in abbreviated format

Appendix IV

An Abbreviated Overview of Participating Companies

Core Data Sample

The Core Data Sample consisted of 10 companies, all located in Europe, The Netherlands, consisting of 1549 participants in total. A short description of participating companies is provided, in addition to Table 5.1.

1. Company I

Sampling date 02-1997.

Company I is a production and service company that offers integral solutions for trade, production, and distribution companies in the semi-process and assembling industry. Aim of the company is to give meaning to the provision of information by providing a tailor-made package of products and services. The computerization is given shape by integral software packages aiming at three dimensions: logistics, finances and quality. The offered services are project- and application management, education and training, system engineering and shaping and optimization of technical infrastructure. Company I is part of an IT-group and falls within an international concern with 1800 employees, 3500 customers, 45 establishments worldwide and an annual 120 million pounds in sales. Company I has 55 employees in the Netherlands and covers the Dutch and Belgian market. The company includes commercial, operational and service departments.

The company was founded in 1994 and originates from two business units of a large industrial firm. In 1995 the company suffered from a staff turnover of 36 percent.

In January 1999 the company was adopted by a new business unit of the industrial firm.

2. Company II

Sampling date 09-1997.

Company II is an information technology company that develops logistical solutions for four international sectors: healthcare, financial services, logistics and publishing. The software solutions are developed in innovation centers and afterwards sold and installed by the company. Other services include consulting and training.

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Company II was founded in 1989, after research had shown that software and communication technology were converging. In 1990, the company took over one of the largest Dutch data and telecommunication companies and in 1994 the same occurred with a great supplier in software and hardware. From 1995, company II was listed on the New York stock exchange, and around 1997 the company had establishments in the Netherlands (main office), Belgium, Germany, France and the US. However, between 1996 and 1997 sales decreased from 85 million Dutch guilders to 73,5 million

Between 1997 and 2003, the company reorganized and all foreign activity was cut off. In 2004 losses extended to over 3 million euros, and, in a major reorganization focus was restored on delivery of total solutions instead of pure product delivery.

3. Company III

Sampling date 07-1998.

Company III is a service company for electronic security that focuses on: risk analysis, systems and technology, installation, maintenance and emergency center services. The company provides a full implementation of security measures.

The company has 22 subsidiaries in the Netherlands with more than 600 employees and more than 30.000 customers. Research was performed in one of these subsidiaries. In four successive years, the number of employees grew to 950. Company III is part of a worldwide service organization. The parent company was founded in 1965, but the security department originates from 1970 and became part of a major British services group in 1985. This group was founded in 1925 and generated 3,58 billion dollars in sales in 2001 with 96,000 employees.

In 2007 company III merged with another security company, further extending operations worldwide.

4. Company IV

Sampling date 01-1999.

Company IV is part of an international IT-company. The company supplies business applications, network integration, hardware platforms and system service. In addition, the company offers management and consulting services in information technology and business processes. Aim of the company is to realize IT solutions that improve the performance and profitability of the organization. The company works with a standard approach that determines the needs of a client and selects, implements, accepts and evaluates a solution. The services vary from standard software packages to custom made application software.

Company IV operated between 1968 and 2002. In 1998, it included 19.000 employees over 70 countries. In the Netherlands, the company struggled with lack of staff as a result of shortage of ICT specialists.

In 2002, the company was taken over by a Japanese IT multinational with over 170,000 employees worldwide.

5. Company V

Sampling date 11-1999

Company V is a Dutch IT-(family)business that addresses programs for implementation, logistics and finance, IT Software and skill-training programs. Company V was founded in 1978 and was worth 25 million Dutch guilders in 1988. However, the company almost reached bankruptcy in 1989. By cooperating with a large American software company in 1993, the company grew to 226 million Dutch guilders in 1995 and opened subsidiaries worldwide. Accused of knowledge abuse, conflict of interest and financial mismanagement, the company's worth decreased with 80%, in 1998. Together with financial crises in Asia and Russia, the company reduced from 6000 to 4000 employees and a main focus changed to marketing, services, and software innovation.

In 2000, the company was sold to a British concern and again sold in 2003 to an American investment company.

6. Company VI

Sampling date 12-1999

Company VI is part of an information, technology and software firm that engages in housing corporations on three fronts: registration at the source, chain integration and an open source system. The company delivers apps, portals, tailor-made software, infrastructure solutions and professionals who improve company processes and data flows. These services can be provided by means of advice, training, licenses, staff support, projects and outsourcing.

The Dutch IT-firm was founded in 1992. After ten years, the firm generated a sale of 235 million euros. The company expanded to the Belgian, German, Swiss, Norwegian, Swedish and Romanian market.

After years of growth, the main focus shifted to business process outsourcing and staffing services.

7. Company VII

Sampling date 02-2000

Company VII is part of an information, technology and software company founded in 1992, that engages in designing, delivering, implementing and controlling ICT environments. Company VII works in six areas: design and realization, system and network management, high availability facilities, continuity management, full service management and direct order and delivery services.

In 2003 the parent company held a third place in fastest growing Dutch companies, with a generated sale of 234 million euros.

8. Company VIII

Sampling date 11-2000.

Company VIII is the financial and administrative department of a large, listed company that engages in worldwide express services.

The company is responsible for business administration, financial transactions, management of financial means, delivery of information to the direction and monitoring the economic and financial continuity of the firm.

The department opened in 1998 and was extended in 2007 to deal with increased volumes in express flows from China to Europe.

9. Company IX

Sampling date 02-2002.

Company IX is a chemical company specialized in polyester resins for powder and resin coatings. It is part of a worldly active parent company that engages in life science products, high- quality biotechnological and chemical products for the life science-industry and high-grade materials. The parent company generated a sale of 8 billion euros in 2001 with over 22.000 employees worldwide.

Company IX consists of different business groups. It was founded in 1902 as a state enterprise for the exploitation of coal. After closing the last mine in 1973, the focus shifted to the petrochemical industry.

In 2002, the company went through rough times resulting from a worldwide decrease in demand for chemicals. In the first trimester, the net profit dropped with 62 percent. As a result, after 50 years of activity in petrochemicals, the parent company sold this section in 2002 to a Middle-Eastern company. From then, full attention was on the production of ingredients for food and medicine.

10. Company X

Sampling date 12-2003.

Company X is responsible for the detection and persecution of criminal cases that are provided by regional police in The Netherlands. In charge is a head public prosecutor, allocated to a region within The Netherlands. The company has over 300 employees, of which 80 public prosecutors. The region includes 37 communities covering 2 million inhabitants.

Priority for company X is on security and prosecution. Company X falls under the highest institution concerning the public order in the Netherlands. This institution exists for over 200 years and stands for preservation of the constitutional law.

Appendix V
Correlation Matrix Core Data Sample

Item		Inter-Item Correlation (4)					
		Item Reference:					
(1)	(2)	(3)	l	L	o	q	r
l	I work extremely hard/could do much more						
L	I am "not at all"/"very ambitious"		-0.03573				
o	I am "easy to approach"/more "at a distance"		0.00757	-0.11219			
q	In my work, I tend to set clear/unclear goals		0.03111	-0.24846	0.15420		
r	Outs. my work, I tend to set clear/unclear goals		-0.03594	-0.12056	0.11837	0.48984	
s	In my work, I tend to set a lot of goals/no goals		0.08297	-0.28219	0.14346	0.43215	0.23840
t	Outs. my work, I set a lot of goals/no goals		0.00664	-0.14744	0.08344	0.33297	0.47383
u	In my work, I set realistic/unrealistic goals		-0.02602	-0.12332	0.10355	0.32166	0.18649
v	Outs. my work, I set realistic/unrealistic goals		0.00112	-0.05331	0.08343	0.22686	0.34425
w	In my work, I always/hardly ever reach my goals		-0.04806	-0.15911	0.05446	0.25636	0.09723
x	Outs. my work, I always/hardly ever reach goals		-0.04153	-0.11412	0.09787	0.17951	0.26427
y	In my work, I am sat./dissat. in the goals I set		0.01731	-0.12236	0.12364	0.21936	0.13195
z	Outs. my work, I am sat./dissat. in goals I set		-0.00746	-0.10918	0.15165	0.19359	0.29809
ab	In my work, I tend not/tend to be dissatisfied		0.03834	-0.10045	0.12955	0.16045	0.08863
ac	Outs. my work, I tend not/tend to be dissatisfied		0.00025	-0.10954	0.11216	0.16171	0.18667
ad	In my work, I would stop/retry until the end		-0.03317	0.23884	-0.04582	-0.09716	-0.06988
ae	Outs. my work, I would stop/retry until the end		0.01042	0.15491	-0.00934	-0.06398	-0.16576
ai	In my work, I would spend, XX% of my energy		-0.02297	0.18739	-0.07622	-0.21148	-0.10796
aj	... during XX% of my time		0.06381	0.10346	-0.03187	-0.16257	-0.12751
aL	Outs. my work, I would spend, XX% of energy		0.06825	0.07628	-0.07288	-0.13903	-0.19574
ao	In my work, I have a lot/no real "challenges"		0.29772	-0.18408	0.07543	0.11660	-0.01447
aq	Outs. my work, I have a lot/no real "challenges"		-0.03569	-0.10567	0.06695	0.13286	0.27675
at	In my work, I'd like to set more feasible goals		-0.09744	-0.01793	0.00747	-0.02237	0.05927
au	In my work, I'd like to get sat. from things I do		-0.06314	-0.00321	-0.04286	-0.02765	0.05632
av	In work, I'd like to put more effort in things I do		-0.16527	0.06190	-0.05077	-0.06663	-0.00767
ba	Outs. my work, I'd like to set more feasible goals		-0.09421	0.01015	0.00109	-0.05164	-0.00606
bb	Outs. work, I'd like to get more sat. from things		0.00366	0.02881	-0.02439	-0.11960	-0.07084
bc	Outs. my work, I'd like to put more effort in things		-0.02144	-0.01390	-0.06987	-0.09884	-0.10802
be	The company goals are clear/unclear to you		0.04703	-0.04476	0.09591	0.11276	0.06465
bf	You do/do not agree with the company goals		0.03298	-0.04227	0.06596	0.04583	0.00866
bg	Your work is not/is aimed at achiev. Comp. goals		-0.05271	0.06158	-0.01961	-0.08266	0.02384
bi	Company goals do/do not interfere with my goals		0.11594	-0.10347	0.05147	0.08323	-0.01378
bk	Willing to change goals towards goals company		0.07710	-0.10071	0.05033	0.09312	0.10602
bl	Ever changed goals to the company goals		0.09326	-0.07203	-0.00937	0.16462	0.15338
bm	I have reached the goals the company has set		0.12161	-0.10434	0.06728	0.16587	0.03522
bn	My job contribution is significant to the company		0.20485	-0.15195	0.12740	0.18692	0.06783
bp	How would you rate your performance		-0.15855	0.13834	-0.18388	-0.24651	-0.19724
bq	How would you rate your immediate manager		-0.07346	0.00547	-0.05098	-0.04538	-0.02828
br	How would your manager rate your performance		-0.10264	0.13011	-0.17319	-0.19826	-0.09927
bs	How would you rate performance of colleagues		-0.04773	-0.01112	-0.09557	-0.08030	-0.01052
bv	I am satisfied/dissatisfied recognition manager		0.07626	0.00737	0.05582	0.06195	-0.01792
bw	I have no fear at all/serious fear on job continuity		0.04810	-0.06288	0.07126	0.05624	-0.03163

Notes:

(1) Reference used

(2) Items are formulated in abbreviated format.

(3) Items h, k, m, n, af, ag, am, cm, dq and dw were omitted from the list, following a suitability analysis prior to PCA

(4) Significance levels of inter-item correlations indicated in color:

- Inter-item correlations $p < .05$
- Inter-item correlations $p < .001$

Continued, p. 2. ...

Item	Inter-Item Correlation (2)											
Ref	Item Reference:											
(1)	s	t	u	v	w	x	y	z	ab	ac		
l												
L												
o												
q												
r												
s												
t	0.45817											
u	0.18204	0.10216										
v	0.15072	0.16784	0.50205									
w	0.18578	0.12896	0.28673	0.14039								
x	0.16002	0.16993	0.19398	0.34833	0.37890							
y	0.19039	0.09945	0.24967	0.17972	0.36248	0.20132						
z	0.12943	0.16608	0.22919	0.32859	0.20386	0.45352	0.42685					
ab	0.17854	0.09131	0.14210	0.14126	0.15627	0.16367	0.25500	0.16568				
ac	0.11506	0.10330	0.18451	0.23264	0.10003	0.21754	0.17412	0.27550	0.56108			
ad	-0.14528	-0.07127	-0.04361	-0.06713	-0.10258	-0.08212	-0.10094	-0.06539	-0.16764	-0.07567		
ae	-0.07307	-0.11493	-0.02609	-0.07634	-0.05374	-0.17252	-0.04576	-0.11628	-0.04901	-0.14184		
ai	-0.19739	-0.12238	-0.11131	-0.07227	-0.11310	-0.12813	-0.11922	-0.09286	-0.09107	-0.07277		
aj	-0.16277	-0.15731	-0.08484	-0.07615	-0.08231	-0.10268	-0.10375	-0.07024	-0.06576	-0.04216		
aL	-0.12101	-0.17769	-0.05298	-0.09217	-0.03811	-0.19958	-0.09251	-0.17466	-0.05973	-0.12380		
ao	0.17309	0.03662	0.07032	0.05355	0.08007	0.05154	0.21026	0.07169	0.13250	0.05051		
aq	0.12789	0.30190	0.06014	0.10195	0.01036	0.11597	0.06164	0.15792	0.10279	0.15209		
at	0.04309	0.07766	-0.03948	0.00746	-0.09518	-0.00336	-0.11322	-0.02549	-0.07575	-0.01268		
au	-0.01262	0.05415	-0.01432	0.02580	-0.09901	0.00993	-0.18215	-0.04224	-0.17721	-0.03897		
av	-0.03485	0.04675	-0.08361	-0.04132	-0.06823	-0.02171	-0.11364	-0.07497	-0.06804	-0.04053		
ba	-0.04270	0.07784	-0.12577	-0.06282	-0.07391	-0.08439	-0.06584	-0.13905	-0.07288	-0.07585		
bb	-0.03113	0.01333	-0.11702	-0.07881	-0.07561	-0.15528	-0.11170	-0.24664	-0.09466	-0.17449		
bc	-0.06600	0.00204	-0.12591	-0.12868	-0.06528	-0.14586	-0.09978	-0.15414	-0.09680	-0.12196		
be	0.08877	0.04872	0.03863	0.02369	0.09100	0.04445	0.20604	0.03726	0.14287	0.05980		
bf	0.07624	0.01640	0.08072	0.04112	0.11402	0.04690	0.23467	0.04845	0.16512	0.05070		
bg	-0.07052	0.00706	-0.07659	-0.02561	-0.09581	-0.02175	-0.08252	0.01445	-0.08661	0.00139		
bi	0.09775	0.02236	0.08402	0.05979	0.14586	0.02945	0.19117	0.03945	0.17237	0.06886		
bk	0.10614	0.10474	0.04434	0.05175	0.03340	0.00522	0.12003	0.01884	0.08891	0.00793		
bL	0.17638	0.11117	0.07143	0.07199	0.01392	0.04192	0.01651	0.01636	0.03110	0.04049		
bm	0.14804	0.03583	0.13871	0.03281	0.17872	0.11040	0.20676	0.10508	0.11417	0.03575		
bn	0.15581	0.07477	0.12614	0.07257	0.16455	0.10722	0.21169	0.11356	0.11193	0.07164		
bp	-0.18974	-0.12645	-0.14753	-0.11075	-0.18053	-0.17183	-0.23922	-0.18819	-0.16816	-0.13713		
bq	-0.05325	-0.02946	0.02205	0.02029	-0.05140	-0.01180	-0.19794	-0.08443	-0.12676	-0.03691		
br	-0.18089	-0.11030	-0.11216	-0.08709	-0.16447	-0.09800	-0.26410	-0.15469	-0.17399	-0.07968		
bs	-0.08564	-0.04726	-0.04647	-0.03011	-0.05843	-0.03884	-0.16890	-0.08573	-0.14452	-0.09666		
bv	0.06705	0.02118	0.00772	0.01654	0.09497	0.03112	0.16728	0.04927	0.13445	0.02815		
bw	0.04463	0.02339	0.04111	-0.01391	0.10865	0.05327	0.17815	0.10328	0.13213	0.05279		

Notes:
 (1) Reference used; see first page for item formulation in abbreviated format
 (2) Significance levels of Inter-item correlations indicated in color:
 ■ Inter-item correlations $p < .05$
 ■ Inter-item correlations $p < .001$

Appendices

Continued, p. 3. ...

Item	Inter-Item Correlation (2)									
Ref	Item Reference:									
(1)	ad	ae	ai	aj	aL	ao	aq	at	au	av
l										
L										
o										
q										
r										
s										
t										
u										
v										
w										
x										
y										
z										
ab										
ac										
ad										
ae	0.60333									
ai	0.17511	0.10631								
aj	0.08705	0.09593	0.50171							
aL	0.10823	0.21729	0.54167	0.35002						
ao	-0.10962	-0.04145	-0.14623	-0.06793	-0.00682					
aq	-0.03607	-0.11665	-0.08246	-0.07943	-0.15892	0.13840				
at	0.00056	-0.00918	-0.02924	-0.00961	0.00248	-0.09267	0.04298			
au	0.04838	-0.03193	-0.03473	-0.05657	-0.05034	-0.24752	0.06669	0.43339		
av	0.08178	0.06625	0.07401	0.03081	0.09141	-0.09696	0.02603	0.40466	0.38555	
ba	0.03835	0.01984	0.04494	0.03068	0.03000	-0.05089	0.03978	0.43845	0.23373	0.38600
bb	0.09122	0.08966	0.05708	0.04360	0.10534	-0.03405	-0.05245	0.28408	0.29690	0.35341
bc	0.07429	0.07766	0.10773	0.08177	0.12607	-0.03414	-0.03814	0.22261	0.18895	0.45428
be	-0.05759	-0.02732	-0.05436	-0.04140	-0.02796	0.16516	0.05013	-0.07714	-0.21772	-0.06832
bf	-0.08929	-0.00730	-0.08552	-0.05807	0.00057	0.19737	0.04212	-0.10916	-0.22607	-0.07283
bg	0.05864	0.00945	0.05912	0.05276	0.03501	-0.14497	0.03120	0.14009	0.19785	0.16214
bi	-0.08314	0.00066	-0.11234	-0.07498	-0.00076	0.25137	0.00882	-0.06850	-0.22103	-0.09080
bk	-0.07616	0.02484	-0.13399	-0.10759	-0.04127	0.18963	0.07935	0.05873	-0.05238	0.02726
bL	0.01713	0.03954	-0.06263	-0.03872	-0.00628	0.05726	0.07023	0.07198	0.10135	0.03039
bm	-0.05627	0.04525	-0.05162	0.00814	0.00686	0.13473	0.00247	-0.13722	-0.14423	-0.12846
bn	-0.10688	-0.03492	-0.10420	-0.05429	0.00348	0.29142	0.03019	-0.03288	-0.12492	-0.06096
bp	0.10396	0.06568	0.12438	0.12228	0.07290	-0.11490	-0.02204	0.01743	0.08399	0.13870
bq	0.05127	0.01099	0.05666	0.03438	0.03054	-0.17299	-0.01420	0.05372	0.20705	0.06286
br	0.09653	0.00224	0.07985	0.08014	0.03367	-0.14540	-0.00881	0.04800	0.14557	0.11026
bs	0.02204	0.00854	0.04879	0.02970	0.02900	-0.12202	-0.01754	0.06094	0.15028	0.04498
bv	-0.03419	0.04089	-0.01147	0.00027	0.02341	0.21026	0.00616	-0.07508	-0.28274	-0.05065
bw	-0.07629	-0.00637	-0.03964	-0.04563	-0.01052	0.15354	-0.00351	-0.06705	-0.16183	-0.09373

Notes:
 (1) Reference used; see first page for item formulation in abbreviated format
 (2) Significance levels of Inter-item correlations indicated in color:
 ■ Inter-item correlations $p < .05$
 ■ Inter-item correlations $p < .001$

Continued, p. 4. ...

Item	Inter-Item Correlation (2)									
Ref	Item Reference:									
(1)	ba	bb	bc	be	bf	bg	bi	bk	bL	bm
l										
L										
o										
q										
r										
s										
t										
u										
v										
w										
x										
y										
z										
ab										
ac										
ad										
ae										
ai										
aj										
aL										
ao										
aq										
at										
au										
av										
ba										
bb	0.53041									
bc	0.46056	0.54892								
be	-0.02866	-0.02596	-0.02616							
bf	-0.07619	-0.05916	-0.04240	0.59640						
bg	0.11434	0.12410	0.12733	-0.11899	-0.10368					
bi	-0.05583	-0.07391	-0.07637	0.43269	0.56154	-0.16764				
bk	0.03574	0.04548	0.04344	0.22801	0.29301	-0.05387	0.33216			
bL	0.02472	0.05155	0.00044	-0.00616	0.01066	-0.00577	0.00956	0.34136		
bm	-0.12271	-0.11624	-0.08224	0.18701	0.20450	-0.09569	0.20660	0.20792	0.13766	
bn	-0.01099	-0.03144	-0.02653	0.22740	0.23842	-0.12231	0.24449	0.20601	0.11609	0.42150
bp	0.05486	0.10081	0.12543	-0.17575	-0.14252	0.05325	-0.12913	-0.16550	-0.12913	-0.26119
bq	-0.01362	-0.00109	-0.00615	-0.29692	-0.28218	0.04838	-0.24997	-0.21043	-0.00113	-0.13786
br	0.05692	0.06385	0.09237	-0.22542	-0.18712	0.06338	-0.16907	-0.15738	-0.00843	-0.25741
bs	-0.03797	-0.00883	-0.00343	-0.15783	-0.15510	0.08078	-0.11039	-0.11692	0.00008	-0.14486
bv	-0.01360	-0.02950	0.01008	0.28247	0.23238	-0.07816	0.23833	0.16441	0.00316	0.16481
bw	-0.08273	-0.08030	-0.05183	0.22679	0.25238	-0.05948	0.20758	0.03504	-0.12792	0.14751

Notes:
 (1) Reference used; see first page for item formulation in abbreviated format
 (2) Significance levels of Inter-item correlations indicated in color:
 ■ Inter-item correlations $p < .05$
 ■ Inter-item correlations $p < .001$

Appendices

Continued, p. 5. ...

Item	Inter-Item Correlation (2)									
Ref	Item Reference:									
(1)	bn	bp	bq	br	bs	bv	bw	bx	by	cb
l										
L										
o										
q										
r										
s										
t										
u										
v										
w										
x										
y										
z										
ab										
ac										
ad										
ae										
ai										
aj										
aL										
ao										
aq										
at										
au										
av										
ba										
bb										
bc										
be										
bf										
bg										
bi										
bk										
bL										
bm										
bn										
bp	-0.33364									
bq	-0.15750	0.29371								
br	-0.30855	0.57774	0.49720							
bs	-0.17008	0.27650	0.28290	0.28207						
bv	0.18991	-0.17291	-0.50944	-0.42839	-0.20560					
bw	0.17843	-0.09024	-0.18432	-0.19421	-0.08441	0.20648				

Notes:
 (1) Reference used; see first page for item formulation in abbreviated format
 (2) Significance levels of Inter-item correlations indicated in color:
 □ Inter-item correlations $p < .05$
 ■ Inter-item correlations $p < .001$

Continued, p. 6. ...

Item		Inter-Item Correlation (4)					
		Item Reference:					
(1)	(2)	(3)	l	L	o	q	r
bx	Very/not at all confident management decisions		0.04348	-0.07772	0.03273	0.07769	0.05419
by	Very/not at all confident about future company		0.08317	-0.03996	0.02680	0.07636	0.01617
cb	Performance improvement: small/large		0.02083	0.08331	-0.03357	-0.05040	-0.04799
cc	Working on improving your performance		0.02637	-0.17616	0.01406	0.03519	-0.03622
ce	I feel a lot of respect/no respect for company		0.10397	-0.12610	0.12694	0.14931	0.07070
cf	I feel I am much/not respected by the company		0.10635	-0.09299	0.09780	0.11362	0.02685
cg	I feel I am much/not dedicated to the company		0.18196	-0.16333	0.11631	0.19213	0.08046
ch	I have invested a lot in the company		0.25853	-0.12393	0.12431	0.22380	0.12292
ci	I feel I owe the company a lot		0.14198	-0.10398	0.11351	0.10564	0.03278
cn	Effort is lower/higher, than it used to be		-0.16290	0.09481	-0.04617	-0.00641	-0.04220
co	Dedication to the company is lower/higher		-0.11079	0.09349	-0.06626	-0.04640	-0.04591
cp	Opinion company is more negative/ positive		-0.06644	0.04084	-0.03003	-0.01912	-0.02550
cr	I have met the expectations of the company		0.12328	-0.14827	0.11193	0.24821	0.09921
cs	I am honored to work for the company		0.12544	-0.05769	0.10519	0.09154	0.05829
ct	My respect for the company is extremely high		0.06214	-0.06263	0.09754	0.09103	0.05397
cv	I tend to overestimate/underestimate myself		-0.00180	-0.11340	0.06161	0.13959	0.09593
cw	I tend to have a high/low self-esteem		-0.00319	-0.12609	0.06003	0.13541	0.08574
cx	Initiating things is easy/difficult		-0.01399	-0.21135	0.20155	0.30901	0.17066
cy	I like to be with people/take detached approach		-0.01613	-0.20203	0.43382	0.18663	0.15441
cz	I tend to appreciate things/tend to be critical		-0.03759	0.20428	0.12587	-0.11441	-0.01882
db	I can easily change my opinion		-0.04208	0.01865	0.06330	-0.11488	-0.08259
dc	I tend to make things brighter		-0.01647	0.00844	0.00899	-0.14961	-0.08534
dd	I am inclined to review my actions		-0.00592	-0.08482	0.13350	0.13489	0.08471
df	I tend to set my expectancies very high/low		0.03664	-0.17349	0.07963	0.24643	0.11213
dg	I tend to invest great/little effort		0.03155	-0.18646	0.12826	0.32338	0.19001
dh	I tend to work for long/short periods of time		0.10625	-0.13164	0.09435	0.23098	0.15261
dj	I would characterize myself as: enthus./reserved		0.04466	-0.22695	0.44290	0.18063	0.10785
dk	I would characterize myself as: optimistic/pess.		0.01837	-0.13724	0.30354	0.19690	0.15880
dL	I would characterize myself as: realistic/speculat.		0.04298	-0.03600	0.05448	0.25582	0.17997
dm	I would characterize myself as: active/withdrawn		0.08746	-0.26945	0.32683	0.28815	0.20367
dn	I would characterize myself as: patient/impatient		-0.00019	0.10325	0.03625	-0.01195	0.09468
do	I would characterize myself as: sensitive/rational		0.00402	0.05265	0.14838	0.00168	0.10714
dr	I am persistent/I easily give up		0.07057	-0.27113	0.08210	0.32232	0.23917
ds	I am firm/I am gentle		-0.00518	-0.27641	0.10266	0.24619	0.11104
dt	I am critical/I consent		0.00642	-0.18368	0.01846	0.29380	0.16840
du	I am a leader/I am a follower		0.04719	-0.33045	0.15143	0.30375	0.14503
dv	I am direct/I am tactful		-0.03241	-0.13136	0.06578	0.22770	0.11871
dx	I tend to choose carefully/impulsively		0.01581	-0.03679	-0.00724	0.14015	0.10600
dz	Summarizing, my dedication to the company		-0.17617	0.16063	-0.12932	-0.19483	-0.09233
eb	Summarizing, overall impression of the company		-0.09793	0.05877	-0.07638	-0.07091	-0.02771
ec	Summarizing, I would rate my motivation		-0.14721	0.15359	-0.17539	-0.19220	-0.13562

Notes:

(1) Reference used

(2) Items are formulated in abbreviated format.

(3) Items h, k, m, n, af, ag, am, cm, dq and dw were omitted from the list, following a suitability analysis prior to PCA

(4) Significance levels of inter-item correlations indicated in color:

Inter-item correlations $p < .05$

Inter-item correlations $p < .001$

Appendices

Continued, p. 7. ...

Inter-Item Correlation (2)										
Item	Item Reference:									
Ref	s	t	u	v	w	x	y	z	ab	ac
(1)										
bx	0.11056	0.09496	0.03833	0.00602	0.09054	0.05930	0.24513	0.09963	0.13758	0.02487
by	0.12644	0.03263	0.08653	0.05388	0.08913	0.05933	0.26512	0.08687	0.14870	0.03761
cb	-0.09431	-0.05288	-0.04691	-0.03476	0.00493	-0.04520	0.07844	-0.01948	0.02343	-0.07282
cc	0.10618	0.02204	0.04669	0.03703	0.06535	0.03272	0.02138	0.00180	0.05185	0.03483
ce	0.18696	0.10327	0.06197	0.06084	0.13746	0.08697	0.31479	0.13662	0.15691	0.02301
cf	0.14861	0.09736	0.05628	0.02852	0.14524	0.07377	0.26809	0.10597	0.21802	0.05890
cg	0.24813	0.10283	0.09791	0.09880	0.14543	0.11150	0.30667	0.12731	0.21849	0.09262
ch	0.23167	0.07950	0.17855	0.13740	0.13317	0.11227	0.13956	0.11501	0.16038	0.15259
ci	0.11290	0.05437	0.07105	0.00053	0.10749	0.09039	0.21844	0.12306	0.16901	0.05198
cn	0.00086	-0.05237	0.02017	-0.06099	0.00559	-0.05056	-0.11080	-0.05199	-0.04655	-0.02866
co	-0.05593	-0.04619	0.00264	-0.04757	-0.05133	-0.04126	-0.17434	-0.04341	-0.10085	-0.03058
cp	-0.03613	-0.01132	-0.01880	-0.04084	-0.05485	-0.01993	-0.16979	-0.04725	-0.10252	-0.01062
cr	0.15080	0.04905	0.23680	0.16206	0.18582	0.12850	0.19828	0.16363	0.14162	0.13431
cs	0.11824	0.07267	0.02311	0.00818	0.10109	0.02226	0.26492	0.08392	0.16082	0.04493
ct	0.10784	0.07337	0.03463	0.01490	0.11956	0.04873	0.30285	0.08965	0.17047	0.03097
cv	0.13435	0.09189	0.02782	0.02148	0.07587	0.08102	0.06182	0.06391	0.08572	0.12852
cw	0.09650	0.09919	0.09347	0.11103	0.14715	0.13000	0.09715	0.13267	0.11757	0.15067
cx	0.27044	0.16284	0.21329	0.18859	0.21347	0.21214	0.20047	0.24094	0.24452	0.25302
cy	0.20121	0.14182	0.12143	0.11245	0.09386	0.13689	0.15685	0.18188	0.13580	0.13842
cz	-0.13748	-0.05478	-0.08018	-0.04461	-0.07479	0.00745	0.04574	0.04550	-0.02362	-0.00842
db	-0.06721	-0.05375	-0.08565	-0.10554	-0.00958	-0.05659	-0.00198	-0.03459	-0.01793	-0.04665
dc	-0.03408	-0.02228	-0.16737	-0.15479	-0.05358	-0.05844	-0.06114	-0.04569	-0.05082	-0.04871
dd	0.12925	0.06949	0.17564	0.14271	0.10727	0.09825	0.13265	0.09443	0.13988	0.11263
df	0.30420	0.21182	0.06209	0.03760	0.11364	0.11758	0.12200	0.09449	0.07383	0.06619
dg	0.36156	0.23139	0.16710	0.15232	0.18155	0.16279	0.17223	0.14452	0.13972	0.11288
dh	0.30391	0.22881	0.13326	0.12391	0.12392	0.09892	0.17353	0.10896	0.11450	0.09605
dj	0.20944	0.13605	0.07005	0.03852	0.11846	0.10453	0.21963	0.17803	0.10549	0.08995
dk	0.18440	0.15330	0.14065	0.12236	0.14516	0.18570	0.28147	0.25111	0.27035	0.27032
dL	0.10894	0.07797	0.31107	0.27984	0.18172	0.13843	0.17229	0.16238	0.12372	0.13722
dm	0.29030	0.24000	0.18305	0.13862	0.16177	0.17679	0.23264	0.21246	0.19693	0.20874
dn	-0.06790	-0.00436	0.01807	0.09207	-0.00522	0.01861	0.05858	0.05543	0.12842	0.12755
do	0.02153	0.09300	-0.08586	-0.07131	-0.08298	0.01583	0.01535	0.04745	-0.06101	-0.01495
dr	0.27627	0.24044	0.20980	0.17302	0.20242	0.24751	0.20263	0.25045	0.24665	0.26953
ds	0.21261	0.12129	0.11217	0.09328	0.15265	0.14626	0.09645	0.13378	0.14730	0.10668
dt	0.18475	0.14724	0.16439	0.13090	0.11831	0.11215	0.09925	0.10647	0.13816	0.12715
du	0.27517	0.16798	0.15429	0.10298	0.21505	0.20390	0.10603	0.14321	0.19596	0.18498
dv	0.17051	0.12254	0.05281	0.08550	0.07246	0.13194	0.05906	0.12776	0.06866	0.12014
dx	0.06914	0.06056	0.14834	0.15955	0.11607	0.06555	0.11091	0.04241	0.10448	0.08659
dz	-0.19956	-0.10304	-0.10453	-0.09647	-0.14074	-0.09280	-0.31248	-0.11491	-0.20911	-0.09222
eb	-0.09979	-0.06148	-0.02344	-0.01361	-0.12386	-0.05222	-0.29692	-0.08244	-0.16338	-0.00577
ec	-0.16759	-0.11136	-0.11918	-0.09821	-0.16706	-0.10743	-0.32393	-0.14403	-0.23789	-0.12408

Notes:
 (1) Reference used; see sixth page for item formulation in abbreviated format
 (2) Significance levels of inter-item correlations indicated in color:
 ■ Inter-item correlations $p < .05$
 ■ Inter-item correlations $p < .001$

Continued, p. 8. ...

Item	Inter-Item Correlation (2)									
Ref	Item Reference:									
(1)	ad	ae	ai	aj	aL	ao	aq	at	au	av
bx	-0.09165	-0.01317	-0.09629	-0.06619	-0.03009	0.20004	0.01224	-0.02110	-0.17702	-0.01025
by	-0.11052	-0.03997	-0.10837	-0.07188	-0.04107	0.18648	-0.01763	-0.09633	-0.17353	-0.06924
cb	0.00733	0.04227	0.09080	0.03135	0.08089	0.06925	-0.07314	-0.15575	-0.22573	-0.05118
cc	-0.09540	-0.02844	-0.06400	-0.01116	0.01568	0.19763	0.04193	0.07983	0.03787	0.10596
ce	-0.11964	-0.03612	-0.09183	-0.07081	0.00440	0.26425	0.04169	-0.01522	-0.17483	-0.04547
cf	-0.12408	0.02126	-0.08491	-0.06464	0.03074	0.30296	0.04317	-0.04958	-0.27401	-0.04250
cg	-0.15932	-0.06911	-0.16035	-0.11392	-0.03306	0.32838	0.03832	-0.06191	-0.18896	-0.12959
ch	-0.06366	-0.04874	-0.14528	-0.12314	-0.05800	0.19402	0.06757	-0.01428	-0.03562	-0.11315
ci	-0.05922	-0.01640	-0.08103	-0.06522	-0.00977	0.29947	0.06165	-0.00977	-0.20865	-0.03236
cn	0.07355	0.05152	0.06080	0.04392	-0.00830	-0.19660	-0.03792	-0.05994	0.00954	-0.01390
co	0.11277	0.04018	0.06889	0.04718	-0.02714	-0.27056	-0.01269	-0.03789	0.10560	-0.03382
cp	0.11048	0.08307	0.07829	0.05832	-0.00588	-0.21988	0.00843	0.04385	0.20140	0.00195
cr	-0.06082	-0.02654	-0.09481	-0.05004	-0.04975	0.12875	0.04396	-0.07117	-0.07431	-0.14173
cs	-0.04067	-0.03219	-0.10019	-0.03538	-0.00507	0.27006	0.04137	-0.05031	-0.22052	-0.05848
ct	-0.10738	-0.05213	-0.11956	-0.07141	-0.02582	0.26681	0.05014	-0.05476	-0.22456	-0.03090
cv	-0.01465	0.02229	-0.01529	-0.02955	0.01390	0.05552	0.12876	-0.00892	-0.04568	0.03064
cw	-0.03427	-0.01300	-0.01206	-0.01118	0.00029	0.02065	0.06446	-0.03357	-0.06959	0.01482
cx	-0.10112	-0.06656	-0.17299	-0.11680	-0.13003	0.08864	0.11525	-0.01218	-0.01360	-0.06124
cy	-0.09956	-0.05716	-0.15108	-0.10270	-0.13062	0.09760	0.12682	0.05567	0.03583	-0.02894
cz	0.15176	0.04900	0.09512	0.02945	0.03665	-0.07273	-0.00681	0.09346	0.01963	0.10312
db	0.07511	0.07072	0.05828	0.03954	0.04754	0.01268	-0.07413	0.05846	0.01086	0.11744
dc	0.01850	0.03325	0.05877	0.04689	0.04329	-0.00392	-0.04388	0.09712	0.03329	0.11924
dd	-0.04686	-0.02721	-0.10117	-0.06283	-0.09517	0.05735	0.05766	-0.03348	-0.02077	-0.07867
df	-0.09726	-0.06237	-0.15759	-0.10067	-0.09271	0.10584	0.02213	0.07491	0.04272	0.01072
dg	-0.11665	-0.10062	-0.28967	-0.22232	-0.20946	0.11076	0.05968	0.05596	0.04801	-0.07703
dh	-0.10546	-0.07080	-0.21197	-0.21495	-0.12842	0.11235	0.03594	0.06007	0.07603	-0.03819
dj	-0.08700	-0.02881	-0.15175	-0.09584	-0.09992	0.14522	0.11766	0.05320	-0.03808	-0.00566
dk	-0.06576	-0.04526	-0.11896	-0.09482	-0.08895	0.13473	0.11597	0.00144	-0.09371	-0.01060
dL	-0.06106	-0.02298	-0.11606	-0.07257	-0.06650	0.03913	0.00191	-0.08819	-0.01322	-0.08433
dm	-0.12663	-0.08140	-0.14859	-0.10362	-0.10853	0.14381	0.14790	0.00209	-0.02361	-0.05636
dn	-0.00871	-0.02329	0.01568	-0.01469	-0.00939	-0.05481	0.01160	0.02816	0.00084	0.02808
do	0.00990	-0.04207	-0.00211	-0.00915	-0.09358	-0.04978	0.07893	0.12340	0.09273	0.04251
dr	-0.20802	-0.18085	-0.24028	-0.17907	-0.15107	0.12361	0.15157	0.00011	0.00660	-0.07478
ds	-0.10936	-0.05182	-0.12312	-0.05057	-0.02792	0.10470	0.13719	-0.01142	-0.01196	-0.00194
dt	-0.10422	-0.03305	-0.14195	-0.09121	-0.08199	0.07792	0.08167	-0.03806	0.01572	-0.04957
du	-0.11037	-0.05115	-0.15476	-0.09754	-0.06394	0.16224	0.16942	-0.02910	-0.01696	-0.02095
dv	-0.06094	-0.01937	-0.07080	-0.03060	-0.07003	0.02084	0.06999	0.02425	0.07057	0.03102
dx	-0.03935	-0.02013	-0.05369	-0.06014	-0.00009	0.03437	0.02327	-0.05833	-0.04227	-0.04842
dz	0.16151	0.08381	0.20929	0.10408	0.06445	-0.37827	-0.03352	0.10203	0.22676	0.11062
eb	0.09529	0.03783	0.12597	0.05207	0.01609	-0.30508	-0.03223	0.05956	0.26205	0.07048
ec	0.14519	0.06816	0.18355	0.10723	0.05279	-0.31774	-0.05304	0.08187	0.24889	0.11483

Notes:
 (1) Reference used; see sixth page for item formulation in abbreviated format
 (2) Significance levels of inter-item correlations indicated in color:
 ■ Inter-item correlations $p < .05$
 ■ Inter-item correlations $p < .001$

Appendices

Continued, p. 9. ...

Item	Inter-Item Correlation (2)									
Ref	Item Reference:									
(1)	ba	bb	bc	be	bf	bg	bi	bk	bl	bm
bx	0.00464	-0.01654	-0.00825	0.40662	0.47587	-0.11262	0.39244	0.29061	0.03864	0.15848
by	-0.07941	-0.06799	-0.05596	0.37081	0.40548	-0.10080	0.33678	0.22941	0.00427	0.14555
cb	-0.02887	-0.03039	-0.01679	0.18089	0.19699	-0.03552	0.17357	0.07529	-0.05957	0.07452
cc	0.04880	0.10002	0.13941	-0.02531	0.02890	-0.01229	0.05461	0.04257	0.04375	-0.09075
ce	0.02292	-0.01518	-0.03432	0.30595	0.34793	-0.08636	0.35249	0.33664	0.07974	0.20240
cf	-0.02533	-0.04356	-0.00610	0.31043	0.36543	-0.11542	0.33587	0.27471	0.02244	0.21870
cg	-0.06067	-0.10183	-0.11945	0.29185	0.31425	-0.14020	0.33197	0.29358	0.12918	0.25339
ch	-0.07433	-0.07749	-0.12334	0.11163	0.10199	-0.07877	0.12548	0.12519	0.23748	0.28259
ci	0.00357	-0.03592	-0.02064	0.20207	0.18394	-0.10619	0.22004	0.23404	0.10170	0.22965
cn	-0.07965	-0.08226	-0.01000	-0.12440	-0.09705	0.05623	-0.14331	-0.13574	-0.03758	0.01793
co	-0.09082	-0.07690	-0.06377	-0.16485	-0.18042	0.06525	-0.22110	-0.22284	-0.03458	-0.02202
cp	-0.00985	-0.01128	-0.01048	-0.29981	-0.38360	0.07699	-0.34563	-0.24356	-0.00934	-0.06577
cr	-0.09197	-0.11627	-0.08633	0.10654	0.10856	-0.08102	0.12219	0.07228	0.07491	0.33335
cs	0.03228	-0.01392	-0.00741	0.29935	0.29931	-0.10391	0.33359	0.32246	0.06781	0.16720
ct	0.03652	-0.00463	-0.01935	0.37149	0.41183	-0.12029	0.39630	0.33923	0.04880	0.18180
cv	0.04553	-0.04238	0.00748	0.03344	0.08789	0.01405	0.04890	0.08889	0.05918	0.06076
cw	-0.03658	-0.09410	-0.06092	0.03732	0.05394	-0.04552	0.04581	-0.01430	0.03657	0.05330
cx	-0.07570	-0.11358	-0.14740	0.04430	0.04470	-0.02701	0.06374	0.06731	0.09328	0.14179
cy	-0.03579	-0.05869	-0.05819	0.04738	0.00120	-0.00399	0.02447	0.09583	0.07432	0.05996
cz	0.12804	0.05847	0.04378	-0.00401	-0.04937	0.06621	-0.01430	0.03666	-0.04705	-0.03773
db	0.14243	0.11532	0.10242	0.03150	0.00869	0.02406	0.02907	0.05094	0.01395	-0.02236
dc	0.10204	0.10227	0.09061	-0.04895	-0.03641	0.03516	-0.00376	0.01827	0.03191	-0.04317
dd	-0.06711	-0.06734	-0.07344	0.05037	0.05027	-0.08452	0.05482	0.06584	0.08632	0.07894
df	0.05080	-0.00331	0.02521	0.09744	0.06293	-0.01807	0.05070	0.09909	0.10629	0.12948
dg	-0.01596	-0.04186	-0.06241	0.05808	0.04850	-0.05021	0.05637	0.08597	0.16110	0.16158
dh	0.03881	0.02861	-0.04433	0.04893	0.07892	-0.00813	0.07668	0.11235	0.20539	0.08772
dj	0.02376	-0.05844	-0.04364	0.12872	0.10195	-0.04452	0.11471	0.08635	0.03815	0.13497
dk	-0.05120	-0.14283	-0.11847	0.16454	0.15235	-0.05746	0.12977	0.09298	0.03000	0.09735
dL	-0.11939	-0.10594	-0.09043	0.06069	0.08049	-0.05526	0.03268	0.01326	0.02270	0.12276
dm	-0.05648	-0.06122	-0.10002	0.12640	0.09412	-0.08233	0.09471	0.10861	0.12288	0.14757
dn	0.03081	0.01970	-0.02864	0.06971	0.06140	0.01468	0.01305	0.05596	-0.00448	-0.01939
do	0.09045	0.05072	-0.00775	0.01487	-0.02199	0.04807	-0.07021	0.05910	0.06170	-0.01493
dr	-0.07882	-0.10208	-0.12425	0.08786	0.08911	-0.05603	0.07480	0.09296	0.07849	0.15009
ds	0.00055	-0.05578	-0.03875	-0.00079	0.00091	-0.06049	0.01368	0.05396	0.08649	0.09121
dt	-0.04637	-0.05694	-0.08429	0.03948	0.04596	-0.02579	0.03155	0.01165	0.06024	0.09240
du	-0.04786	-0.05451	-0.04881	0.04414	0.06236	-0.08774	0.06153	0.06555	0.11797	0.13332
dv	0.02736	-0.00048	-0.02286	-0.01619	-0.05077	0.02321	-0.03677	0.04818	0.04619	0.03262
dx	-0.03280	-0.02057	-0.05750	0.04323	0.05268	0.00345	0.04628	0.03207	0.02828	0.06753
dz	0.08518	0.08110	0.09459	-0.32611	-0.36347	0.14970	-0.37194	-0.36946	-0.09977	-0.22915
eb	0.00875	0.03879	0.04361	-0.41643	-0.47257	0.12678	-0.43359	-0.34751	-0.00258	-0.17610
ec	0.05116	0.07554	0.08579	-0.30512	-0.31906	0.10343	-0.32984	-0.31102	-0.05931	-0.22679

Notes:
 (1) Reference used; see sixth page for item formulation in abbreviated format
 (2) Significance levels of Inter-item correlations indicated in color:
 ■ Inter-item correlations $p < .05$
 ■ Inter-item correlations $p < .001$

Continued, p. 10. ...

Item	Inter-Item Correlation (2)									
Ref	Item Reference:									
(1)	bn	bp	bq	br	bs	bv	bw	bx	by	cb
bx	0.17748	-0.16606	-0.33075	-0.21518	-0.18634	0.27810	0.36713			
by	0.18826	-0.19595	-0.25080	-0.20956	-0.19671	0.21757	0.39943	0.60115		
cb	-0.00684	0.00350	-0.16241	-0.05555	-0.05072	0.15049	0.07218	0.16849	0.11759	
cc	0.02831	0.06352	0.04921	0.06902	0.01757	-0.03153	0.01346	0.01536	0.03652	-0.18964
ce	0.25661	-0.27570	-0.26077	-0.26387	-0.21908	0.24904	0.20335	0.44142	0.43101	0.12965
cf	0.33502	-0.21922	-0.30473	-0.32995	-0.18888	0.40136	0.33196	0.43280	0.37636	0.15877
cg	0.36320	-0.34667	-0.21915	-0.29402	-0.21414	0.23423	0.16164	0.35353	0.38883	0.07443
ch	0.35134	-0.30057	-0.07291	-0.19586	-0.12738	0.06394	-0.00658	0.02462	0.06500	-0.04217
ci	0.26756	-0.16940	-0.22241	-0.23946	-0.17970	0.27639	0.15798	0.29819	0.26426	0.11542
cn	-0.10955	0.12205	0.12624	0.12386	0.10041	-0.07828	-0.07244	-0.12191	-0.12392	0.00766
co	-0.16876	0.16598	0.19913	0.15801	0.16209	-0.15016	-0.10826	-0.24362	-0.22871	-0.04174
cp	-0.13862	0.09271	0.26843	0.15064	0.10991	-0.22199	-0.29034	-0.48553	-0.44685	-0.16409
cr	0.30679	-0.38729	-0.10300	-0.35829	-0.14952	0.13019	0.13357	0.06650	0.09499	-0.05204
cs	0.23388	-0.24934	-0.28575	-0.24940	-0.20276	0.25596	0.16464	0.37070	0.40920	0.13854
ct	0.24415	-0.21922	-0.33610	-0.25389	-0.24154	0.27880	0.24813	0.51304	0.47291	0.18771
cv	0.07828	-0.10904	-0.03869	-0.04400	-0.01140	0.01674	0.03163	0.05975	0.02127	-0.02841
cw	0.10833	-0.11666	0.01172	-0.06710	0.02859	0.02435	0.03997	0.03355	0.01407	-0.01998
cx	0.16294	-0.22490	-0.01599	-0.14657	-0.03933	0.03737	0.10561	0.07888	0.08109	-0.10709
cy	0.12739	-0.22153	-0.01421	-0.13681	-0.05615	0.03714	0.09217	0.06390	0.07209	-0.08467
cz	-0.06736	-0.03174	-0.04437	0.01931	-0.03404	0.04109	-0.02072	0.03784	-0.01414	0.09942
db	-0.01271	0.04366	-0.01254	0.03793	0.01110	0.01988	-0.00921	0.05308	0.02627	0.04651
dc	-0.05162	0.06624	-0.02397	0.03044	0.06122	0.01368	0.01772	0.06322	0.03872	0.03122
dd	0.11150	-0.10796	-0.00704	-0.08484	-0.07569	0.02957	0.03954	0.07450	0.10151	-0.05247
df	0.20144	-0.19063	-0.04266	-0.16965	-0.04525	0.07994	0.05761	0.10823	0.10050	-0.04675
dg	0.20605	-0.24026	-0.02300	-0.16226	-0.08977	0.02714	0.02923	0.07991	0.09724	-0.08903
dh	0.18973	-0.20476	-0.03130	-0.12996	-0.05393	0.02781	0.00488	0.09514	0.08917	-0.05604
dj	0.20637	-0.25428	-0.12112	-0.22535	-0.09072	0.09502	0.10561	0.09852	0.08367	-0.06366
dk	0.15236	-0.26732	-0.10507	-0.24057	-0.15061	0.09479	0.16616	0.16591	0.17213	-0.00615
dL	0.11644	-0.21882	-0.04888	-0.14771	-0.06590	0.02338	0.03360	0.01904	0.04072	-0.02788
dm	0.21854	-0.31805	-0.13448	-0.25750	-0.11697	0.14471	0.08588	0.10318	0.08307	-0.08787
dn	0.00420	-0.11878	-0.06772	-0.04947	-0.09489	0.02989	-0.05841	0.02305	0.01017	0.04632
do	0.01628	-0.14805	-0.02792	-0.05250	-0.06851	-0.01398	-0.03211	0.02160	-0.02392	-0.02712
dr	0.19639	-0.25197	-0.07512	-0.18577	-0.07273	0.05106	0.08978	0.11750	0.11207	-0.09918
ds	0.10628	-0.10970	0.02679	-0.08564	0.02308	-0.03914	0.05071	0.00267	0.01968	-0.09536
dt	0.12449	-0.09372	-0.00281	-0.09820	0.01398	0.02289	0.02337	-0.00348	0.00922	-0.07977
du	0.15753	-0.16946	0.02041	-0.08870	0.00429	-0.01959	0.06239	0.02511	0.02436	-0.11208
dv	0.04551	-0.06016	0.03732	-0.04328	0.01983	-0.00764	0.01401	-0.03617	-0.04188	-0.07828
dx	0.05884	-0.09789	-0.05037	-0.06813	-0.02260	0.04649	0.02590	-0.00668	0.03520	0.05562
dz	-0.34468	0.35063	0.28159	0.30512	0.22440	-0.22570	-0.18601	-0.37482	-0.41245	-0.10511
eb	-0.24303	0.25300	0.38709	0.28256	0.26235	-0.30682	-0.28038	-0.57082	-0.55209	-0.21272
ec	-0.34451	0.42688	0.28810	0.37592	0.24733	-0.24265	-0.19981	-0.34232	-0.35645	-0.08850

Notes:
 (1) Reference used; see sixth page for item formulation in abbreviated format
 (2) Significance levels of Inter-item correlations indicated in color:
 ■ Inter-item correlations $p < .05$
 ■ Inter-item correlations $p < .001$

Appendices

Continued, p. 11. ...

Item	Inter-Item Correlation (2)									
Ref	Item Reference:									
(1)	cc	ce	cf	cg	ch	ci	cn	co	cp	cr
bx										
by										
cb										
cc										
ce	0.10388									
cf	0.08569	0.54078								
cg	0.12077	0.63756	0.54638							
ch	0.03734	0.19177	0.16141	0.37307						
ci	0.06166	0.45314	0.47192	0.44980	0.33164					
cn	-0.11482	-0.20253	-0.18137	-0.20748	-0.04443	-0.09088				
co	-0.11736	-0.30760	-0.28367	-0.33350	-0.02637	-0.19035	0.66534			
cp	-0.05204	-0.35519	-0.33451	-0.25357	-0.00081	-0.21486	0.34541	0.49213		
cr	-0.00051	0.16663	0.18359	0.29219	0.39890	0.17845	-0.05745	-0.04770	-0.00944	
cs	0.05461	0.61086	0.46119	0.52713	0.18063	0.45613	-0.19982	-0.33392	-0.32408	0.19535
ct	0.03358	0.69798	0.50673	0.50658	0.12112	0.45578	-0.20126	-0.35054	-0.47246	0.14527
cv	0.03903	0.07671	0.09545	0.04058	0.05449	0.03848	0.00296	-0.04160	-0.05611	0.01384
cw	0.03351	0.05963	0.09179	0.04794	0.07985	-0.01902	0.03109	0.05044	-0.03528	0.11437
cx	0.07722	0.11549	0.10745	0.16849	0.18147	0.08083	-0.03247	-0.05465	-0.03214	0.19502
cy	0.07712	0.16723	0.14898	0.18123	0.11361	0.10507	-0.05463	-0.07661	-0.01549	0.12759
cz	-0.10916	0.09911	0.00348	-0.02570	-0.07510	0.02704	-0.04458	-0.05389	-0.02261	-0.12842
db	0.03965	0.05697	0.05759	-0.00235	-0.03261	0.10000	-0.02403	-0.01361	-0.06102	-0.08424
dc	0.06233	0.02640	0.00893	-0.05562	-0.08224	0.02163	0.00826	0.01638	-0.05145	-0.16288
dd	0.05610	0.09768	0.09270	0.17063	0.13993	0.12609	-0.04366	-0.02923	-0.03872	0.18022
df	0.06109	0.13484	0.08270	0.17807	0.16112	0.10699	-0.06162	-0.07033	-0.05822	0.21218
dg	0.08125	0.16325	0.10832	0.25425	0.32473	0.13262	-0.05228	-0.03933	-0.01957	0.27983
dh	0.05874	0.13495	0.10418	0.24764	0.32031	0.08709	-0.08524	-0.08542	-0.05857	0.19747
dj	0.03901	0.19550	0.17675	0.19451	0.17332	0.14185	-0.08495	-0.10931	-0.07077	0.13438
dk	0.07290	0.23482	0.18651	0.22069	0.14972	0.13998	-0.12995	-0.13921	-0.13072	0.16899
dL	-0.00646	0.04093	0.07408	0.09661	0.16585	0.01043	-0.01938	-0.01223	0.01946	0.22139
dm	0.05669	0.17579	0.20054	0.23156	0.26565	0.16464	-0.11618	-0.12390	-0.05687	0.24155
dn	-0.05678	0.02230	-0.01096	0.00533	0.03334	0.01013	-0.06491	-0.04631	-0.02422	0.00205
do	-0.06444	0.04099	-0.01764	0.02359	0.05861	-0.01136	-0.06147	-0.03065	0.03520	0.02003
dr	0.08813	0.13462	0.14472	0.23891	0.26726	0.10829	-0.09140	-0.08238	-0.03344	0.25642
ds	0.08229	0.06366	0.10049	0.09109	0.13069	0.04863	0.03386	-0.00451	-0.00687	0.07342
dt	0.08199	0.01346	0.08950	0.09842	0.17982	0.06000	-0.00135	-0.02675	-0.00367	0.12491
du	0.08322	0.07525	0.11730	0.15456	0.22145	0.10209	0.00198	-0.01870	0.00022	0.13293
dv	0.01336	0.01350	0.04327	0.05567	0.10498	0.04676	-0.01784	-0.02350	0.02798	0.07800
dx	0.01588	0.02884	0.03144	0.07020	0.07790	0.04868	-0.00620	-0.03903	-0.00819	0.06416
dz	-0.10785	-0.56948	-0.47432	-0.66969	-0.31117	-0.39364	0.24390	0.39229	0.33442	-0.24827
eb	-0.05697	-0.63062	-0.52047	-0.51413	-0.08121	-0.44940	0.19450	0.36994	0.50688	-0.09462
ec	-0.08722	-0.42915	-0.40585	-0.53638	-0.26559	-0.33350	0.28144	0.37161	0.30645	-0.29085

Notes:
 (1) Reference used; see sixth page for item formulation in abbreviated format
 (2) Significance levels of inter-item correlations indicated in color:
 ■ Inter-item correlations $p < .05$
 ■ Inter-item correlations $p < .001$

Continued, p. 12. ...

Item	Inter-Item Correlation (2)									
Ref	Item Reference:									
(1)	cs	ct	cv	cw	cx	cy	cz	db	dc	dd
bx										
by										
cb										
cc										
ce										
cf										
cg										
ch										
ci										
cn										
co										
cp										
cr										
cs										
ct	0.74853									
cv	0.08610	0.10150								
cw	0.01163	0.04229	0.47146							
cx	0.08686	0.10966	0.22336	0.27530						
cy	0.12433	0.10363	0.11597	0.14747	0.42406					
cz	0.07475	0.07318	0.04654	-0.03034	-0.03777	0.14344				
db	0.07669	0.09265	0.03502	-0.01379	-0.04295	0.02655	0.24499			
dc	0.01726	0.04960	0.08595	0.05079	-0.00417	0.01969	0.22206	0.33985		
dd	0.07759	0.08409	-0.10287	0.04170	0.16781	0.11961	-0.13681	-0.05273	-0.15275	
df	0.16284	0.14558	0.08952	0.13061	0.23135	0.17053	-0.10730	-0.02852	-0.01019	0.14298
dg	0.11688	0.10721	0.04689	0.10756	0.33780	0.26879	-0.12949	-0.09673	-0.11087	0.26311
dh	0.09918	0.11062	0.03756	0.06080	0.21989	0.16820	-0.10506	-0.05057	-0.02876	0.14381
dj	0.18606	0.17469	0.16897	0.10830	0.28466	0.48998	0.11379	0.02443	0.05741	0.08349
dk	0.18114	0.20065	0.18021	0.17506	0.25882	0.35715	0.13590	-0.02517	0.05184	0.10872
dL	0.03317	0.01375	-0.01044	0.05678	0.17781	0.10412	-0.11342	-0.13341	-0.27061	0.21158
dm	0.14287	0.14610	0.17284	0.17600	0.37606	0.45391	-0.02170	-0.05301	-0.06484	0.17695
dn	0.03368	0.03476	-0.04746	-0.05879	-0.02947	-0.02635	0.14362	0.07168	-0.02302	0.00694
do	0.04583	0.03930	-0.03868	-0.08938	-0.03546	0.18181	0.20878	0.08410	0.11259	-0.02090
dr	0.11153	0.11521	0.08214	0.13058	0.34710	0.21111	-0.13949	-0.10538	-0.12462	0.18621
ds	0.04888	0.05298	0.26052	0.27654	0.26314	0.21778	-0.17445	-0.08355	-0.06804	0.04649
dt	-0.01834	0.00569	0.10052	0.12021	0.20267	0.08134	-0.39009	-0.19882	-0.24096	0.19597
du	0.03747	0.04201	0.20465	0.25912	0.29385	0.23789	-0.18551	-0.04727	-0.05565	0.12246
dv	-0.00979	-0.02020	0.15716	0.12388	0.16920	0.13633	-0.08096	-0.09060	-0.08457	0.03349
dx	0.02573	0.03137	0.00049	0.02271	0.03796	-0.03094	-0.10786	-0.08889	-0.16061	0.11381
dz	-0.55394	-0.54310	-0.07684	-0.05485	-0.16604	-0.15164	0.03837	0.03073	0.05815	-0.14389
eb	-0.60999	-0.71663	-0.04213	-0.00755	-0.09934	-0.11533	-0.05818	-0.05889	-0.03548	-0.07184
ec	-0.44808	-0.45047	-0.03540	-0.06108	-0.20540	-0.20053	0.02154	0.03609	0.09272	-0.19154

Notes:
 (1) Reference used; see sixth page for item formulation in abbreviated format
 (2) Significance levels of Inter-item correlations indicated in color:
 ■ Inter-item correlations $p < .05$
 ■ Inter-item correlations $p < .001$

Appendices

Continued, p. 13. ...

Item	Inter-Item Correlation (2)										
Ref	Item Reference:										
(1)	df	dg	dh	dJ	dk	dL	dm	dn	do	dr	
bx											
by											
cb											
cc											
ce											
cf											
cg											
ch											
ci											
cn											
co											
cp											
cr											
cs											
ct											
cv											
cw											
cx											
cy											
cz											
db											
dc											
dd											
df											
dg	0.51216										
dh	0.35725	0.56343									
dJ	0.18375	0.25512	0.19765								
dk	0.13921	0.18979	0.11760	0.43974							
dL	0.10802	0.19758	0.14713	0.10848	0.12834						
dm	0.23362	0.30958	0.22893	0.49770	0.47131	0.19177					
dn	-0.05451	-0.03264	-0.00338	-0.07578	0.10395	0.15462	-0.03317				
do	0.06807	0.09721	0.08575	0.20421	0.17707	-0.03383	0.15216	0.07191			
dr	0.25197	0.41022	0.33778	0.26432	0.27668	0.26966	0.42183	0.05473	0.06877		
ds	0.11813	0.13189	0.10440	0.22259	0.16330	0.09931	0.33116	-0.21627	-0.05552	0.26570	
dt	0.20440	0.21881	0.18634	0.10899	0.06269	0.24930	0.22848	-0.08861	-0.06566	0.37609	
du	0.14865	0.18494	0.14246	0.21378	0.17927	0.13764	0.35995	-0.13035	-0.09867	0.30321	
dv	0.14359	0.13000	0.11451	0.17773	0.09833	0.10571	0.24728	-0.19815	0.06500	0.22645	
dx	0.02467	0.06462	0.06976	-0.08469	-0.00383	0.21672	-0.00350	0.28488	-0.20336	0.16075	
dz	-0.19553	-0.23972	-0.23200	-0.22366	-0.25787	-0.11838	-0.25643	-0.04742	-0.01307	-0.25351	
eb	-0.13002	-0.10698	-0.08897	-0.15636	-0.17312	-0.02741	-0.12742	-0.04779	-0.02267	-0.12141	
ec	-0.19786	-0.26657	-0.24944	-0.25028	-0.27348	-0.16594	-0.29891	-0.05995	-0.03846	-0.28327	

Notes:
 (1) Reference used; see sixth page for item formulation in abbreviated format
 (2) Significance levels of Inter-item correlations indicated in color:
 Inter-item correlations $p < .05$
 Inter-item correlations $p < .001$

Continued, p. 14. ...

Item	Inter-Item Correlation (2)							
Ref	Item Reference:							
(1)	ds	dt	du	dv	dx	dz	eb	ec
bx								
by								
cb								
cc								
ce								
cf								
cg								
ch								
ci								
cn								
co								
cp								
cr								
cs								
ct								
cv								
cw								
cx								
cy								
cz								
db								
dc								
dd								
df								
dg								
dh								
dJ								
dk								
dL								
dm								
dn								
do								
dr								
ds								
dt	0.31131							
du	0.50282	0.32123						
dv	0.34782	0.36280	0.24892					
dx	-0.03262	0.18518	0.08717	-0.04238				
dz	-0.09908	-0.12379	-0.14350	-0.06346	-0.08855			
eb	-0.01103	-0.02321	-0.03405	0.01379	-0.05605	0.63220		
ec	-0.07891	-0.10591	-0.12858	-0.01574	-0.07525	0.63971	0.55221	

Notes:
 (1) Reference used; see sixth page for item formulation in abbreviated format
 (2) Significance levels of Inter-item correlations indicated in color:
 ■ Inter-item correlations $p < .05$
 ■ Inter-item correlations $p < .001$

Appendix VI
Principal Component Analysis Core Data Sample
Pattern Matrix of components extracted through nonorthogonal rotation (Oblimin)

Item		Components (3) (4)						
(1)	(2)	1	2	3	4	5	6	7
cs	Honored to work for the company	0.812						
ce	Respect/no respect for company	0.809						
ct	Respect for the company is high	0.766						
cg	Dedicated to the company	0.691						
eb	Overall impression of the company	-0.663						
ci	Owe the company a lot	0.647						
dz	Dedication to the company	-0.612						
cf	Respected by the company	0.521						
dt	I am critical - consent		0.701					
dv	I am direct - tactful		0.701					
ds	I am firm - gentle		0.586					
du	I am a leader - follower		0.478					
ba	Outside work, setting goals			0.789				
bc	Outside work, investing effort			0.761				
bb	Outside work, obtaining satisfaction			0.750				
av	At work, investing effort			0.679				
at	At work, setting goals			0.550				
au	At work, obtaining satisfaction			0.401				
o	I am easy - distant				0.759			
cy	I socialize - take a detached approach				0.746			
dJ	I am enthusiastic - reserved				0.734			
dm	I am active - withdrawn				0.555			
dk	I am optimistic - pessimistic				0.491			
dx	I am cautious - impulsive					-0.760		
dn	I am patient - impatient					-0.657		
l	I work hard - could do much more						0.612	
ch	Invested a lot in the company						0.585	
bn	Contribution is significant						0.560	
bm	Reached the goals the company has set						0.445	
cr	Met the expectations of the company						0.419	
ai	At work, would spend XX% of energy							0.852
aj	... during XX% of time							0.779
aL	Outs. work, would spend XX% of energy							0.759
Initial eigenvalues		11.836	5.952	3.473	2.567	2.394	2.330	2.130
Alpha coefficient for final components		.90	.68	.78	.78	.44	.55	.71

Notes:

- (1) Reference used
- (2) Items are formulated in abbreviated format. A full overview of items is provided Appendix III
- (3) Oblique rotation (direct oblimin) with Kaiser normalization
- (4) Only factor loadings >.400 are visualized

Continued, p. 2. ...

Item (1) (2)	Components (3) (4)						
	8	9	10	11	12	13	14
cn Effort lower/higher, than it used to be	0.869						
co Dedication to company is lower/higher	0.819						
cp Opinion company more negative/positive	0.459						
bq Rate your immediate manager	0.788						
bv Satisfied/dissatisfied recognition man.	-0.783						
br Manager rate your performance	0.741						
t Outs. work, set lot of goals/no goals			-0.797				
r Outs. work, tend set clear/unclear goals			-0.686				
aq Outs. work, have lot/no real "challenges"			-0.525				
s In work, set a lot of goals/no goals			-0.517				
q In work, set clear/unclear goals			-0.494				
ad In work, would stop/retry until the end				-0.890			
ae Outs. work, would stop/ retry until the end				-0.887			
bf Do/do not agree with company goals					0.805		
be Company goals are clear/unclear					0.708		
bi Company goals do/do not interf. w. goals					0.646		
bx Very/not at all confident mng. decisions					0.527		
by Very/not at all confident future company					0.437		
w In work, always/hardly reach goals						-0.658	
x Outs. work, always/hardly reach goals						-0.521	
y In work, sat./dissat. in goals set						-0.469	
z Outs. work, sat./dissat. in goals set						-0.436	
dg tend invest great/little effort							0.746
dh tend work long/short periods of time							0.706
df tend set expectancies very high/low							0.704
Initial eigenvalues	1.836	1.722	1.598	1.539	1.458	1.388	1.380
Alpha coefficient for final components	.74	.71	.71	.76	.72	.68	.72

Notes:

- (1) Reference used
- (2) Items are formulated in abbreviated format. A full overview of items is provided Appendix III
- (3) Oblique rotation (direct oblimin) with Kaiser normalization
- (4) Only factor loadings >.400 are visualized

Appendices

Continued, p. 3. ...

Item		Components (3) (4)						
(1)	(2)	15	16	17	18	19	20	21
cv	Tend overestimate/underest. myself	-0.799						
cw	Tend high/low self-esteem	-0.795						
cc	Working on improving performance		0.526					
ao	In work, lot/no real "challenges"		0.455					
do	Characterize as: sensitive/rational		-0.452					
ac	Outs. work, tend not/tend dissapointed			0.813				
ab	In work, tend not/tend dissapointed			0.771				
cb	Performance improvement: small/large				0.604			
bl	Ever changed goals to company goals					-0.758		
bk	Change goals towards goals company					-0.600		
bg	Work not/is aimed achiev. Comp. goals						0.526	
v	Outs. work, realistic/unrealistic goals							0.738
u	In work, I set realistic/unrealistic goals							0.631
dc	Tend to make things brighter							-0.408
Initial eigenvalues		1.337	1.305	1.243	1.133	1.099	1.068	1.020
Alpha coefficient for final components		.64	.29	.73		.51		.43

Notes:

- (1) Reference used
- (2) Items are formulated in abbreviated format. A full overview of items is provided Appendix III
- (3) Oblique rotation (direct oblmin) with Kaiser normalization
- (4) Only factor loadings >.400 are visualized

Appendix VII
Principal Component Analysis Core Data Sample
Pattern Matrix of seven elementary components extracted through orthogonal rotation
(Varimax)

Item		Components (3) (4)						
(1)	(2)	1	2	3	4	5	6	7
ct	Respect for the company is high	0.808						
ce	Respect/no respect for company	0.808						
cs	Honored to work for the company	0.800						
eb	Overall impression of the company	-0.763						
cg	Dedicated to the company	0.719						
dz	Dedication to the company	-0.695						
ci	Owe the company a lot	0.635						
cf	Respected by the company	0.621						
ec	Rating my motivation	-0.540						
cy	I socialize - take a detached approach		0.742					
dJ	I am enthusiastic - reserved		0.727					
o	I am easy - distant		0.719					
dm	I am active - withdrawn		0.597					
dk	I am optimistic - pessimistic		0.544					
ba	Outside work, setting goals			0.771				
bb	Outside work, obtaining satisfaction			0.738				
bc	Outside work, investing effort			0.733				
av	At work, investing effort			0.689				
at	At work, setting goals			0.581				
au	At work, obtaining satisfaction			0.450				
bf	Agreeing with the company goals				0.749			
be	The company goals are clear - unclear				0.657			
bi	Company goals do - do not interfere				0.607			
bx	Confident management decisions	0.470			0.585			
by	Confident about future company	0.501			0.507			
cp	Opinion company is negative - positive				-0.459			
bw	Fear job continuity				0.452			
dt	I am critical - consent					0.650		
ds	I am firm - gentle					0.649		
dv	I am direct - tactful					0.636		
du	I am a leader - follower					0.590		
x	Outside work, reaching goals						0.657	
z	Outside work, satisfied in goals						0.642	
v	Outside work, setting goals						0.617	
u	At work, setting goals						0.568	
w	At work, reaching goals						0.535	
y	At work, satisfied in goals						0.474	
dg	Investing effort							0.761
dh	Working long - short periods of time							0.707
df	Setting expectancies							0.691
Initial eigenvalues		11.836	5.952	3.473	2.567	2.394	2.330	2.130
Pct. of variance explained after rotation		8.02%	3.85%	3.69%	3.68%	3.32%	3.31%	3.23%
Alpha coefficient for final components		.91	.78	.78	.76	.68	.72	.72

Notes:
(1) Reference used
(2) Items are formulated in abbreviated format. A full overview of items is provided Appendix III
(3) Varimax rotation with Kaiser normalization
(4) Only factor loadings >.400 are visualized

Appendix VIII

Principal Component Analysis Core Data Sample

Pattern Matrix of seven elementary components extracted through nonorthogonal rotation (Oblimin); Missing values through excluding cases pairwise

Item		Components (3) (4)						
(1)	(2)	1	2	3	4	5	6	7
cs	Honored to work for the company	0.812						
ce	Respect/no respect for company	0.812						
ct	Respect for the company is high	0.766						
cg	Dedicated to the company	0.691						
eb	Overall impression of the company	-0.662						
ci	Owe the company a lot	0.647						
dz	Dedication to the company	-0.611						
cf	Much/not respected by the company	0.521						
dv	I am direct - tactful		0.708					
dt	I am critical - consent		0.700					
ds	I am firm - gentle		0.580					
du	I am a leader - follower		0.465					
ba	Outside work, setting goals			0.790				
bc	Outside work, investing effort			0.762				
bb	Outside work, obtaining satisfaction			0.750				
av	At work, investing effort			0.685				
at	At work, setting goals			0.554				
au	At work, satisfaction from things I do			0.403				
o	I am easy - distant				0.766			
cy	I socialize - take a detached approach				0.748			
dJ	I am enthusiastic - reserved				0.737			
dm	I am active - withdrawn				0.554			
dk	I am optimistic - pessimistic				0.491			
dx	I am cautious - impulsive					-0.765		
dn	I am patient/impatient					-0.649		
ch	I have invested a lot in the company						0.601	
bn	Job contribution significant to company						0.574	
l	I work extremely hard/could do more						0.570	
bm	I have reached goals company has set						0.477	
cr	I have met expectations of the company						0.475	
ai	At work, would spend XX% of energy							0.852
aJ	... during XX% of time							0.781
aL	Outs. work, would spend XX% of energy							0.760
Initial eigenvalues		12.019	6.042	3.518	2.593	2.408	2.358	2.146
Alpha coefficient for final components		.90	.68	.78	.78	.44	.55	.71

Notes:

- (1) Reference used
- (2) Items are formulated in abbreviated format. A full overview of items is provided Appendix III
- (3) Oblique rotation (direct oblimin) with Kaiser normalization
- (4) Only factor loadings >.400 are visualized

Appendix IX

Principal Component Analysis Core Data Sample

Pattern Matrix of seven elementary components extracted through nonorthogonal rotation (Oblimin); Missing values through excluding cases listwise

Item		Components (3) (4)						
(1)	(2)	1	2	3	4	5	6	7
ce	Respect/no respect for company	0.790						
cs	Honored to work for the company	0.772						
ct	Respect for the company is high	0.725						
eb	Overall impression of the company	-0.642						
cg	Dedicated to the company	0.630						
ci	Owe the company a lot	0.597						
dz	Dedication to the company	-0.571						
by	Confident about future company	0.416						
dv	I am direct - tactful	0.711						
ds	I am firm - gentle	0.578						
dt	I am critical - consent	0.573						
dn	I am patient - impatient	-0.506				-0.436		
du	I am a leader - follower	0.475						
ba	Outside work, setting goals			0.787				
bc	Outside work, investing effort			0.759				
bb	Outside work, obtaining satisfaction			0.752				
av	At work, investing effort			0.658				
at	At work, setting goals			0.526				
o	I am easy - distant				0.747			
dJ	I am enthusiastic - reserved				0.734			
cy	I socialize - take a detached approach				0.665			
dm	I am active - withdrawn				0.582			
dk	I am optimistic - pessimistic				0.519			
dx	I am cautious - impulsive					-0.690		
dL	I am realistic - speculative					-0.568		
dc	I tend to make things brighter					0.445		
u	At work, setting realistic goals					-0.417		
cw	I have a high - low self-esteem						0.802	
cv	I tend to overestimate myself						0.743	
ai	At work, would spend XX% of energy							0.831
aJ	... during XX% of time							0.773
aL	Outs. work, would spend XX% of energy							0.735
Initial eigenvalues		11.748	6.217	3.454	2.716	2.523	2.282	2.195
Alpha coefficient for final components		.89	.41	.78	.78	.48	.64	.71

Notes:

(1) Reference used

(2) Items are formulated in abbreviated format. A full overview of items is provided Appendix III

(3) Oblique rotation (direct oblimin) with Kaiser normalization

(4) Only factor loadings >.400 are visualized

Appendix X
An Abbreviated Overview of Participating Companies
Performance-related Data Sample
Culture-related Data Sample

The Performance-related Data Sample consisted of 2 companies, located in South-East Asia, Malaysia, Penang, and in Europe, The Netherlands. A short description of both companies is provided, in addition to Table 5.5.

1. Company XI

Sampling date 01-1997.

The company opened in 1974 in Penang, Malaysia as part of a large American based company specializing in high technology communications, information technology, electronics components and products, equipment and accessories for the global market.

During the five year period between 1990 and 1995, the company increased Sales from \$112 million to \$155 million. While this was quite a significant increase, management still felt that both the physical and intellectual capabilities at the Penang operation were being underutilized. Management development, participative management processes, technical skills development and state of the art manufacturing and administrative technologies led Company XI to become one of the most respected hi-tech companies in Asia, both in manufacturing capabilities as in management, leadership and employee participation programs.

Today Company XI is the designated Asia Center for design and development of wireless subscriber products and energy systems.

2. Company XII

Sampling date 04-1999.

Company XII focuses on the refinery of joint oil and chemicals and manufacturing of base chemicals from petroleum fractions. The chemical production of the company started in the late nineteen forties. Since then it has grown into one of the largest chemical companies in Europe. The company is one of the largest private corporations worldwide. It focuses on the whole energy chain: exploration, production, refinement and acquisition, gas, electricity and chemistry.

The company was originally founded in a dual structure. At the start of the new millennium, this structure was reorganized and the company was established fully in the Netherlands.

The Culture-related Data Sample consisted of 8 companies, located in South-East Asia, Malaysia, in South-Africa and in the United States. A short description of participating companies is provided, in addition to Table 5.7.

A. Malaysia

Company XIII, Company XIV and Company XV were located in South-East Asia, Malaysia.

1. Company XIII

Sampling date 07-1997.

With a built-up area of 750,000 square feet on a 20-acre site, Company XIII is dedicated to assembly and testing of microprocessors, microcontrollers, signal processors, mixed signals and radio frequency integrated circuits for networking and computing systems, transportation and wireless & broadband systems market segments.

Company XIII is a subsidiary of an American semiconductor company.

In 2004 parts of the company were sold and separated from the original company.

2. Company XIV

Sampling date 07-1997.

The company is a subsidiary of a large American semiconductor manufacturer and was inaugurated in 1979. Since then, Company XIV has experienced very dramatic growth turning into one of the largest semiconductor facilities in the world.

The plant has two major facilities and manufactures a broad range of customer specific components for the global market.

Company XIV has been acknowledged as being a leader in semiconductor manufacturing by customers worldwide, as shown by many awards won, both in customer satisfaction and in production quality programs.

In 1999 the company became a separate entity from its parent company.

3. Company XV

Sampling date 01-1999.

Company XV is a Malaysian subsidiary of a large manufacturer of electronics, specializing in innovation in healthcare, consumer lifestyle and lighting. The firm has been active in Malaysia since the late 1930's. By the 1970's they had taken over marketing operations and expanded its range of products in Malaysia. From 1994, the parent company transfers and establishes business and marketing management operations to company XV and in 1997 they achieved their standard requirements.

In 2000 the parent company makes a 3-year plan to progressively release part of its shares of the Malaysian subsidiary. In 2004, the company was sold to a Malaysian businessman.

B. South-Africa

Company XVI, Company XVII and Company XVIII were located in South-Africa.

4. Company XVI

Sampling date 10-1998.

Company XVI is an Africa-based energy company, concentrating on the downstream refined petroleum products market and related business. The company focuses on the refining of crude oil, the marketing of products and the provision of convenience services via an extensive retail system. Business areas the company addresses are refining, sales and marketing, lubricants, international business, supply, trade, optimization and sustainability.

Company XVI exports products in over 50 countries, mostly in Africa and the Indian Ocean Islands. It includes over 1400 service stations, over 500 shops, over 90 depots and over 2800 employees. The company goes back to 1897 when the UK Branch of an American oil company set up a sales office in a Southern African city. Since then the company has grown rapidly through a series of amalgamations and name changes over the years. In 1989 the company merged with an interest group, to create the largest energy group in Southern Africa and in 1992 the company was listed on the Johannesburg Stock Exchange. In 1998, the company got de-listed because it became fully owned by a Malaysian Oil Company.

From that year, the company intensively set up businesses in other African countries and in 2004 entered into a coalition with the world's largest firm in lubricants. From then, the company has increasingly focused on sustainability, education, safety and environment.

5. Company XVII

Sampling date 10-1998.

Company XVII is a leading wine and spirits producer in South Africa. The company produces globally over 100 products, made from South African grapes. Key markets are Scandinavia, Germany, the United States, Japan and South Africa itself. It is one of the leading black empowered companies in the wine and spirits industry and a founding member of the Association for Responsible Alcohol Use.

Company XVII was founded in 1918 by wine makers from the Western Cape in South Africa. The aim of company XVII was to create unity amongst the wine farmers of South Africa and to guarantee better quality wines and brandies. From 1920, the company was given more legislative control over the production, sale and export, which led to development in the industry. In 1997, the company restructured itself as a private company, where the 4,700 member farmers could be made shareholders, transferring to them ownership of assets.

In 2004, the company negotiated an immense deal with a South African NGO, attaining 25,1% shares. That same year, however, the company lost considerably as a result of polluted wine, destroying 67.000 liters.

6. Company XVIII

Sampling date 10-1998.

Company XVIII is an American pharmaceutical company, manufacturing and marketing mostly pharmaceuticals, consumer health care and confectionary products. It offers medical drugs, over-the-counter health care products, shaving and pet care products, chewing gum and mints.

The roots of company XVIII go back to 1856 with the opening of a drugstore in Philadelphia. From 1955, the company grew through mergers and acquisitions. In the mid 1980's the company focused on three main businesses: prescription pharmaceuticals, consumer health care products and gums and mints. From 1988 until 1992, the company enjoyed steadily increasing sales and profits, with a profit of 644 million dollars in 1992. In 1999, the company earned 1,7 billion dollars on sales of 12,9 billion.

In 2000, company XVIII was acquired by an American multinational to create the fastest-growing major pharmaceutical company in the world.

C. United States

Company XIX and Company XX were located in the United States of America.

7. Company XIX

Sampling date 06-1996.

Head office of a major American corporation, a global leader in providing integrated communications solutions and embedded electronic solutions. Sales increased from \$17 billion in 1993 to \$33 billion in 1999. The Company XIX Head office location employs 20.000 employees, one-sixth of the company's total workforce.

The company is ranked by chief executives of the Business Roundtable as the top total quality management (TQM) practitioner in the mid nineties with a fundamental objective to achieve total customer satisfaction.

A strategy of innovative quality oriented programs both in manufacturing and in management development transformed the company into the second largest producer of electronics after IBM in the USA in the mid nineties.

However, over a period covering 1998 to 2003, revenues gradually stagnated, but recovered over 2004 and 2005.

8. Company XX

Sampling date 04-2002.

Company XX is the American headquarters of a manufacturer leading in developing UV-curable optical fiber coatings, a component of high-speed optical fiber networks. Within the U.S., the company holds more than 120 patents in UV-curable technology. The company is established in 1990, but is part of a global science based parent company founded in 1902. It engages in life science products, high- quality biotechnological and chemical products for the life science-industry and high-grade materials. The parent company generated a sale of 8 billion euros in 2001 and held 22.000 employees in over 200 subsidiaries worldwide.

In 2002, the company went through a decline following a worldwide decrease in the demand for chemicals. As a result, after 50 years of activity in petrochemicals, the parent company sold this section in 2002 to a Middle-Eastern company.

Appendix XI
Scree plots
Performance-related Data Sample

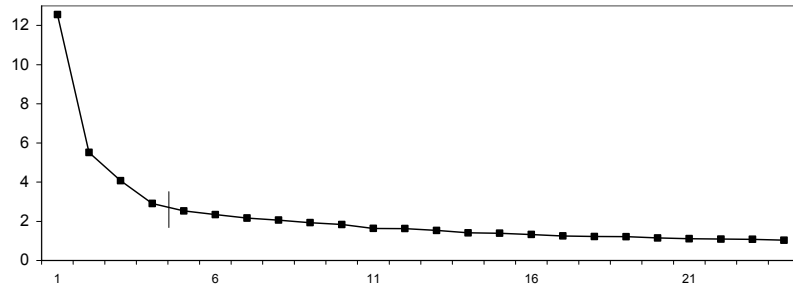


Fig A.
Scree plot Higher Ranking Performer sample with eigenvalues and respective components
(restricted to eigenvalues >.100)

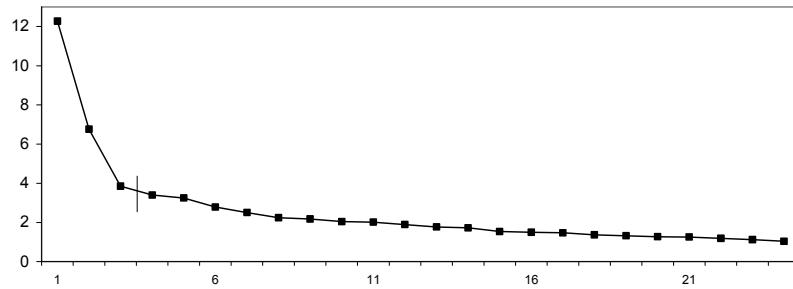


Fig B.
Scree plot Lower Ranking Performer sample with eigenvalues and respective components
(restricted to eigenvalues >.100)

Appendix XII
Principal Component Analysis Higher Ranking Performer Sample
Pattern Matrix of four elementary components extracted through nonorthogonal rotation
(Oblimin)

Item		Components (3) (4)			
(1)	(2)	1	2	3	4
cf	Respected by the company	0.739			
cg	Dedicated to the company	0.701			
ce	Respect/no respect for company	0.652			
by	Confident about future company	0.526			
bx	Confident management decisions	0.454			
bv	Recognition manager	0.429			
bs	Performance colleagues		0.805		
br	Manager rating my performance		0.804		
bq	Performance immediate manager		0.769		
bp	Personal performance		0.622		
ds	I am firm - gentle			-0.732	
du	I am a leader - follower			-0.655	
bb	Outside work, obtaining satisfaction				-0.807
ba	Outside work, setting goals				-0.777
au	At work, obtaining satisfaction				-0.737
at	At work, setting goals				-0.707
bc	Outside work, investing effort				-0.667
av	At work, investing effort				-0.579
Initial eigenvalues		12.555	5.515	4.073	2.905
Alpha coefficient for final components		.86	.80	.58	.84

Notes:

- (1) Reference used
- (2) Items are formulated in abbreviated format. A full overview of items is provided Appendix III
- (3) Oblique rotation (direct oblimin) with Kaiser normalization
- (4) Only factor loadings > .400 are visualized

Appendix XIII

Principal Component Analysis Lower Ranking Performer Sample

Pattern Matrix of three elementary components extracted through nonorthogonal rotation (Oblimin)

<i>Item</i>		<i>Components (3) (4)</i>		
<i>(1)</i>	<i>(2)</i>	1	2	3
cg	<i>Dedicated to the company</i>	0.733		
ce	<i>Respect/no respect for company</i>	0.705		
dz	<i>Dedication to the company</i>	-0.624		
ct	<i>Respect for the company is high</i>	0.591		
bk	<i>Willing to change goals</i>	0.493		
eb	<i>Overall impression of the company</i>	-0.472		
cs	<i>Honored to work for the company</i>	0.440		
by	<i>Confident about future company</i>	0.413		
bf	<i>Agreeing with the company goals</i>		-0.761	
bi	<i>Company goals do - do not interfere</i>		-0.722	
be	<i>The company goals are clear - unclear</i>		-0.607	
cf	<i>Respected by the company</i>		-0.557	
bx	<i>Confident management decisions</i>		-0.458	
ba	<i>Outside work, setting goals</i>			0.871
bb	<i>Outside work, obtaining satisfaction</i>			0.700
bc	<i>Outside work, investing effort</i>			0.666
at	<i>At work, setting goals</i>			0.613
av	<i>At work, investing effort</i>			0.580
<i>Initial eigenvalues</i>		12.278	6.763	3.854
<i>Alpha coefficient for final components</i>		.87	.74	.77

Notes:

(1) Reference used

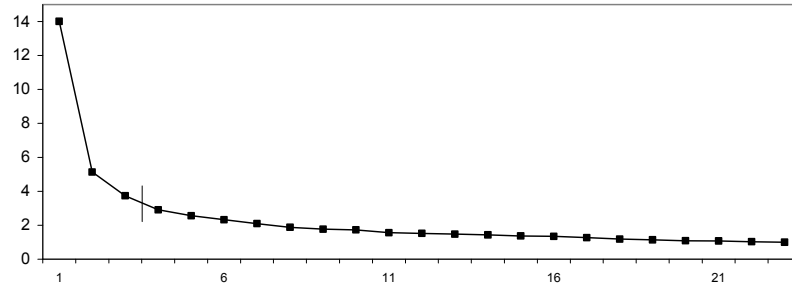
(2) Items are formulated in abbreviated format. A full overview of items is provided Appendix III

(3) Oblique rotation (direct oblimin) with Kaiser normalization

(4) Only factor loadings >.400 are visualized

Appendix XIV
Scree plots
Culture-related Data Sample

Fig A.



Scree plot Malaysian sample with eigenvalues and respective components (restricted to eigenvalues $>.100$)

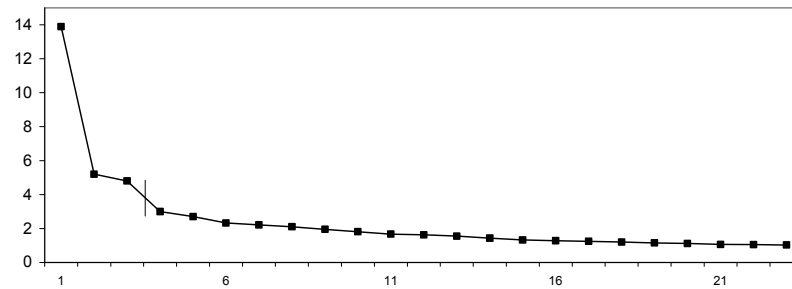
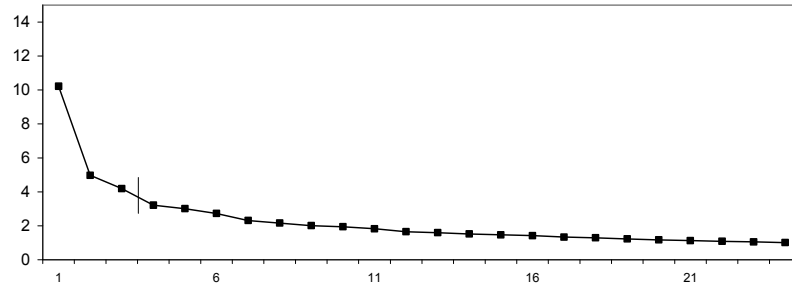


Fig B.

Scree plot South-African sample with eigenvalues and respective components (restricted to eigenvalues $>.100$)

Continued, p. 2. ...



*Fig C.
Scree plot US sample with eigenvalues and respective components (restricted to eigenvalues >.100)*

Appendices

Appendix XV

Principal Component Analysis Malaysian Sample

Pattern Matrix of three elementary components extracted through nonorthogonal rotation (Oblimin).

Item		Components (3) (4)		
(1)	(2)	1	2	3
ci	Owe the company a lot	0.553		
ce	Respect/no respect for company	0.522		
ct	Respect for the company is high	0.479		
cg	Dedicated to the company	0.472		
cf	Respected by the company	0.471		
cs	Honored to work for the company	0.461		
bc	Outside work, investing effort		0.858	
bb	Outside work, obtaining satisfaction		0.851	
av	At work, investing effort		0.801	
ba	Outside work, setting goals		0.789	
au	At work, obtaining satisfaction		0.730	
at	At work, setting goals		0.702	
ds	I am firm - gentle			-0.718
du	I am a leader - follower			-0.581
dr	I am persistent - easily give up			-0.572
dm	I am active - withdrawn			-0.472
dt	I am critical - consent			-0.459
cx	Initiating things is easy - difficult			-0.445
dk	I am optimistic - pessimistic			-0.437
cy	I socialize - take a detached approach			-0.405
Initial eigenvalues		14.015	5.133	3.740
Alpha coefficient for final components		.84	.89	.77

Notes:

(1) Reference used

(2) Items are formulated in abbreviated format. A full overview of items is provided Appendix III

(3) Oblique rotation (direct oblimin) with Kaiser normalization

(4) Only factor loadings > .400 are visualized

Appendix XVI

Principal Component Analysis South-African Sample

Pattern Matrix of three elementary components extracted through nonorthogonal rotation (Oblimin)

<i>Item</i>		<i>Components (3) (4)</i>		
<i>(1)</i>	<i>(2)</i>	<i>1</i>	<i>2</i>	<i>3</i>
cs	<i>Honored to work for the company</i>	0.659		
cg	<i>Dedicated to the company</i>	0.640		
ce	<i>Respect/no respect for company</i>	0.611		
ct	<i>Respect for the company is high</i>	0.609		
dz	<i>Dedication to the company</i>	-0.505		
eb	<i>Overall impression of the company</i>	-0.485		
by	<i>Confident about future company</i>		-0.774	
bx	<i>Confident management decisions</i>		-0.692	
bw	<i>Fear on job continuity</i>		-0.567	
bc	<i>Outside work, investing effort</i>			0.829
ba	<i>Outside work, setting goals</i>			0.827
bb	<i>Outside work, obtaining satisfaction</i>			0.824
av	<i>At work, investing effort</i>			0.769
au	<i>At work, obtaining satisfaction</i>			0.739
at	<i>At work, setting goals</i>			0.656
<i>Initial eigenvalues</i>		<i>13.896</i>	<i>5.199</i>	<i>4.797</i>
<i>Alpha coefficient for final components</i>		<i>.87</i>	<i>.75</i>	<i>.89</i>

Notes:

(1) Reference used

(2) Items are formulated in abbreviated format. A full overview of items is provided Appendix III

(3) Oblique rotation (direct oblimin) with Kaiser normalization

(4) Only factor loadings > .400 are visualized

Appendices

Appendix XVII

Principal Component Analysis US Sample

Pattern Matrix of three elementary components extracted through nonorthogonal rotation (Oblimin).

Item		Components (3) (4)		
(1)	(2)	1	2	3
cg	Dedicated to the company	0.751		
dz	Dedication to the company	-0.741		
cs	Honored to work for the company	0.702		
ci	Owe the company a lot	0.697		
ct	Respect for the company is high	0.638		
eb	Overall impression of the company	-0.593		
ch	Invested a lot in the company	0.549		
ce	Respect/no respect for company	0.469		
bc	Outside work, investing effort		0.822	
ba	Outside work, setting goals		0.765	
bb	Outside work, obtaining satisfaction		0.745	
av	At work, investing effort		0.600	
at	At work, setting goals		0.559	
au	At work, obtaining satisfaction		0.463	
dh	I tend to work for long - short periods			0.841
dg	I tend to invest great - little effort			0.780
df	I tend to set my expectancies high			0.523
dr	I am persistent - easily give up			0.436
Initial eigenvalues		10.223	4.977	4.193
Alpha coefficient for final components		.86	.82	.73

Notes:

(1) Reference used

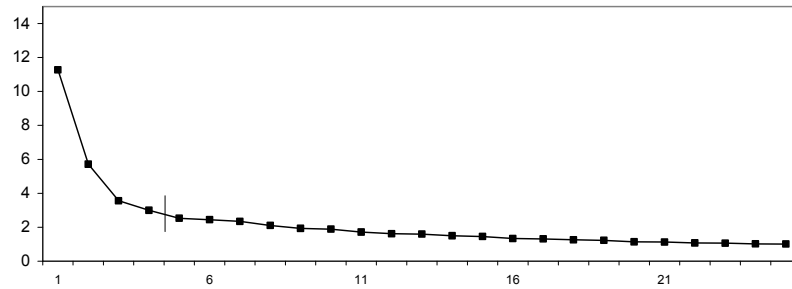
(2) Items are formulated in abbreviated format. A full overview of items is provided Appendix III

(3) Oblique rotation (direct oblimin) with Kaiser normalization

(4) Only factor loadings >.400 are visualized

Appendix XVIII
Scree plots
Company-related Data Sample

Fig A.



Scree plot Service-oriented companies sample with eigenvalues and respective components (restricted to eigenvalues >.100)

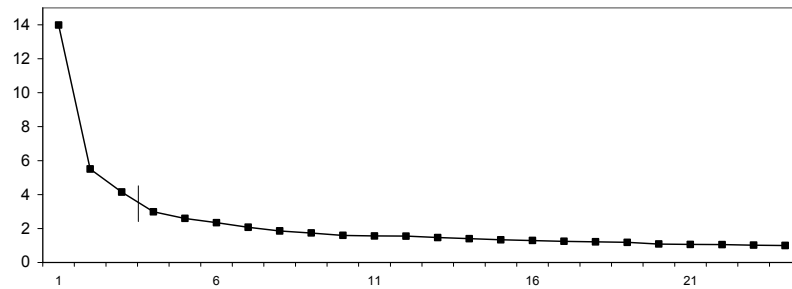


Fig B.

Scree plot Production-oriented companies sample with eigenvalues and respective components (restricted to eigenvalues >.100)

Continued, p. 2. ...

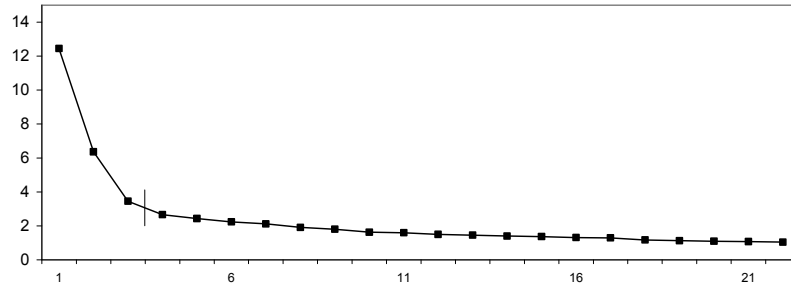


Fig C.
Scree plot sample of 'Starter' companies with eigenvalues and respective components
(restricted to eigenvalues $>.100$)

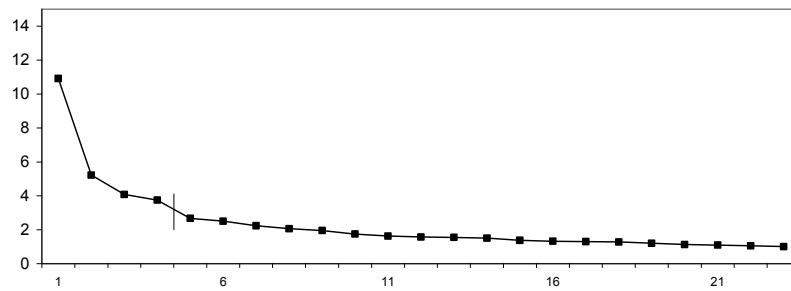


Fig D.
Scree plot sample of 'Established' companies with eigenvalues and respective components
(restricted to eigenvalues $>.100$)

Continued, p. 3. ...

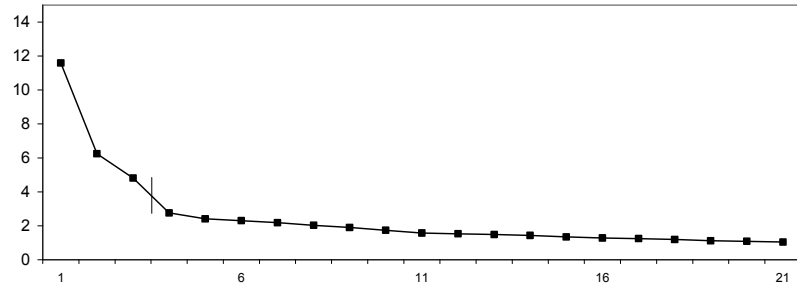


Fig E.

Scree plot sample of 'Downsizing' companies with eigenvalues and respective components (restricted to eigenvalues >.100)

Appendices

Appendix XIX

*Principal Component Analysis Service-oriented Companies Sample
Pattern Matrix of four elementary components extracted through nonorthogonal rotation
(Oblimin).*

Item		Components (3) (4)			
(1)	(2)	1	2	3	4
cs	Honored to work for the company	0.833			
ct	Respect for the company is high	0.772			
ce	Respect/no respect for company	0.678			
cg	Dedicated to the company	0.546			
eb	Overall impression of the company	-0.532			
dz	Dedication to the company	-0.463			
ec	Summarizing, I would rate my motivation	-0.400			
cb	Performance improvement: small/large		-0.619		
bc	Outside work, investing effort			0.802	
bb	Outside work, obtaining satisfaction			0.734	
ba	Outside work, setting goals			0.687	
av	At work, investing effort			0.503	
dj	I am enthusiastic - reserved				0.781
o	I am easy - distant				0.716
cy	I socialize - take a detached approach				0.673
dm	I am active - withdrawn				0.589
dk	I am optimistic - pessimistic				0.558
Initial eigenvalues		11.272	5.708	3.563	3.000
Alpha coefficient for final components		.88		.77	.79

Notes:

(1) Reference used

(2) Items are formulated in abbreviated format. A full overview of items is provided Appendix III

(3) Oblique rotation (direct oblimin) with Kaiser normalization

(4) Only factor loadings > .400 are visualized

Appendix XX

*Principal Component Analysis Production-oriented Companies Sample
Pattern Matrix of three elementary components extracted through nonorthogonal rotation
(Oblimin).*

Item		Components (3) (4)		
(1)	(2)	1	2	3
ci	Owe the company a lot	0.632		
cg	Dedicated to the company	0.598		
cs	Honored to work for the company	0.581		
ct	Respect for the company is high	0.563		
ce	Respect/no respect for company	0.540		
cf	Much/not respected by the company	0.500		
dz	Dedication to the company	-0.432		
bb	Outside work, obtaining satisfaction		0.839	
bc	Outside work, investing effort		0.838	
ba	Outside work, setting goals		0.827	
av	At work, investing effort		0.809	
au	At work, obtaining satisfaction		0.796	
at	At work, setting goals		0.779	
dt	I am critical/I consent			0.687
dr	I am persistent/I easily give up			0.589
ds	I am firm/I am gentle			0.438
du	I am a leader/I am a follower			0.409
Initial eigenvalues		13.992	5.505	4.145
Alpha coefficient for final components		.85	.91	.66

Notes:

(1) Reference used

(2) Items are formulated in abbreviated format. A full overview of items is provided Appendix III

(3) Oblique rotation (direct oblimin) with Kaiser normalization

(4) Only factor loadings > .400 are visualized

Appendices

Appendix XXI

Principal Component Analysis 'Starter' Companies Sample

Pattern Matrix of three elementary components extracted through nonorthogonal rotation (Oblimin).

Item		Components (3) (4)		
(1)	(2)	1	2	3
ce	Respect/no respect for company	0.822		
cs	Honored to work for the company	0.786		
ct	Respect for the company is high	0.765		
eb	Overall impression of the company	-0.668		
cg	Dedicated to the company	0.662		
ci	Owe the company a lot	0.652		
dz	Dedication to the company	-0.546		
cf	Much/not respected by the company	0.454		
by	Confident about future company	0.403		
o	I am easy - distant		0.796	
cy	I socialize - take a detached approach		0.740	
dj	I am enthusiastic - reserved		0.679	
dk	I am optimistic - pessimistic		0.438	
dm	I am active - withdrawn		0.421	
ba	Outside work, setting goals			0.778
bc	Outside work, investing effort			0.775
bb	Outside work, obtaining satisfaction			0.759
av	At work, investing effort			0.629
at	At work, setting goals			0.529
Initial eigenvalues		12.451	6.363	3.451
Alpha coefficient for final components		.91	.77	.77

Notes:

(1) Reference used

(2) Items are formulated in abbreviated format. A full overview of items is provided Appendix III

(3) Oblique rotation (direct oblimin) with Kaiser normalization

(4) Only factor loadings > .400 are visualized

Appendix XXII

Principal Component Analysis 'Established' Companies Sample

Pattern Matrix of four elementary components extracted through nonorthogonal rotation (Oblimin).

Item		Components (3) (4)			
(1)	(2)	1	2	3	4
ci	Owe the company a lot	0.750			
ce	Respect/no respect for company	0.638			
cg	Dedicated to the company	0.604			
cf	Much/not respected by the company	0.592			
cs	Honored to work for the company	0.581			
ct	Respect for the company is high	0.541			
dz	Dedication to the company	-0.462			
ch	Invested a lot in the company	0.460			
eb	Overall impression of the company	-0.430			
bc	Outside work, investing effort		0.802		
bb	Outside work, obtaining satisfaction		0.791		
ba	Outside work, setting goals		0.771		
av	At work, investing effort		0.709		
au	At work, obtaining satisfaction		0.607		
at	At work, setting goals		0.603		
r	Outside work, set clear/unclear goals			0.696	
t	Outside work, set lot of goals/no goals			0.659	
q	At work, set clear/unclear goals			0.603	
aq	Outside work, lot/no real "challenges"			0.508	
s	At work, set lot of goals/no goals			0.503	
ds	I am firm/I am gentle				0.693
du	I am a leader/I am a follower				0.528
do	I am sensitive/rational				-0.429
L	I am not/very ambitious				-0.429
Initial eigenvalues		10.917	5.222	4.079	3.749
Alpha coefficient for final components		.87	.85	.72	.23

Notes:

(1) Reference used

(2) Items are formulated in abbreviated format. A full overview of items is provided Appendix III

(3) Oblique rotation (direct oblimin) with Kaiser normalization

(4) Only factor loadings > .400 are visualized

Appendices

Appendix XXIII

*Principal Component Analysis 'Downsizing' Companies Sample
Pattern Matrix of three elementary components extracted through nonorthogonal rotation
(Oblimin).*

Item		Components (3) (4)		
(1)	(2)	1	2	3
cs	Honored to work for the company	0.693		
ci	Owe the company a lot	0.674		
ct	Respect for the company is high	0.650		
cg	Dedicated to the company	0.555		
ce	Respect/no respect for company	0.530		
dz	Dedication to the company	-0.444		
eb	Overall impression of the company	-0.433		
ba	Outside work, setting goals		0.825	
bc	Outside work, investing effort		0.820	
bb	Outside work, obtaining satisfaction		0.808	
av	At work, investing effort		0.775	
at	At work, setting goals		0.678	
au	At work, obtaining satisfaction		0.667	
t	Outside work, set lot of goals/no goals			0.839
r	Outside work, set clear/unclear goals			0.673
s	At work, set lot of goals/no goals			0.583
q	At work, set clear/unclear goals			0.475
Initial eigenvalues		11.587	6.250	4.816
Alpha coefficient for final components		.87	.88	.74

Notes:

(1) Reference used

(2) Items are formulated in abbreviated format. A full overview of items is provided Appendix III

(3) Oblique rotation (direct oblimin) with Kaiser normalization

(4) Only factor loadings > .400 are visualized

Appendix XXIV *An Abbreviated Overview of the Analysis of Conditions*

The dissertation aims at providing insights into the Process of Motivation, to enable, as its primary objective, to unveil the processes involved in addressing Motivation.

In a series of Fundamental Assumptions, the complex interaction of one person influencing the other, was reduced to an Actor-Intervener addressing a Process of Motivation within an Individual through a Process of Interference.

The Process of Interference was assumed to be sequential, and to consist of three Determinants: Conditions, necessary for an Intervention to occur within a Process of Motivation, Competencies enabling these Conditions, and Instruments that provide the means for these Competencies to take effect on these enabling Conditions.

Appendix XXIV is to provide a summary of the inductive inference leading to the identification of Conditions. The overview consists of two Sections:

- *Section A: containing 'Assumptions for an Analysis of Conditions'*
- *Section B: providing 'An Analysis of Conditions'*

The abbreviated overview is a summary from a full analysis that is to appear as a separate publication¹.

¹ M.A. Mennes. (2018a, *to be published*). On Conditions for Intervention in the Process of Motivation, *The Internal Series on Motivation, Part IV*. Amsterdam: Amsterdam University Press.

Section A
Assumptions for an Analysis of Conditions

Preceding the analysis a number of additional Assumptions are to restrict the Stage of Observation from which the Process of Interference, in its constituent Determinants is to be analyzed, as defined in Chapter 1.6.

In the inductive inference leading to isolating the primary Conditions within this Process of Interference, following Assumptions are presented structuring Section A:

- *Assumptions on Defining the Stage of Observation are presented in Section A.1.*
- *Assumptions on Restricting the Stage of Observation are presented in Section A.2.*
- *Attributes defining the outcome of the Stage of Observation are presented in Section A.3.*
- *Conclusions are presented in Section A.4.*

A.1. Defining the Stage of Observation

A.1.1. Defining the Stage of Observation: the Concept of Perspective

Initially, in the analysis of the Process of Motivation, the concept of Perspective was introduced. In defining the stage of observation, it was found in Appendix I, Section A.1.1. and Section A.1.2., that a substantial number of different Perspectives applied, each highlighting a different aspect of the Process.

A choice in Perspective was determined by the insights it would provide in the Problem Statement. Referring to Appendix I, Section A.1.3., in the analysis of Motivation, the Perspective as perceived from the standpoint of the Individual, or so-called 'True Perspective', was chosen as a primary mode for the analysis. At first sight, it might seem logical to choose a single Perspective and to proceed with the analysis of Conditions from a 'True Perspective'. However, in the analysis a different approach is taken.

A.1.2. Defining the Stage of Observation: A Shift in Perspective

Differences in Perspectives provide a unique opportunity for obtaining insights that can be made to optimize the outcomes of the analysis. If one is to describe the Process of Motivation from a Perspective of the Individual, this provides essential insights not only on the gradual making or genesis of the Process, but also, and especially, on the manner the Individual observes and reacts to external influences. By subsequently shifting the Perspective outward towards this external source, one might infer from these initial observations which intervention generates which response. Changing from a Perspective of the Individual aimed at reaching an objective in a Process of Motivation, towards a Perspective of an outside Actor-Intervener causing the Interference, would provide, it is assumed, the necessary cues for addressing the Process of Motivation and inducing change.

Instead of making a single choice in Perspective, then, a 'Shift in Perspective' is suggested, initiated by a 'True Perspective' of the Individual used in the analysis of the Process of Motivation, and subsequently transferring the Perspective towards the Perspective of an Actor-Intervener in the analysis of the Process of Interference. It is assumed that through a Shift in Perspective the analysis of Determinants in the Process of Interference can be optimized.

As initially stated, describing the uni-directional interaction when an Actor-Intervener interferes within the Process of Motivation of an Individual, a number of distinct Perspectives can be observed. In Appendix I, Section A.1.2., it was assumed that eight different Perspectives were involved. As the Process of Motivation has been analyzed since, the outcomes of our findings can be added in a short recapture of principles:

1. Perspective of the Individual or 'True Perspective'
2. Meta-Perspective of the Individual 'as is' or 'Meta True Perspective'

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3. Observed Perspective of the Individual 'as is' or ' α -Perspective Ist-State'
4. Observed Meta-Perspective of the Individual 'as is' or 'Meta α -Perspective Ist-State'
5. Observed Perspective of the Individual 'as should be' or ' β -Perspective Soll-State'
6. Observed Meta-Perspective of the Individual 'as should be' or 'Meta β -Perspective Soll-State'
7. Perspective of the Actor-Intervener or 'Observant Perspective'
8. Meta-Perspective of the Actor-Intervener or 'Observant Meta-Perspective'

An Actor-Intervener observing a Process of Motivation within an Individual, then, had eight different Perspectives to make observations from: an assumed 'true state', an observed 'ist', an intended 'soll' and a personal intention, or Motivation, complemented by Meta-evaluative Perspectives of these 'true' 'ist', 'soll' and intentional states.

It is assumed that for an analysis of the Process of Interference the Perspective of the Actor-Intervener is to be chosen. Four Perspectives, then, are relevant: The Observed Perspective of the Individual 'as should be' or ' β -Perspective Soll-State' (Perspective 5), The Perspective of the Actor-Intervener or 'Observant Perspective' (Perspective 7), and both related Meta-Perspectives (Perspectives 6 and 8 respectively).

From all eight available options, based on the Problem Statement defined in Chapter 2.5, the Observed Perspective of the Individual 'as should be' or the ' β -Perspective Soll-State' is chosen.

A.2. Restricting the Stage of Observation

A.2.1. Restricting the Stage of Observation: Demarcating Relevant Area's

A 'Shift in Perspective' from the Perspective of the Individual providing insights in effects from Interference on the Process of Motivation, towards a Perspective of an Actor-Intervener in order to provide cues for optimally addressing Motivation in a Process of Interference, is to reveal the Conditions necessary for such an optimal Interference to occur.

A number of additional restrictions are needed to enable analysis of this vast and complex Interaction.

A first restriction is in defining the relevant Phases in the Process of Motivation for an optimal Interference from this newly defined Perspective. From the analysis, then, a 'sequence in relevance' in the Phases of Motivation can be derived.

An Actor-Intervener aims at interfering within the Process of Motivation. An analysis of Conditions enabling Interference is the current objective of study. Given this objective, it is assumed, from the Perspective of an Actor-Intervener aiming at inducing activities, that a Phase 3, describing the outcomes an Individual should reach, is considered as primarily relevant. From the Perspective of an Actor-Intervener aiming at interfering in the Process of Motivation, a Phase 3 holds the key to assessing whether an activity has been successful. If a Phase 3 could be addressed, one's external standards of achievement are conveyed. Successfully addressing Phase 3 would generate intentional activities within the Process of Motivation to the standards of an Actor-Intervener. These achievements, however, can only be reached if an adequate investment is made in a Phase of Effort. A Phase 2 is also considered relevant from a Perspective of an Actor-Intervener aiming at intervention in intended action. Moreover, where a *successful* activity, according to one's standards, seems more appropriate than an activity by itself, a Phase 3 is assumed to be more relevant than a Phase 2, where only activity takes place, without assessment of effects. These Phases of action, and assessments of action, are initiated by an objective, or Goal, defined by the Individual in a Phase of Expectancies. As such, a Phase 1 is a *conditio sine qua non* for Phase 2 and 3 to emerge. From a Perspective of an Actor-Intervener, aiming at most relevant Phases in the Process of Motivation inducing intentional activities, Phase 1 is relevant as it initiates the process itself and the activities associated with it. As the objective of the Individual does not necessarily need to coincide with the objective the Actor-Intervener desires in order to instigate intentional activities, either overt or covert, the Phase is assumed to be less relevant than the successive Phases 2 and 3. *As such, from a Perspective of an Actor-Intervener an order of relevance emerges with Phases 3, 2 and 1 as most relevant Phases to be addressed in the Process of Motivation.*

Phases 4, 5, 6, 7 and 8 are initiated within the Process of Motivation to counteract interference from Reality. From a Perspective of the Individual these Phases are relevant, as they neutralize measures initiated externally through Reality. *But from a Perspective of an Actor-Intervener, addressing the Process of Motivation, these Phases are assumed less relevant: they are evaluative in nature, aiming at neutralizing Reality rather than*

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primarily initiating intentional activities within the Process of Motivation. However, one might assume a differentiation in these Phases, where perceived support or non-support in a Phase of Dedication, is considered more relevant for initiating activities in a direction favorable to an Actor-Intervener, than preceding Phases 7 and 6, and the evaluative Phases 5 and 4.

Thus, a 'sequence in relevance' can be assumed with Phases 3, 2 and 1, in order, considered primarily relevant from a Perspective of an Actor-Intervener aiming at inducing Interference by addressing the Process of Motivation in a desired direction, with Phases 8, 7, 6, 5 and 4, in order, considered less relevant based on their evaluative nature oriented towards Reality.

A.2.2. Restricting the Stage of Observation: Conceptualizing Intervention

Given the principal aim to isolate the essential Conditions for Interference within the Process of Motivation, an inventory has been made of relevant areas as observed from a 'β-Perspective' of an Actor-Intervener.

In isolating relevant areas the available options for the Process of Interference to manifest itself in addressing Motivation are gradually reduced, enabling a subsequent analysis of Conditions within these settings.

In order to observe the effects on the Process of Motivation and obtain insights into adequate measures and circumstances that are needed, in terms of Conditions, to reach these effects, we are to address these Phases considered most relevant from a 'β-Perspective'.

A number of options emerge.

Three Phases have been identified that are to be targeted, before proceeding to observe the effects on Motivation and determine an optimal instrumentation to do so, according to the objective set. In targeting three Phases, eight combinations emerge that can be translated into following eight options, or so-called 'Interventions' into which these three Phases can be addressed¹:

- Intervention level 1: Addressing Phases 1, 2 and 3
- Intervention level 2: Addressing Phase 1
- Intervention level 3: Addressing Phases 1 and 2
- Intervention level 4: Addressing Phases 1 and 3
- Intervention level 5: Addressing Phases 2 and 3
- Intervention level 6: Addressing Phase 2

¹ 'Combinations' or samples, disregarding the order where 12 and 21 are two orderings of a single combination 12, distinct from so-called 'permutations' where the order of elements is considered and maintained.

- Intervention level 7: Addressing Phase 3
- Intervention level 8: Addressing no Phases at all

Three Phases then, are considered relevant to address from a ‘ β -Perspective’. From this Assumption eight options emerge, where each option can be defined as a separate Intervention.

In defining the concept of ‘Intervention’, a number of additional Assumptions apply.

First, it is assumed these eight levels of Intervention are clearly differentiated: it is assumed they are clearly distinct from each other and, in addition, they are clearly quantifiable. Although in practice, an Actor-Intervener can, and is even likely, to address the Individual through different levels of Intervention, it is assumed only one clearly distinct level of Intervention is used in analyzing each level. In addition, in the analysis, it is assumed each Intervention can be expressed in discrete quantities.

A second Assumption reduces these distinct and quantifiable Interventions further. An Intervention from an Actor-Intervener can take numerous forms even with the restriction of having only measurable properties. It is assumed that Interventions that are quantifiable can be expressed along continua, whereas the processes underlying the effects of these Interventions are assumed to proceed along identical lines. Thus, each Intervention is assumed to be distinct and quantifiable, where continua can be expressed in distinct ranges, with each range leading to identical effects in terms of intentional activities within the Process of Motivation. Two ranges are defined, and indicated as: ‘Low’ and ‘High’¹..

In short then, three Phases are considered relevant in observing effects on the Process of Motivation and obtaining insights into Conditions considered elementary to address these Phases. These three lead to eight possible levels of Intervention in addressing the Individual by an Actor-Intervener. It is assumed in the analysis these eight levels of Intervention are clearly differentiated and only one clearly distinct level of Intervention is used in analyzing each level. In addition, it is assumed each Intervention can be expressed in discrete quantities where continua can be expressed in distinct ranges, indicated as ‘Low’ and ‘High’.

A.2.3. Restricting the Stage of Observation: Conceptualizing Context

So the numerous variations in Interventions are reduced to eight continua of

¹ Following these observations, it is assumed that extremely high, or extremely low scores will follow a same pattern as more moderate scores within the distinct range. However, increasing the options for quantifying ranges will result in an exponential growth in observations that need to be made. The distinction, therefore, is kept limited to only two ranges. At a later, in Section B.1., these observations lead to formulating a slightly different concept to the one introduced, i.e. the concept of ‘Matching’ and ‘Mis-Matching’ perceptions.

possible Interventions.

An Actor-Intervener addressing an Individual will encounter, in turn, Phases 1, 2 and 3 of the Process of Motivation as perceived by the Individual, and will meet different standards as set for these Phases by the Individual. Each Intervention from an Actor-Intervener addressing a Phase of Motivation meets standards as perceived from the Perspective of the Individual. Addressing a certain Phase from a 'β-Perspective' meets the standards from a 'True Perspective'.

In addition to the concept of 'Intervention', the concept of 'Context' is introduced to define these different environments with their respective Perceptions of the different levels deemed adequate. A Context is the specific scenario the Intervention encounters when addressing a Process of Motivation. And as the Intervention aims at Phases 1, 2 and 3, a Context also, consists of combinations of these three Phases. *A Context, then, is a specific scenario encountered by an Intervention and defined as the status of parameters of Phases 1, 2 and 3 as defined by the Individual perceived from a 'True Perspective'.*

As with the concept of 'Intervention', in defining 'Context' a number of additional Assumptions apply.

First, it is assumed, the Individual has consciously defined a set of parameters defined for Phases 1, 2 and 3 of the Process of Motivation as perceived from a 'True Perspective'¹.

Second, it is assumed the parameters, can be clearly differentiated not only from each other in Phases 1, 2 and 3, but can also be expressed in discrete quantities as perceived by the Individual.

In a third Assumption, as within the Intervention, the Context quantified for Phases 1, 2 and 3 can be expressed along continua. These continua reflect the underlying effects within the Process of Motivation. These continua can be represented by distinct ranges hypothetically summarized as 'High' and 'Low' ranges of the continuum².

These Assumptions, in turn, lead to eight alternatives, that can be translated into eight distinct environments, or Contexts within which an Intervention can occur:

¹ Theoretically, one might assume the Assumption is not met when the Individual has not initiated a Process of Motivation, and an objective has not been defined in a Phase of Expectancies. However, as the analysis aims at observing effects on the Process of Motivation, analyzing effects when this Process is not initiated by the Individual, per definition, falls outside the scope of study, as defined in Chapter 2.3.1.

² There is a certain danger in implying that an oversimplification is justified limiting the continuum to only two ranges. In the Assumptions made, no distinction is made in extremely high, or extremely low scores. Or rather, it is assumed these scores follow a same pattern as the more moderate scores within the respective ranges they fall. However, as indicated earlier, the distinction is kept limited to only two ranges, as a further differentiation does not justify the exponential increase in observations that will follow such an expansion.

- Context 1: High parameters in Phases 1, 2 and 3
- Context 2: High parameters in Phases 1, 2, Low parameters in Phase 3
- Context 3: High parameters in Phases 1, 3, Low parameters in Phase 2
- Context 4: High parameters in Phase 1, Low parameters in Phases 2, 3
- Context 5: Low parameters in Phase 1, High parameters in Phases 2, 3
- Context 6: Low parameters in Phases 1, 3, High parameters in Phase 2
- Context 7: Low parameters in Phases 1, 2, High parameters in Phase 3
- Context 8: Low parameters in Phases 1, 2 and 3

In short then, the eight levels of Intervention can encounter different scenarios upon addressing the Individual. As the Intervention addresses three Phases, these scenarios constitute of combinations of these three Phases. Each of these combinations is indicated as a 'Context'. A Context, then, is a specific scenario encountered by an Intervention and defined as the status of parameters of Phases 1, 2 and 3 as defined by the Individual perceived from a 'True Perspective'. In defining Context, eight different levels are to be observed.

It is assumed in the analysis these eight levels of Contexts have distinct parameters that can be clearly differentiated from each other and quantified in measurable entities as perceived by the Individual, where continua can be expressed in distinct ranges.

A.2.4. Restricting the Stage of Observation: Conceptualizing Intervention Strategies

The Actor-Intervener, in addressing the Individual, can observe a certain Context and choose from eight Intervention levels a suitable approach. Let us define the occurrence of a certain Intervention addressing a certain Context as a so-called 'Intervention Strategy'¹.

Based on a number of Assumptions, then, the available options for an Actor-Intervener to address the Individual, have been reduced to eight levels of Intervention addressing eight possible Contexts.

Thus, a vast 'statistical universe' of possible Interventions has been reduced to 8x8 Intervention Strategies. This reduced 'universe' of available options can be visualized as an 8x8 matrix:

¹ A Strategy implies a rational choice is made to intervene with a specific Intervention within a specific Context. The concept of 'Strategy' can be slightly misleading, however, as in practice the Individual is being addressed without specific knowledge of the Context. The designation is maintained, however, to underline the Assumptions made of a *distinct and specific* Intervention addressing a *single* Context.

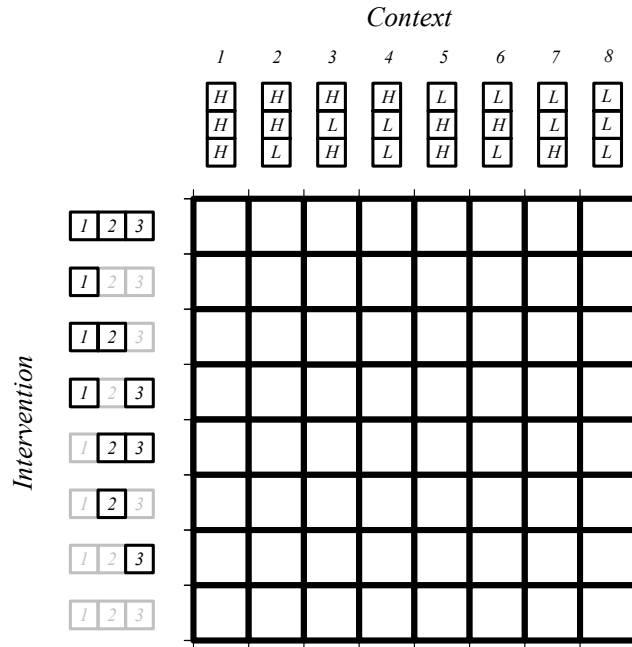


Fig. A.
A universe of possible Intervention Strategies

The available options for the Process of Interference to manifest itself in addressing Motivation have been reduced to a matrix of 8x8 Intervention Strategies. And these Strategies can now be observed and analyzed on the specific Conditions needed for an optimal Interference to occur.

Prior to this analysis, however, two final Assumption are needed to substantiate this oversimplification of the interaction between an Actor-Intervener and an Individual in addressing Motivation...

It is assumed that both Individual and Actor-Intervener share a same frame of reference. If the Actor-Intervener is addressing an Individual he is assumed to do so in quantifiable, measurable terms. And these terms must coincide with those of the Individual.

A second and final Assumption assumes an analysis can be limited to general

observations, confined by the boundaries of the distinct Intervention Strategies defined by the successive Assumptions made in Section A.2.2. through Section A.2.4.

These final Assumptions, then, lead to a drastic reduction in the options that need to be observed. The different Intervention Strategies will be observed, assuming a same frame of reference exists between Individual and Actor-Intervener. Moreover, in the vast amount of options that are still manifest within the different Intervention Strategies, only general observations will be made, summarizing observed tendencies.

A.3. Defining the Outcome from the Stage of Observation Attributes

To determine the Conditions that are optimal in addressing the Process of Motivation, an analysis will be made of the Process of Interference and its effects.

The analysis presented in Section B is to yield a number of specific results, or 'Attributes', as defined in Chapter 1.6. Intervention Strategies are to be analyzed, in which the Conditions for Interference in the Process of Motivation would be optimal, providing an adequate framework for a subsequent analysis of Competencies.

To this end not only is the analysis to identify Conditions, but also to analyze following properties of these Conditions:

- *Recurrent patterns in the effects of Conditions, within distinct Intervention Strategies,*
- *... to this end, provide an analysis of patterns in the effects of Conditions,*
- *... to his end, provide an analysis of effects of combinations of Conditions.*

Following Attributes, then, must be obtained from the analysis of Conditions:

- *The analysis is to provide insights by means of an analysis of Conditions that are assumed to generate a circumstance that would cause a certain impact, or effect within the Process of Motivation;*
- *The analysis is to identify which Conditions are elementary for Interference to occur in the Process of Motivation, by an analysis of effects in different Intervention Strategies;*
- *The analysis is to provide insights in the effects of combinations of Conditions in different Intervention Strategies;*
- *The analysis is to provide insights by means of an analysis of patterns in effects in these combinations of Conditions;*
- *The analysis is to provide insights into recurrent arrangements within these patterns;*
- *The analysis is to provide ultimately, through these recurrent patterns, insights into the Intervention Strategies that are best suited to address the Conditions for Interference in a Process of Motivation.*

When these Attributes are met, it is assumed the analysis in the inductive inference has provided the theoretical insights called for in an analysis of Conditions

A.4. Conclusions

Following a series of Assumptions a 'Shift in Perspective' was made towards the Actor-Intervener with the intention to change the process towards a desired state, or a ' β -Perspective Soll-State'.

From this ' β -Perspective' not all Phases of the Process of Motivation were considered equally relevant. In a subsequent analysis of the Process of Motivation three Phases were considered most relevant: a Phase of Expectancies, a Phase of Effort and a Phase of Internally Evoked Self-Assessment. With these three Phases, eight possible options emerged. Each option was defined as a separate so-called 'Intervention'.

These eight levels of Intervention, in turn, could encounter different scenarios upon addressing the Individual. As the Intervention addressed three Phases, these scenarios constituted of combinations of these three Phases. Each of these combinations was indicated as a so-called 'Context'. A Context, then, was defined as a specific scenario encountered by an Intervention.

Based on a number of Assumptions, then, the available options for an Actor-Intervener to address the Individual, could be reduced to eight levels of Intervention addressing eight possible Contexts.

Thus, a vast 'statistical universe' of possible Interventions could be reduced to a matrix of 8x8 so-called 'Intervention Strategies'. Each 'Intervention Strategy' was defined as an occurrence of a certain Intervention addressing a certain Context.

These different Intervention Strategies are to be observed on the specific Conditions that are deemed essential for Interference to occur in the Process of Motivation.

For the analysis specific requirements, or Attributes, were defined. In meeting these Attributes, it was assumed the analysis in the inductive inference would have provided the theoretical insights called for in an analysis of Conditions.

Section B
An Analysis of Conditions

Based on the Assumptions made in Section A, an inductive inference is made leading to an identification of the primary Conditions within the Process of Interference, to adequately address the Process of Motivation.

The analysis is to proceed according to a following structure:

- *An analysis towards an Identification of Conditions by observing the Effects of Intervention Strategies is presented in Section B.1.*
- *An analysis of Optimal Intervention Strategies is presented in Section B.2.*
- *An analysis of Attributes is presented in Section B.3.*
- *Conclusions are presented in Section B.4.*

B.1. An Identification of Conditions The Effects of Intervention Strategies

A range of Assumptions were made, and from these the vast universe of available options in which the Individual and an Actor-Intervener interact as perceived from a 'β-Perspective', could be reduced to a 8x8 matrix of Intervention Strategies.

An analysis of Interference by an External-Actor addressing a Process of Motivation within an Individual, has been reduced to an analysis of 8 possible Interventions within a Context, of 8 possible alternatives. Thus, 8x8 Intervention Strategies are to be analyzed on their effects within the Process of Motivation.

In observing these effects of Intervention Strategies we are to proceed in eight consecutive steps, analyzing each level of Intervention within the respective Contexts they encounter:

- In Section B.1.1.: Intervention level 1 - Addressing Phases 1, 2 and 3
- In Section B.1.2.: Intervention level 2 - Addressing Phase 1
- In Section B.1.3.: Intervention level 3 - Addressing Phases 1 and 2
- In Section B.1.4.: Intervention level 4 - Addressing Phases 1 and 3
- In Section B.1.5.: Intervention level 5 - Addressing Phases 2 and 3
- In Section B.1.6.: Intervention level 6 - Addressing Phase 2
- In Section B.1.7.: Intervention level 7 - Addressing Phase 3
- In Section B.1.8.: Intervention level 8 - Addressing no Phases at all

The analysis will lead to Conditions causing these effects, and these Determinants, in turn, will provide insights into the Competencies necessary to address the Process of Motivation.

B.1.1. Intervention level 1: Addressing Phases 1, 2 and 3

From a 'β-Perspective' three Phases in the Process of Motivation were assumed to be most relevant to address. A number of options emerged, where addressing all three was considered a highest level of Intervention. An analysis of the effects of Intervention Strategies will start with this highest form of outside interference, according to the Assumptions made in a previous exposé.

An Actor-Intervener prescribes, as it were, a desired 'soll-state' for each of the three Phases considered relevant in addressing Motivation. What are the effects on the Individual?

The analysis at Intervention level 1, addressing Phases 1, 2 and 3 is to proceed in three steps. First, an analysis is made per specific Phase, and per specific Phase in respective Contexts. Finally, after these initial analyses, effects are observed for the Phases combined.

The Process of Motivation evolves around the objective. It is the Goal that initiates a Process of Motivation. As such, prescribing or even dictating the objective an Individual must have, is likely to meet resistance. On the one hand, for an Actor-Intervener, having the opportunity to instigate one's objective means the entire Process of Motivation can be regulated, but on the other hand, if the objective has no appealing to the Individual or does not match to his expectations, the effects of the external interference could lead to neutralizing Mechanisms and negative or contradictory outcomes.

If the Individual is confronted with an Actor-Intervener indicating his objective is to be formulated according to external standards, the Intervention is likely to be perceived as interfering with the Individual's own objective and effects are likely to instigate neutralizing Mechanisms. The Individual has formulated an objective that is personal, carefully formulated in Clarity and Attainability. The more it is perceived as Significant, and the more Energy and Effort it is likely to generate, the more discrepancies will be perceived in an alternative objective presented by the Actor-Intervener.

Moreover, as seen from the analysis of the Process of Motivation, in a number of cases reducing Clarity in objectives served an important purpose: to diminish the effects of outside interferences. If these outside interferences dictate the objective, and are aimed at increasing Clarity in the objective that is formulated, the effects of rejection from the Individual are further increased.

However, there seem to be a number of exceptions as indicated by the Model of Motivation. The first exception is an objective, formulated by the Individual that is not perceived as being highly Significant. Any Goals provided from an outside source, are likely to be accepted as a valid alternative, especially when, in a Phase 3, outcomes are perceived as providing higher Achievement and Satisfaction levels. However, as these objectives are perceived as less Significant, they are less likely to generate high investments in a Phase of Effort. So the effects in terms of intended activities are assumed to be limited.

Now, most objectives are not formulated in an isolated setting. One tends to 'incorporate' elements that are inspired by others, or, in line with the terminology used, the Individual is likely to have a Goal where elements of an Actor-Intervener are assimilated, especially if the Actor-Intervener is perceived as 'supportive'. At present, the analysis is aiming at effects and not at the causes of these effects. The point to note is that Goals, formulated by the Individual may at least partly coincide with the objective instigated by an Actor-Intervener, especially when previous exposure, or rather: previous processes of Motivation, have provided indications of support from the Actor, justifying incorporating these elements in newly defined objectives, to ascertain continuity in the perceived positive effects on the Process of Motivation by the Individual. *In short, objectives suggested by an Actor-Intervener that coincide, or match, the Individual's Goal are likely to have a more positive effect on Phases of Investment and Effort and consequently on intended activities, but only when these are perceived as 'supportive' to the Individual's Process of Motivation. A matching objective is effective, but only when the Actor-Intervener is perceived as 'supportive'.*

The analysis, then, using insights into the Process of Motivation, provides indications that objectives instigated by Actor-Interveners have modest effects on intended activities. Two exceptions are assumed to exist: when objectives are perceived as less Significant by the Individual, and when the objective of the Individual coincides with the objective intended by an Actor-Intervener and a match occurs with external standards.

There is a third exception. If an Actor-Intervener provides an objective that bears no resemblance to an Individual's own objectives, hence is perceived by the Individual as having no interference with a personal objective, the 'external objective' is likely to initiate a Process of Motivation, if the Actor-Intervener is perceived as Significant. The more Significant, the more likely the objective starts a process. Given the insights into the Process of Motivation, this third option is likely to be the most successful in initiating intentional activities by formulating an objective according to external standards. There is virtually no interference from Reality, as Reality itself instigated the process. The more an Actor-Intervener is perceived as Significant, the more support is perceived. As will be deduced in a following Chapter, this process set in motion by a perceived Significant Reality is further enhanced when an Actor-Intervener provides positive feedback and carefully avoids negative interference. However, a disadvantage is that the objective dictated, will most probably have only limited Significance for the Individual, as the objective is formulated on 'external terms'. Positive feedback propels the process of acceptance, and of a re-formulation of the objective in subsequent motivational cycles towards a Goal that is better suited to meet personal standards of the Individual. Positive feedback increases chances of further acceptance, hence of perceived Significance, and enhances the perceived Significance of an Actor-Intervener as a consequence. Negative feedback reduces both the process of acceptance and the perceptions of Significance of the Actor, thus diminishing significantly the effects on Energy and Effort, and consequently on intentional activities. However, although important in initiating effects, the option needs to be removed from further considerations, as it does not meet the requirements set initially in Chapter 2, notably Chapter 2.3.1. As there is no objective defined by the Individual, addressing an objective that has not been formulated by the Individual does not initiate a Process of Motivation as defined initially. Although the option deserves mentioning, it is to be left out from further consideration.

In short, then, when an Actor-Intervener indicates the objective of the Individual is to be formulated according to external standards, the Intervention is likely to be perceived as interfering with the Individual's own objective and effects are likely to instigate neutralizing Mechanisms. These effects are further enhanced either by the Significance of the Individual's own Goal, or by the Individual's perception of Significance of the Actor-Intervener, or by both. Three exceptions: when objectives are perceived as less Significant by the Individual, when a match occurs with external standards, or when the external objective is not interfering and bears no resemblance to an Individual's own objectives. The last exception provides the opportunity to initiate a Process of Motivation and consequently determine to a large extent the terms upon which the process evolves. As such it provides the best opportunity to induce intentional activities through addressing a Phase I by an Actor-Intervener. Unfortunately, based on initial limitations the option is to be left out of further consideration.

What are the effects when an Actor-Intervener addresses a Phase of Effort and prescribes the investment an Individual needs to make?

It is assumed addressing a Phase of Effort does not initiate Mechanisms aimed at reducing interference, as addressing a Phase of Expectancies does. As such, addressing a Phase 2 seems to meet less resistance than addressing a Phase 1. Effects on intentional activities are high, especially in cases of a perceived similarity in Effort between Individual and Actor-Intervener, and high to moderately high, in cases of a perceived dissimilarity, with the exception of a highly Significant objective in combination with a modest Significance of the Actor-Intervener as perceived by the Individual.

However, as indicated earlier, in this Intervention Strategy, not only Phase 2 is being addressed, it is addressed in combination with Phase 1. Combinations of Intervention Strategies can enhance effects in a positive direction. If a similarity is perceived in the Effort the Individual invests and the Effort an Actor-Intervener imposes, and at the same time a similarity exists between Individual and an Actor-Intervener in the objective set, this may dramatically increase potential for a positive effect on intentional activities. The Individual perceives support in the objective set, and is likely to increase this support by altering the Effort in a direction that will elicit further support from Reality, and will probably gradually align towards the external influence. These effects are most likely in case of a Significant Actor. Even if the objective is perceived to be of limited Significance and the Actor-Intervener has modest impact, this process is likely to occur and therefore is likely to lead to moderate effects on intentional action.

These added effects, however, of a simultaneous Intervention Strategy, come at a price. For instead of a perceived similarity, the invested Effort by the Individual and intended Effort by an Actor-Intervener could prove to be dissimilar...

Positive effects of a perceived similarity in Effort will likely be reduced when at a same time a different objective is set by an Actor-Intervener than the one intended by the Individual. Feelings of non-support mobilize Mechanisms to neutralize the negative interference from Reality thus reducing effects. And these effects are further enhanced when not only a mismatch exists between the Individual and the Actor-Intervener in addressing of a Phase of Expectancies, but also in addressing a Phase of Effort, leading to virtually no effects at all.

In short, in the effects observed in addressing a Phase of Effort, an increase in effects is likely to occur in case of a combined addressing of a Phase of Expectancies, but these increased effects of a simultaneous Intervention Strategy come at the expense of a reduction in effects in case of a perceived mismatch in one or especially both Interventions.

Last in line, is an analysis of the effects of an Actor-Intervener addressing Achievement in a Phase of Internally Evoked Self-Assessment.

It is assumed the effects of addressing a Phase 3 are likely to be higher than the effects noticed in addressing previous Phase 2 and 1 respectively. The main reason for these positive effects to occur is that the objective and investments of the Individual are

not interfered with, thus providing an increased opportunity to perceive support from an outside Actor-Intervener by the Individual. Even in case mutual perceptions of the levels of Satisfaction and Achievement set by the Individual and the levels imposed by an Actor-Intervener do not correspond, these effects are likely to induce effects of intentional activities within the Individual.

However, in this first Intervention Strategy, Phase 3 is being addressed in combination with Phase 2 and 1. As indicated earlier, combinations of Intervention Strategies can enhance effects in a positive direction, but these effects can also be dramatically reduced in case perceptions between Individual and Actor-Intervener do not correspond. If a difference is perceived in the Achievement levels the Individual has set and the levels an Actor-Intervener imposes, but at the same time the Individual and the Actor-Intervener have corresponding views on the objective set, this may increase potential for a positive effect on intentional activities. The Individual perceives support in the objective set, despite differences in perceived Achievement levels. As a consequence he is likely to increase levels of Effort in order to further increase the perceived support from Reality, especially when an Actor-Intervener is perceived as Significant. As observed in a Phase of Effort, these processes are likely to gradually align towards the Actor-Intervener. In addition, having set a same objective, and assigning higher levels of Achievement, an Actor-Intervener could be perceived by the Individual as implicitly assigning Significance to the objective they both set. In all, these effects are expected to have a positive effect.

However, these positive effects are reversed when the objective set by an Actor-Intervener is different than the one set by the Individual: perceived non-support is likely to lead to neutralizing efforts to reduce the negative interference from Reality. If, in addition to differences in views on the objective set, a mismatch is perceived in Achievement levels, the Individual could perceive this mismatch as an indication the Actor-Intervener is not taking his objective seriously enough. In these cases, the outcome becomes negative. Perceptions of Significance profoundly regulate these effects. If the Actor-Intervener is perceived as Significant and the objective as having only limited Significance, the effects could induce some intentional activities. If the objective is perceived as Significant, these chances are further reduced.

In short then, when addressing multiple Phases, increased effects are likely to occur in case a similarity is perceived in standards held between all the Phases addressed, but these increased effects of a three-fold simultaneous Intervention Strategy dramatically decrease in case of a mismatch in one or more Interventions, especially in a Phase of Expectancies.

Increased effects are likely to occur in case of a combined match between all the Phases addressed, but these increased effects of a three-fold simultaneous Intervention Strategy dramatically decrease in case of a mismatch in one or more Interventions, especially in a Phase of Expectancies. In short, the more Phases one addresses, the higher the risks of such a mismatch and decreased effects...

When the Individual is confronted with an Actor-Intervener indicating his objective

is to be formulated according to external standards, the Intervention is likely to be perceived as interfering with the Individual's own objective and effects are likely to instigate neutralizing Mechanisms.

Only when these interferences are perceived as 'supportive' to the Individual's Process of Motivation are effects likely to occur, in terms of intentional action. Corresponding perceptions on an objective are effective, but only when the Actor-Intervener is perceived as 'supportive'.

These effects are further enhanced either by the Significance of the Individual's own Goal, or by the Individual's perception of Significance of the Actor-Intervener, or by both. When objectives are perceived as less Significant by the Individual and the Actor-Intervener is perceived as having high Significance, the effects usually tend to be higher.

There seems to be an important exception: when the external objective is not interfering and bears no resemblance to an Individual's own objectives. The introduction of a completely 'new' objective provides the opportunity to initiate a Process of Motivation and consequently determine to a large extent the terms upon which the process evolves. As such it provides the best opportunity to induce intentional activities through addressing a Phase 1 by an Actor-Intervener. However, based on limitations initially set in Chapter 2.3.1., the option is to be left out of further consideration.

B.1.2. Intervention level 2: Addressing Phase 1

Three Phases in the Process of Motivation were assumed to be most relevant to address. Eight options emerged, and it was found from the first level that was analyzed, that addressing three Phases was the highest level of Intervention, leading to a considerable chance of creating a mismatch between perceptions of the Individual and an interfering Actor-Intervener. On the one hand, the Actor-Intervener appeared to be in control, but on the other, it came at a high price once the Individual would perceive the Actor's interference as not coinciding with his own.

At a next level, instead of three Phases, let us observe only one Phase: only a Phase of Expectancies is to be addressed, thus reducing chances of a possible mismatch.

An Actor-Intervener prescribes a desired 'soll-state' for a Phase of Expectancies. What are the effects this time on the Individual? The analysis of the effects of the Intervention Strategy will proceed in two steps: the effects are analyzed in similar and dissimilar Contexts.

At the center of the Process of Motivation is the objective. When the Individual formulates an objective and an Actor-Intervener interferes by prescribing what the objective should be from a ' β -Perspective', the careful balance created by the Individual is bound to be disturbed. As we have seen, Significance, both of the objective set and of the Actor-Intervener are assumed to play a decisive role according to the insights obtained from the analysis of a Process of Motivation.

In case of a Significant objective, the effects of an Actor-Intervener perceived as having limited status, or, as defined, perceived as having modest Significance, will have very limited effects. Interference, however limited, is perceived as interference in an objective that has high status for the Individual. Every outside influence on changing the objective is bound to be neutralized by powerful Mechanisms that were observed in the analysis of the Process of Motivation. The urge to keep the Significant Goal intact, keeps the Individual from even considering a positive influence from an Actor-Intervener with only limited Significance. Perceived Significance of the objective by the Individual does not justify the risk of investing Effort and, as a consequence, possibly having the objective interfered with.

Chances to accept interference in case of a perceived harmony between the objective set by the Actor-Intervener and the Individual will increase when the Actor-Intervener becomes more important to the Individual. When the objective is defined in lesser clear terms, or as a 'c' in our earlier formulation in Appendix I, Section B.1.1.2., or when Attainability appears to be less precise, in terms of an 'a', the interference from an Actor-Intervener becomes less prominent and external influence will more easily coincide with the objective set, thus will become more likely to be perceived as 'supportive' to the Individual. However, when Clarity is set to be more precise, a 'C' according to our lexicon, or when Attainability is set to be an 'A', a mismatch becomes more apparent and chances of perceived support are expected to dramatically decrease. And the more the objective is perceived as Significant, the more these effects become prominent. As the effects are highly dependent on the Clarity and Attainability levels of the objective set, the overall effects are highly diffuse.

In case of an objective with only limited Significance, the combination with an Actor-Intervener perceived by the Individual as having only limited Significance, produces same results. However, as an objective with less Significance, the interference by an Actor-Intervener having corresponding views on an objective will likely induce perceived support, and thereby will lead to intentional activities and a positive effect from a 'β-Perspective'. Given its limited Significance, the Individual is more inclined to take a risk and invest additional Effort to maintain a perceived positive support. However, as these objectives are perceived as less Significant, it is unlikely they will generate high investments in a Phase of Effort. The effects in terms of intended activities are assumed to be limited also.

Highest effects, however, are likely to occur when an Actor-Intervener with high Significance addresses an objective with modest Significance in the eyes of the Individual. Increasing Effort is likely to increase perceived support in case of corresponding objectives. As the objective is only modest in Significance, the interference is likely to be less pronounced in the eyes of the Individual. As a result, the effects on intentional activities are assumed to be higher. However, as Significance of the objective is low, the effects in terms of Effort could also remain modest. Significance of an Actor-Intervener, nonetheless, is likely to increase these Efforts more than in the previous case where the Actor-Intervener has less standing.

In short, then, effects of an Actor-Intervener addressing the objective of an

Individual seem only limited, even in case the objective set by the Actor-Intervener and the objective set by the Individual correspond. Effects are assumed to be low, or moderately low. Only when the objective has only limited Significance and the Actor-Intervener has a higher status as perceived by the Individual are effects likely to be high.

The objective is at the heart of the Process of Motivation. A match in perceptions with an interfering outside Actor-Intervener must be precise in Clarity and Attainability, to have effect, or the Actor-Intervener must have considerable status. It comes as no surprise that effects seem to further reduce, when these perceptions do not correspond and a mismatch occurs...

In case of a Significant objective, the effects of an Actor-Intervener imposing an objective that has no, or only limited overlap with the objective set by an Individual, are likely to be perceived as intruding and as non-supportive by the Individual. As a consequence, all interference is neutralized through Mechanisms observed in the analysis of the Process of Motivation. The Individual preserves the objective that is being treasured against unwanted interferences. Even if the Actor-Intervener has high Significance, the Impact will be perceived as highly discrepant, and the more a process towards neutralizing the interference is initiated. Even formulating an objective in terms of limited Clarity or Attainability will not prevent the Actor-Intervener to be perceived as interfering and being 'non-supportive' to the process of reaching the objective by the Individual.

Only when the Actor-Intervener is perceived as Significant and the objective has only limited value to the Individual, the Actor-Intervener may induce activities aimed at decreasing the perceived interference. As the objective is of only limited value, these amendments may occur, but then again Effort remains only modest, as a limited Significance does not justify higher investments.

A mismatch in objectives has another negative effect, in that it contains an implicit Assumption to the levels of Effort and Achievement defined by the Individual. Assuming an objective should be set higher, an Actor-Intervener implies also the levels of Effort and Achievement are insufficient, adding to the perception of non-support by the Individual.

In all, the effects observed in case of a corresponding perception between the objective defined by an Actor-Intervener and the one set by the Individual, are all dramatically reduced in case of a non-corresponding perception. Addressing an objective provokes a counteraction to neutralize and preserve the objective of the Individual.

These effects can be minimized in case the objective aimed at by an Actor-Intervener has no relation to any objective defined by the Individual. As seen earlier, this option seems the Intervention Strategy with most chances of success, as the Individual perceives no disturbing interference with his own objectives. Again, however, resulting Efforts are likely to remain modest, as the objective imposed by an Actor-Intervener will have only limited Significance to the Individual. However, based on limitations initially set in Chapter 2.3.1., the option is to be left out of further consideration.

In short, then, when a liaison is perceived between the Individual's Goal and the objective defined by an Actor-Intervener, a match is likely to induce moderate activities. The higher a perceived Significance of the Actor, the higher the expected results in terms of intentional activities. When a mismatch occurs, these effects are further reduced.

B.1.3. Intervention level 3: Addressing Phases 1 and 2

Three Phases in the Process of Motivation were assumed relevant to address. Having observed the effects of addressing the objective by an Actor-Intervener, let us observe what the effects are likely to be when, at a next level, not only Phase 1 is being addressed but also Phase 2, a Phase of Effort.

The effects of an Actor-Intervener addressing a Phase of Expectancies seemed surprisingly limited, even in case of corresponding perceptions in the objective set by the Actor-Intervener and the objective set by the Individual. Only when the objective had limited Significance and the Actor-Intervener had a higher status as perceived by the Individual, were effects considered likely to be high.

The effects observed in case of corresponding perceptions between the objective defined by an Actor-Intervener and the one set by the Individual, were all dramatically reduced in case of differing perceptions. Addressing an objective opposed to the one formulated by the Individual induced powerful neutralizing Mechanisms to neutralize and preserve the objective.

Now, according to this next Intervention Strategy, not only the objective is being addressed, but also the Effort.

As previously seen, addressing a Phase of Effort meets moderate resistance in terms of Mechanisms reducing interference. Effects are high, especially in cases of a perceived similarity in Effort between Individual and Actor-Intervener, and these effects remain moderately high, in cases of a perceived dissimilarity.

If one combines these two observations in addressing the objective on the one hand and the Effort on the other, a remarkable effect occurs, as we have seen earlier: the modest effects occurring in addressing a Phase of Expectancies seem to be enforced by addressing a Phase of Effort...

When the Individual and the Actor-Intervener have comparable perceptions of the Effort needed to achieve the objective, this invariably leads to feelings of support. Differing perceptions of Effort implicitly indicates a sharing in the importance attached to the objective. As a consequence, even effects are increased in case of differences in the objective set by the Individual and the Actor. A match in perceived Effort necessary to obtain the objective, implicitly assigns meaning to the objective despite differences in optics. Addressing Effort in addition, assigns meaning.

These effects were observed earlier, but from a standpoint of a Phase of Effort. The

effects within a Phase of Effort are reversed by the interference in addressing a Phase of Expectancies. But conversely, from a standpoint of a Phase of Expectancies, addressing a Phase of Effort in addition, leads to increased intentional activities as the positive effects of addressing a Phase of Effort provoke an 'added' effect to those of addressing a Phase of Expectancies.

But these effects virtually disappear as soon as a mismatch is perceived.

According to the Assumptions made initially, a mismatch is observed with an Actor-Intervener addressing a Phase of Effort with higher standards than an Individual. When the Actor-Intervener indicates more Effort is needed, the effects seem completely reversed. The Individual perceives non-support for his actions, indicating the Effort invested is insufficient and inadequate. Moreover, the Actor-Intervener implicitly indicates having limited faith in the Individual's capabilities. Where effects seem to increase in case of a match in perception of Effort needed, these effects are reversed when a mismatch occurs between Individual and Actor.

In short, in the effects observed in addressing a Phase of Effort, an increase in effects is likely to occur in case of a combined addressing of a Phase of Expectancies, but these increased effects of a simultaneous Intervention Strategy come at the expense of a dramatic reduction in effects in case of a mismatch in one or especially both Interventions.

B.1.4. Intervention level 4: Addressing Phases 1 and 3

Addressing a Phase of Expectancies provides the Actor-Intervener with an opportunity to hold the direction within the interplay of forces, but it seems to come at a price. Addressing one's objective is likely to meet resistance, but it provides a unique opportunity to orchestrate the entire Process of Motivation associated with reaching or maintaining the objective.

Addressing an additional Phase seemed to be advantageous to these rather modest effects on intentional activities in addressing a Phase of Expectancies. As found earlier, addressing Effort increased effects in case the Individual and the Actor-Intervener perceived a 'common ground' in the Effort needed to obtain results.

What then, are the effects of addressing a Phase of Internally Evoked Self-Assessment?

As observed previously, in case of corresponding perceptions of the levels of Satisfaction and Achievement set by the Individual and the levels imposed by an Actor-Intervener, the effects on intended activities are likely to be high, or even very high. And with increased Significance of the Actor-Intervener as perceived by the Individual, these effects are most likely to increase further.

In case of a difference in perceptions, effects still remain relatively high as compared to the effects when addressing Phases 2 and 1. The integrity of the objective set by the Individual is left untouched. Moreover, even in case of differing standards, the objective is being acknowledged. Addressing the Individual with instructions to put more Effort in, by itself, yields marginal results. It implicitly questions the Individual's investment and his ability to make a correct judgment in appraising an Effort deemed appropriate. But addressing the Individual to increase standards of Achievement, rather than standards of Effort, is likely to yield higher results. Addressing Achievement rather than Effort implicitly attributes Significance to the objective set by the Individual, thereby increasing the probability of the Individual perceiving these directives as 'supportive', rather than 'non-supportive'.

In short, then, the effects of addressing a Phase 3 are likely to be higher than the effects found in addressing a Phase 2 and 1 respectively. Two main reasons: the objective of the Individual is not interfered with, but in addition, addressing Achievement implicitly underlines the Significance of the objective set by the Individual, thus providing an increased opportunity to perceive support.

These positive outcomes, even in case of a mismatch in mutual perceptions, appear to improve the outcomes observed earlier in addressing a Phase of Expectancies.

The effects of a match in addressing a Phase of Expectancies are further increased by a match in Achievement levels. Significance of the objective is implicitly acknowledged, leading to perceived support, even in case of an Actor-Intervener with only limited status.

The effects of a mismatch in addressing a Phase of Expectancies are somewhat reversed if they are accompanied by a match in perceived Achievement levels due to the implicit Significance assigned to the objective.

In short, when Intervention is combined, the positive effects observed in addressing a Phase of Internally Evoked Self-Assessment improve and reverse the effects observed in addressing a Phase of Expectancies. The effects of a match in perceived objective is further increased in case of a match in perceived Achievement levels, and even maintained in case of a mismatch. Only in instances where double mismatches occur are these results likely to be minimal.

B.1.5. Intervention level 5: Addressing Phases 2 and 3

What are the effects when an Actor-Intervener does not address the objective defined by the Individual, and limits interference only to a Phase of Effort and a Phase of Internally Evoked Self-Assessment?

Let us first observe previous outcomes in addressing these Phases isolated from each other.

It is assumed that addressing a Phase of Effort meets less resistance than addressing a Phase of Expectancies as the objective remains untouched, and its integrity is preserved by an Actor-Intervener, as perceived by the Individual. In case of a perceived similarity in levels of Effort between an Individual and an Actor-Intervener, these effects further increase, especially when the Actor-Intervener is perceived as Significant. In case of perceived dissimilarity, effects are more moderate, with the exception of a highly Significant objective in combination with a modest Significance of the Actor-Intervener as perceived by the Individual. Nonetheless, results of addressing a Phase of Effort are limited. Addressing the Individual with instructions to put more Effort in, implicitly questions the Individual's investment and a correct judgment in appraising an Effort deemed appropriate. As such, effects of addressing a Phase of Effort could yield varying effects in terms of intentional activities.

In addressing a Phase of Internally Evoked Self-Assessment these effects are likely to be higher than the effects found in addressing a Phase of Effort. Not only is the objective of the Individual not interfered with, but in addition, addressing Achievement implicitly underlines the Significance of the objective set by the Individual, thus providing an increased opportunity to perceive support. As observed earlier, in case of corresponding perceptions between the Individual and the Actor-Intervener, these effects seem to further increase. With further positive effects in case of a perceived high Significance of the Actor-Intervener. In case of discrepant views, these effects are reduced, but still remain relatively high as the objective is left untouched, and thus, indirectly acknowledged. Addressing the Individual in Phase 3 provides more results, then, than addressing a Phase 2, even if perceptions of adequate levels do not coincide. An urge to increase standards of Achievement, rather than standards of Effort, implicitly attributes Significance to the objective set by the Individual, thereby increasing the probability of the Individual perceiving the interference as 'supportive', rather than 'non-supportive'.

However, a positive outcome of addressing Phase 3 appears to be reduced when addressing a Phase 3 is combined with addressing a Phase 2.

The positive and largely implicit effects of addressing Phase 3, are counteracted by addressing a Phase of Effort. In case of an Actor-Intervener perceived as Significant by the Individual, an external involvement in defining levels of Effort needed to adequately reach the intended objective is likely to be perceived as positive when these levels coincide. But when they do not, the suggestion to invest more Effort will often be perceived as a lack of faith in the Individual's ability to assess adequate Effort. Resulting perceptions of non-support will result in neutralizing measures. In a number of cases, however, a suggestion to increase one's Effort could be perceived as an implicit acknowledgement by an Actor-Intervener of the Individual's abilities, leading to perceptions of support, and thus, to contradictory outcomes. As a result, the effects of a combined addressing of Phase 2 and Phase 3 could have contradictory results in case of a perceived Significant Actor-Intervener. These effects are similar, but at reduced levels in case of an Actor-Intervener perceived as having limited Significance.

These effects are further regulated by levels of Significance as perceived by the Individual of the objective set. With a Significant objective, these effects are expected to be more pronounced, with limited Significance the effects are likely to be less prominent. Both effects can occur, then, resulting in a diffuse outcome of addressing Phase 2 and Phase 3. The combination of a Significant objective and a Significant Actor-Intervener is expected to have varying effects in terms of intentional activities. Same effects occur, when the objective has only limited Significance and the Actor-Intervener is perceived by the Individual as having limited Significance.

Effects, then, of addressing a Phase of Effort and a Phase of Internally Evoked Self-Assessment are expected to be higher than previous Intervention levels, as the objective is left untouched. However, positive effects of addressing a Phase 3 are counteracted by diffuse effects of addressing Phase 2 by an external Actor-Intervener. When a claim to increase Effort is perceived by the Individual as an indication of support, effects are probably positive, and when such a claim is perceived as doubt in one's abilities, the effects are likely to be negative. In instances where double mismatches occur, these results are likely to be further reduced.

B.1.6. Intervention level 6: Addressing Phase 2

As derived from previous cases, addressing only a Phase of Effort has considerable advantages.

In the Intervention Strategy the objective is left to be formulated entirely by the Individual. As such, the approach opens the way to support. Not only does it suggest a positive, stand towards the Individual, it also increases chances of perceived support, as the Individual is more likely to define objectives that are appealing, than to have objectives defined that are less relevant. When left at the discretion of the Individual, the objective is likely to be formulated in 'Significant' terms and, as a consequence, a positive interference is likely to be embraced thus increasing intentional activities.

In addition, these effects are further enhanced when the Actor-Intervener is perceived as Significant. Defining an objective is left to the Individual; a corresponding perception in levels of Effort deemed necessary to achieve the objective, implicitly underlines a perceived Significance of the objective by the Actor. Thus, the Actor-Intervener expresses confidence in the Individual's judgment of an adequate investment.

These effects are further enhanced as the Intervention Strategy avoids addressing a Phase of Internally Evoked Self-Assessment. The Individual not only determines his objective, he is also allowed to set his Achievement-standards according to his own judgment. Even with only moderate standards of success the approach is likely to instigate intentional activities

In short, in uniquely addressing a Phase 2 and thus, allowing the Individual to set his own objective and to determine his own levels of Achievement, the effects on intentional activities are expected to be high.

As indicated, in case of corresponding and matching levels of Effort assumed to be suitable between the Individual and the Actor-Intervener, these effects are high to very high. But how do these effects change when a mismatch occurs?

In addressing a Phase 2, a mismatch occurs when either the Actor-Intervener sets standards too high or too low as compared to the standards set by the Individual. In parallel with previous Assumptions, the higher standard is observed. As indicated earlier, in case of a mismatch, Significance of the objective and Significance of the Actor-Intervener as perceived by the Individual, both play a decisive role. If the Actor-Intervener has only limited Significance and the objective is perceived as highly Significant, the outside interference to invest more Effort is likely to be neutralized and effects on intentional activities are expected to be very limited, or absent. Given its perceived Significance, the Effort to obtain one's objective is deemed justified. Even if an Actor-Intervener has high Significance, the claim to invest more Effort will often be perceived as a lack of faith in the Individual's ability to assess adequate Effort. Resulting perceptions of non-support will result in neutralizing measures. Forcing the Individual to invest Effort that does not match one's perception of adequate investment, denies the Individual's perception of an adequate investment, *but, in addition, also demeans one's judgment of success*. If the Individual, given the Significance attached to the objective, through successive cycles in the Process of Motivation, defines a certain Effort to achieve success, and an Actor-Intervener aims at increasing this Effort believed to be sufficient by the Individual, the Actor-Intervener is likely to be perceived to also question the Individual's perception of success.

However, as observed earlier, in a number of cases, when a suggestion to increase one's Effort is perceived as an implicit acknowledgement by an Actor-Intervener of the Individual's abilities, these suggestions are expected to result in a perception of support where effects are more positive.

Both effects can occur and, as a result, the combination of a Significant objective and a Significant Actor-Intervener is expected to have varying effects in terms of intentional activities. Same effects occur, when the objective has only limited Significance and the Actor-Intervener is perceived by the Individual as having limited Significance. When increased Effort is expected to obtain support, effects are probably positive, and when effects are assessed as doubt in one's abilities, the effects are likely to be negative.

In short, in case of a mismatch, forcing the Individual to invest Effort that is not matching one's perception of an adequate investment, not only denies the Individual's ability to make an adequate assessment of Effort in reaching success, but also, in his eyes, could question the Individual's perception of success. Both processes lead to a reduction in successfully obtaining intentional activities in case of a mismatch in addressing a Phase of Effort. However, when a suggestion to invest more Effort is perceived as an acknowledgement by an Actor-Intervener of the Individual's abilities, these suggestions are expected to result in a perception of support where effects are more positive. As a result both potential perceptions lead to diffuse outcomes.

Summarizing, then, the effects of addressing a Phase of Effort by an Actor-

Intervener appear to be as follows:

- *In case of a corresponding perception between the Individual and the Actor, effects on intentional activities are assumed to be high*
- *In case of a mismatch in perception between the Individual and the Actor, effects on intentional activities are assumed to be more diffuse.*

B.1.7. Intervention level 7: Addressing Phase 3

The advantages found in addressing a Phase of Effort, are extended in addressing a Phase of Internally Evoked Self-Assessment.

First, as previously mentioned, in not addressing a Phase of Expectancies, the Actor-Intervener increases chances of perceived support by the Individual. Moreover, when left to the Individual to define his objective, it is likely to be formulated in 'Significant' terms, and these, in turn, call for measures intensifying perceived support, thus increasing effects in terms of intentional activities.

Now, addressing a Phase of Internally Evoked Self-Assessment is likely to yield even more results than observed in addressing a previous Phase of Effort. What advantage is there in addressing a Phase 3?

As indicated, aiming at Phase 3 activates less neutralizing Mechanisms, in comparison to addressing a Phase 2. If an Actor-Intervener demands a certain Effort, the effects of neutralizing Mechanisms are likely to be higher than when only Achievement is being addressed. 'Whatever investment you make, I want you to be 80% successful'. Allowing the Individual to set his own Effort underlines not only trust in the Individual's investment, but also in his ability to make an adequate assessment. It appreciates the judgment the Individual makes of the Effort needed to reach his personal objective. And, in addition, it supports his judgment of an adequate level of success.

These processes strongly enhance chances of intentional activities occurring. *In a match* in levels of Achievement assumed to be suitable between the Individual and the Actor-Intervener, these effects are high to very high. And the threefold implicit effects occurring as a result of trust in investments, in perception of investments needed and defining adequate levels of Achievement, also lead to moderately high effects on intentional activities *when a mismatch* occurs. If the Individual defines his objective is successfully reached when 50% is obtained from what he intended, and an Actor-Intervener defines an Achievement level of 80%, this is likely to be perceived as 'supportive'. When the objective has only limited Significance in the eyes of the Individual and an Actor-Intervener is perceived as Significant, one will be inclined to actively seek support for a modest cause and invest a little more Effort to gain approval from a respected Actor-Intervener. This is likely to also be the case when the Actor-Intervener has only limited Significance; it then becomes a balance between the Effort to be invested and the gain obtained by having support from the Actor-Intervener.

In these cases, when support can be obtained with only limited Effort, there is

another process enhancing effects on the Individual and increasing the likelihood of additional Efforts. *By setting standards higher than the Individual, without addressing the objective or the levels of Effort, the Actor-Intervener implicitly acknowledges a certain importance in the objective set by the Individual. This occurs when setting standards higher, and this also occurs when standards match.*

In short, in case of a mismatch, addressing a Phase 3 indicates the Actor-Intervener implicitly assigns Significance to the objective set by the Individual. As a consequence effects remain moderately high as compared to a previous Intervention Strategy.

Summarizing, the effects of addressing a Phase of Internally Evoked Self-Assessment by an Actor-Intervener appear to be as follows:

- *In case of a match in perception between the Individual and the Actor, effects on intentional activities are assumed to be high*
- *In case of a mismatch in perception between the Individual and the Actor, effects on intentional activities are assumed to be moderately high.*

B.1.8. Intervention level 8: Addressing no Phases

The advantages found in previous Intervention levels can now be extended to the last, where an Actor-Intervener refrains from addressing a Phase of Expectancies, a Phase of Effort, or a Phase of Internally Evoked Self-Assessment.

As previously mentioned, not addressing a Phase of Expectancies, implies that chances of perceived support by the Individual are increased. Moreover, an objective defined by the Individual, is likely to be formulated in 'Significant' terms, and these, in turn, call for measures intensifying perceived support, thus increasing effects in terms of intentional activities.

Similarly, in not addressing a Phase of Effort, the Actor-Intervener allows the Individual to define his own level of investment, suggesting the Individual is capable of setting his own standards, thus implying a 'level of expertise'. These perceptions are further enhanced in case of high perceived Significance of the Actor-Intervener, and, in turn, further propelled when the Individual is allowed such a personal judgment in defining Effort for a highly Significant objective.

And these positive effects, are further increased on similar grounds, when also levels of Achievement are left to the Individual to be defined.

There is a final observation on the implications of non-intervention at level 8.

At first, non-intervention appears to be highly unfavorable for an Actor-Intervener, implying there is an absolute lack of influence, and consequently provides no means of interfering in the Process of Motivation. *However, when further analyzed, the Intervention reinforces a process, conceptualized in Appendix I, Section B.3.2., as a 'Pattern of Alignment'. The Individual, experiencing to be perceived as an 'expert' not only in*

defining an adequate Goal, but also in appraising investment and assessing Achievement, is likely to increase levels of Significance of the Actor displaying such confidence. And the more Significant one's objective, the more support is sought from such an outside Actor. As a consequence, following successive cycles in the Process of Motivation, standards from such an external supportive influence are likely to be 'incorporated' and become part of the Individual's standards. This gradual process of a mutual 'accord' in standards, seeking increased support from a gradually more Significant external Actor-Intervener, was defined earlier as a 'Pattern of Alignment'. It goes without saying that such an Alignment dramatically increases effects in terms of intentional activities and therefore contains all elements of a successful addressing of the Process of Motivation.

In short, in addressing no Phases, and allowing the Individual to set his own standards, the Actor-Intervener suggests the Individual to have all necessary credentials to make an adequate judgment in defining an objective, in defining a necessary investment and in assessing the outcomes. The approach propels effects in terms of intentional activities, where Mechanisms aimed at neutralizing external interference are virtually absent.

B.1.9. A Preliminary Overview of Conditions

In summary, then, the vast universe of available options occurring in a Process of Interference between an Actor-Intervener and an Individual, was reduced to a matrix of 8x8 so-called 'Intervention Strategies'.

In a subsequent inductive inference, each of these Intervention Strategies was observed and analyzed on the specific Conditions needed for an optimal Intervention to occur in the Process of Motivation.

Within this interplay of forces, three Conditions were found to play a decisive role:

- *The Significance experienced by the Individual, both in Goal and in perception of the Actor-Intervener. This first Condition is to be defined as: 'Perceived Significance', and consists of:*
 - *The Perceived Significance of the Individual's own Goal,*
 - *The Perceived Significance of the Actor-Intervener.*
- *The experience of support by the Individual. This second Condition is to be defined as: 'Perceived Support'.*
- *The extent at which both Individual and Actor-Intervener had similar, or dissimilar standards in the expression of addressing the essential Phases in the Model of Motivation. This third Condition is to be defined as: 'Perceived (Mis)-Match in Mutual Perceptions'.*

B.2. An Identification of Conditions Optimal Intervention Strategies

Intervention Strategies are to be identified, in which the Conditions for Interference in the Process of Motivation would be optimal.

With Conditions for Intervention identified in Section B.1., the overview of the inductive inference process is to proceed into an analysis of optimal Intervention Strategies.

To this end a following sequential approach is followed:

- An analysis of possible combination between Conditions is provided in Chapter B.2.1.
- Followed by an analysis of effects of these combinations in Chapters B.2.2., B.2.3. and B.2.4.
- From these findings an analysis of emerging patterns is made in Chapter B.2.5.
- Within these emerging patterns, an algorithm is derived in Chapter B.2.6.
- Leading to an identification of optimal Intervention Strategies in Chapter B.2.7.

The analysis of optimal Intervention Strategies will enable a subsequent analysis of Competencies.

B.2.1. Properties of Conditions for Intervention *An Analysis of Combinations*

In an analysis of the effects of an Actor-Intervener addressing the Process of Motivation, three essential Conditions were found: Perceived Significance, both in objective, or Goal, and in perception of the Actor-Intervener, Perceived Support and Perceived (Mis)-Match in Mutual Perceptions.

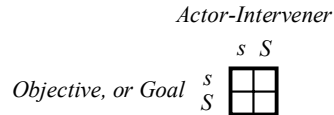
A number of combinations can be made and analyzed on their effects on the Process of Motivation.

To assist in the analysis, these combinations and their effects can be visualized.

A first Condition appeared to be Perceived Significance. Based on the Assumptions initially made, four combinations can be made with a distinction in objective, or Goal, and Actor-Intervener:

- Significance Goal Low – Significance Actor-Intervener Low;
- Significance Goal Low – Significance Actor-Intervener High;
- Significance Goal High – Significance Actor-Intervener Low;
- Significance Goal High – Significance Actor-Intervener High;

These four combinations can be visualized in a following quadrant:



In these four combinations of Perceived Significance, different arrangements seemed to emerge in the effects observed on The Process of Motivation.

Within the combinations of Perceived Significance, the effects of a second Condition, Perceived Support, together with effects of a third Condition, a Perceived (Mis)-Match in Mutual Perceptions, could be observed, especially on recurrent patterns emerging.

In providing a structured approach to the analysis of combinations in Conditions, the effects of Perceived Support are to be summarized in Section B.2.2., followed by the various observations on a Perceived Match in addressing Phases 1, 2 and 3, in Section B.2.3., followed by an analysis of effects of a Perceived Mismatch in addressing Phases 1, 2 and 3, in Section B.2.4.

B.2.2. Properties of Conditions for Intervention

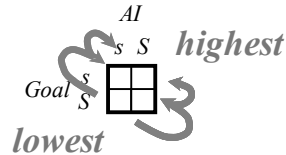
An Analysis of Combinations of Significance and Support

Within the combinations of Perceived Significance, the effects of a second Condition, Perceived Support, can be observed.

In the four combinations of Perceived Significance, different arrangements seemed to emerge in the effects observed on the Process of Motivation, when an Individual perceived an Actor-Intervener as ‘supportive’:

- Significance Goal Low – Significance Actor-Intervener Low; effects appeared to be moderate within quadrant
- Significance Goal Low – Significance Actor-Intervener High; effects appeared to be highest within quadrant
- Significance Goal High – Significance Actor-Intervener Low; effects appeared to be lowest within quadrant
- Significance Goal High – Significance Actor-Intervener High; effects appeared to be moderate within quadrant

Within this quadrant these effects can be visualized, ranging from lowest observed effects, progressively towards highest observed effects on the Process of Motivation:



This basic progressive tendency in the effects as a result of Perceived Support appeared to change in the observations made, depending on the Intervention Strategy chosen by the Actor-Intervener, and the Context within which this Strategy was applied.

Moreover, effects of a third Condition, a Perceived (Mis)-Match in Mutual Perceptions largely regulated this progressive tendency.

In a subsequent analysis, first the effects are observed of a Match in Mutual Perceptions, followed by an analysis of effects of a perceived Mismatch in Perceptions between the Phase addressed by the Actor-Intervener and the Context provided by the Individual.

B.2.3. Properties of Conditions for Intervention

An Analysis of Combinations of Significance and Support within a Matching Intervention

A third Condition in obtaining effects on the Process of Motivation was the Match or Mismatch perceived by the Individual between his standards and those of the Actor-Intervener in addressing the three Phases of Motivation assumed relevant.

Following the observations of effects of Perceived Support as observed within Perceived Significance in objective, or Goal, and Actor-Intervener, Section B.2.3. is to summarize previous findings as obtained within a Matching Intervention.

An important mediating parameter in the effects on the Process of Motivation appeared to be the Phase being addressed by the Actor-Intervener. A sequential progressive Interference appeared to occur when an Actor-Intervener addressed a Phase of Expectancies, a Phase of Effort or a Phase of Internally Evoked Self-Assessment, respectively.

Within the combination visualized as suggested in Section B.2.1., one can assign shades to indicate the effects that are assumed to occur when addressing these three different Phases in the Process of Motivation. Thus, a contrast between black and white can be used to indicate these effects.

Referring to the previously visualized figure, a following legend is used:

- Effects assumed to be low
- Effects assumed to be moderate
- Effects assumed to be high

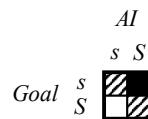
Effects of addressing Phase 1, Phase 2 and Phase 3 are observed, followed by Concluding observations.

In Section B.2.5. the analysis is to proceed in summarizing observations made on the Effects of addressing multiple Phases.

1. The Effects of addressing Phase 1

When an Actor-Intervener indicates the objective of the Individual is to be formulated according to external standards, the Intervention is likely to be perceived as interfering with the Individual's own objective and effects are likely to instigate neutralizing Mechanisms.

The effects according to the four combinations in Significance occurring, can be visualized as follows, using the legend mentioned above:



- *Significance Goal Low – Significance Actor-Intervener Low (Obj-s, AI-s)*
The effects in terms of intended activities of an Actor-Intervener addressing a Process of Motivation within a Matching Context were expected to be moderate.
- *Significance Goal Low – Significance Actor-Intervener High (Obj-s, AI-S)*
Effects on a Process of Motivation were high, however as Significance was only limited, these effects could also remain at a moderately high level.
- *Significance Goal High – Significance Actor-Intervener Low (Obj-S, AI-s)*
Effects on a Process of Motivation were likely to be low, as perceived Significance of the Goal did not justify amendments and the risk of having the objective interfered with.
- *Significance Goal High – Significance Actor-Intervener High (Obj-S, AI-S)*
As the effects were highly dependant on the manner the Individual had defined a Goal, the overall effects on a Process of Motivation were expected to be rather diffuse.

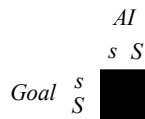
2. The Effects of addressing Phase 2

Addressing a Phase 2 was assumed to yield more success in terms of intentional activities, than addressing a Phase 1. When it was left at the discretion of the Individual to define his own objective, it was more likely to be formulated in ‘Significant’ terms, and in case of a Match in perceived Effort this would dramatically increase chances of Perceived Support which further enhanced this process. Moreover, an Actor-Intervener addressing a Phase of Effort in the same, Matching terms as the Individual did, implicitly underlined the Significance of the objective set by the Individual.

In addition, a Match in Effort also appeared to indicate the Actor-Intervener expressed confidence in the ability of the Individual to make an adequate assessment of investment necessary to achieve the objective.

Finally, in uniquely addressing a Phase of Effort the Individual was also allowed to determine his own levels of Achievement. In case of a Match, this was assumed to further increase chances of Perceived Support, in turn, increasing the effects on the Process of Motivation.

These positive effects that were assumed to occur can be summarized in the figure using the legend mentioned earlier:

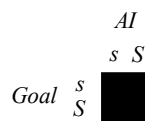


- *Significance Goal Low – Significance Actor-Intervener Low (Obj-s, AI-s)*
As found in Section B.1., even with a modest Significance, a Perceived Support from an Actor-Intervener was likely to induce effects on the Process of Motivation.
- *Significance Goal Low – Significance Actor-Intervener High (Obj-s, AI-S)*
With increased Significance these effects were likely to remain high.
- *Significance Goal High – Significance Actor-Intervener Low (Obj-S, AI-s)*
In case of a Significant Goal, a perceived Match in Effort between Actor-Intervener and Individual was assumed to induce feelings of Support even from an Actor-Intervener with only limited Significance.
- *Significance Goal High – Significance Actor-Intervener High (Obj-S, AI-S)*
These effects were further enhanced when the Actor-Intervener was perceived as Significant.

3. The Effects of addressing Phase 3

In not addressing a Phase of Expectancies, the Actor-Intervener increased chances of Perceived Support by the Individual. Moreover, when left to the Individual to define his Goal, it was likely to be formulated in ‘Significant’ terms, and these, in turn, called for measures intensifying Perceived Support, thus increasing effects in terms of intentional activities. In addition, by avoiding addressing a Phase of Expectancies, to a certain extent, the Actor-Intervener acknowledged Significance of the Goal set.

These positive effects can be summarized in the figure mentioned earlier:



- *Significance Goal Low – Significance Actor-Intervener Low (Obj-s, AI-s)*
Avoiding addressing Phase 1 and the implicit effects occurring as a result of avoiding Phase 2 and defining Matching levels of Achievement by addressing Phase 3, resulted in an outcome likely to have positive effects on the Process of Motivation.
- *Significance Goal Low – Significance Actor-Intervener High (Obj-s, AI-S)*
These effects were further enhanced by increased Significance of the Actor.
- *Significance Goal High – Significance Actor-Intervener Low (Obj-S, AI-s)*
The same rationale applied when the Goal was perceived as more important to the Individual.
- *Significance Goal High – Significance Actor-Intervener High (Obj-S, AI-S)*
And again, these effects increased even further when the Actor-Intervener became more important in the eyes of the Individual.

4. Summary - The Concept of Control

The Process of Motivation evolves around the objective. It is the Goal that initiates a Process of Motivation. As such, prescribing or even dictating the objective an Individual must have is likely to meet resistance. It was found that an Actor-Intervener, having the opportunity to instigate an Individual’s objective, could regulate the entire Process of Motivation. However, when the objective presented had no appealing to the Individual or did not match expectations, the effects of the Process of Interference would lead to neutralizing Mechanisms and negative or contradictory outcomes. The effects of an Actor-Intervener addressing the Goal of an Individual seemed only limited, but it provided a unique opportunity to control the Process of Motivation.

However, effects on the Process of Motivation as perceived from a ‘β-Perspective’ were much higher when the Intervention Strategy was aimed at addressing a Phase of Effort or a Phase of Achievement. But these successful Intervention Strategies came at a price, as they did not provide a same opportunity to control the Process of Motivation, as addressing a Phase of Expectancies appeared to do.

In short then, effects of addressing a Phase 1 were limited but provided a unique opportunity to control a course of events. In addressing Phase 2 or 3, the effects were much higher, but then control remained limited.

B.2.4. Properties of Conditions for Intervention

An Analysis of Combinations of Significance and Support within a Mismatching Intervention

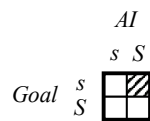
A third Condition in obtaining effects on the Process of Motivation was the Match or Mismatch perceived by the Individual between his standards and those of the Actor-Intervener in addressing the three Phases of Motivation assumed relevant.

Following the observations of effects of a Match in Section B.2.3., Section B.2.4. is to proceed with an analysis of findings in case of a Mismatch in Mutual Perceptions.

1. The Effects of addressing Phase 1

As indicated in Section B.2.3.1., when the objective of the Individual is to be formulated by an Actor-Intervener, the Intervention was seen to be interfering with the Individual’s own objective and effects were likely to instigate neutralizing Mechanisms.

In addition, when a Mismatch occurs the effects deteriorate further The various findings can be visualized according to the four combinations in Significance occurring as depicted in Section B.2.1., using the legend mentioned earlier in Section B.2.3.:



- *Significance Goal Low – Significance Actor-Intervener Low (Obj-s, AI-s)*
As found in Section B.1., a Mismatch in Goals between the Individual and an Actor-Intervener induced little effects, even when the Goal was perceived as having low Significance. A low status of the Actor-Intervener did not seem to justify appropriate action.
- *Significance Goal Low – Significance Actor-Intervener High (Obj-s, AI-S)*
Only when the Actor-Intervener was perceived as having sufficient status, would a Mismatch lead to moderate effects on the Process of Motivation.
- *Significance Goal High – Significance Actor-Intervener Low (Obj-S, AI-s)*
When the Goal was perceived as being Significant, no effects on the Process of Motivation were expected to occur, especially in case of a Mismatch.
- *Significance Goal High – Significance Actor-Intervener High (Obj-S, AI-S)*
Even if the Actor-Intervener appeared to have high Significance, effects of addressing a Significant Goal appeared to would be minimal, especially when a Mismatch in objectives was perceived.

2. The Effects of addressing Phase 2

In addressing a Phase 2, a Mismatch occurs when the Actor-Intervener defines standards too high as compared to the standards set by the Individual.

The effects of a Mismatch, however, appeared to be slightly higher.

If an Actor-Intervener were to address a Phase of Effort with higher standards and a claim to invest more Effort, this appeared to be perceived not only as ‘non-supportive’, but also as a lack of faith in the Individual’s ability to assess adequate Effort. The Individual was likely to mobilize Mechanisms aimed at neutralizing the interference.

However, in a number of cases, when increasing Effort was expected to result in higher Support from an Actor-Intervener the effects appeared to be more positive. Both effects, positive and negative, could occur and were likely to result in diffuse effects.

Summarizing these findings in the quadrant using the legend mentioned earlier in Section B.2.3.:



- *Significance Goal Low – Significance Actor-Intervener Low (Obj-s, AI-s)*
When increased Effort was perceived to provide more Support, the effects on the Process of Motivation were likely to be positive, as was observed in Section B.1. However, when a Mismatch was perceived as a lack of faith in one's abilities, effects were assumed to be negative. Thus, overall effects were estimated to be moderate.
- *Significance Goal Low – Significance Actor-Intervener High (Obj-s, AI-S)*
With increased Significance of the Actor-Intervener, an additional investment to obtain Support, even in case of a Mismatch was assumed to be highly likely to occur.
- *Significance Goal High – Significance Actor-Intervener Low (Obj-S, AI-S)*
The outside interference to invest more Effort was likely to be neutralized in case of a Mismatch, and effects on the Process of Motivation appeared to be very limited, or absent.
- *Significance Goal High – Significance Actor-Intervener High (Obj-S, AI-S)*
Forcing the Individual to invest more Effort was assumed to be perceived by the Individual as a denial of one's ability to make an adequate assessment of Effort in reaching success, and, in addition, to question the Individual's perception of success. However, when increased Effort was perceived as likely to obtain more Support, effects were more positive. Thus, overall effects were assumed to be moderate.

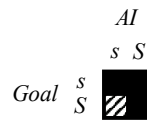
3. The Effects of addressing Phase 3

Surprisingly, in case of a Mismatch in addressing Phase 3, the positive effects observed earlier in Section B.2.3.3. remain relatively high.

If an Actor-Intervener addresses a Phase of Internally Evoked Self-Assessment with higher standards and a claim to increase Achievement levels, this implicitly underlines the importance of the objective. This is fundamentally different than addressing a Phase of Effort with a claim of having invested too little. As observed earlier this appeared to be perceived not only as 'non-supportive', but also as a lack of faith in the Individual's ability to assess adequate Effort, leading to neutralizing measures. Where a lack of Effort was likely to be perceived as a lack of confidence ('I'd like you to put more Effort in'), a lack of Achievement seemed to have an opposite effect ('I'd like you to Achieve more'). More than in addressing a Phase of Effort, implicitly, the Actor-Intervener expressed not only confidence in one's abilities and judgment of adequate investment, but also, to a certain extent, the Actor-Intervener acknowledged Significance of the object, more than in uniquely addressing a Phase of Effort.

In short, by setting Achievement standards high, an Actor-Intervener appeared to express confidence and the objective, implicitly, was considered to be important.

Visualizing these findings using the legend mentioned earlier in Section B.2.3., a final quadrant is obtained:



- *Significance Goal Low – Significance Actor-Intervener Low (Obj-s, AI-s)*
As observed in Section B.1., it was assumed the Individual would seek Support from an Actor-Intervener, even with Low perceived Significance, underlining the Significance of the Goal set. In a Mismatch in Mutual Perceptions the Actor-Intervener defined standards higher than the Individual. And by defining higher standards, without addressing the objective or the levels of Effort, the Actor-Intervener implicitly acknowledged a certain importance in the objective set by the Individual. Effects of Low Significance of an Actor-Intervener were, therefore, expected to be high.
- *Significance Goal Low – Significance Actor-Intervener High (Obj-s, AI-S)*
These effects, even within a Mismatch in Mutual Perceptions, were assumed to increase with an Actor-Intervener perceived as having higher Significance.
- *Significance Goal High – Significance Actor-Intervener Low (Obj-S, AI-s)*
These effects, were assumed to be moderated, however, when the Goal was perceived as highly Significant, and the Actor-Intervener as having little Significance.
- *Significance Goal High – Significance Actor-Intervener High (Obj-S, AI-S)*
These effects were assumed to increase with the Actor-Intervener having higher status.

4. Summary - The Concept of Productivity

An analysis of combinations was made of findings in case of a Mismatch in mutual standards.

In addressing Phase 1, a Mismatch in perception between the Individual and an Actor-Intervener in formulating an objective had a pronounced negative outcome. The Individual perceived a lack of Support from the Actor-Intervener, leading to neutralizing measures and minimal effects in addressing the Process of Motivation. In addition, a Perceived Mismatch in addressing Phase 1 contained an implicit assumption that the levels of Effort and Achievement defined by the Individual were perceived as insufficient by the Actor-Intervener, adding further to these negative effects.

In addressing Phase 2, a Mismatch would occur when an Actor-Intervener imposed on the Individual to invest Effort that did not match his own perception. It denied the Individual's perception of an adequate investment, and, in addition, also denied his judgment of success. Effects on the Process of Motivation were negative.

However, in a number of cases, when increasing Effort was expected to result in higher Support the effects could also be moderately positive. When increased Effort was expected to obtain Support from an Actor-Intervener, effects were assumed to be more positive. When effects were perceived as expressing doubt in one's abilities, the effects were likely to be negative. Occurrence of both effects, positive and negative, resulted in diffuse outcomes.

Surprisingly, in case of a Mismatch in addressing Phase 3, the positive effects observed earlier, appeared to remain high. If an Actor-Intervener addressed a Phase of Internally Evoked Self-Assessment with higher standards and a claim to increase Achievement levels, the Actor-Intervener expressed not only confidence in one's abilities and judgment of adequate investment, but also acknowledged, implicitly, Significance of the objective, more than in uniquely addressing a Phase of Effort.

In short, addressing Achievement levels in Phase 3, even in case of a Mismatch in Mutual Perceptions considered adequate between an Individual and an Actor, seemed to lead to considerable higher effects on the Process of Motivation as perceived from a 'β-Perspective', than addressing a Phase 1 by prescribing an objective. At the same time, however, the effects of Control on the Process of Motivation, observed earlier in the analysis of a Matching Intervention in Section B.2.3.4., were minimal.

The effects, then, on the Process of Motivation, of Matching and Mismatching Interventions are pointing in two divergent directions: effects on Motivation can be observed in terms of 'Control', or effects can be observed in terms of 'action' or targeted behavior. To discriminate between both effects, the concept of 'Productivity' is introduced. Productivity is to be defined as the behavioral component of intentional activities, thus, as the outcome of the Process of Motivation.

In addressing the Process of Motivation, in observing the outcomes in terms of 'intentional activities' as defined earlier in Chapter 2.3.1. and summarized in Chapter 2.3.2., a distinction is made between an instrumental, process-oriented component, indicated as the concept of 'Control' and a resulting, product-oriented component, referred to as the concept of 'Productivity'.

B.2.5. Properties of Conditions for Intervention

An Analysis of Patterns

Let us, in a final step, analyze the effects just found in addressing Phases 1, 2 and 3 in combinations of Perceived Significance and Perceived Support within Matching and Mismatching settings between Individual and Actor, and observe all different Intervention Strategies within the eight different Contexts assumed to occur based on the Assumptions initially made.

1. Effects of Addressing Single Phases

In analyzing the effects of addressing the Process of Motivation through an Actor-Intervener, Significance appeared to be an essential, mediating Condition. Effects seemed to be influenced by the Significance of the Individual's own Goal, or by the Individual's perception of Significance of the Actor-Intervener, or by both.

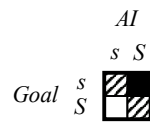
Based on the Assumptions initially made, Significance was reduced to four combinations and visualized in a four-fold quadrant.

Within this quadrant, distinct patterns emerged.

When the Individual perceived his own Goal as highly Significant, outside interference was expected to become more disturbing and Mechanisms aimed at neutralizing these outside interferences appeared to be more prominent. And when the Actor-Intervener was perceived as more Significant, the Impact of Interference increased.

Within this interplay, Perceived Support was a second essential mediating Condition. The combination of Perceived Significance and Perceived Support was decisive in obtaining effects on the Process of Motivation in terms of intentional activities as perceived from a 'β-Perspective' of an Actor-Intervener.

In these four combinations of Perceived Significance, a distinct pattern seemed to emerge in these effects on Motivation. The basic recurring pattern is visualized using the legend previously used in Section B.2.3.:



- *With Significance of Goal Low – Significance of Actor-Intervener Low, the effects appeared to be relatively moderate*
- *With Significance of Goal Low – Significance of Actor-Intervener High, the effects appeared to be relatively high*
- *With Significance of Goal High – Significance of Actor-Intervener Low, the effects appeared to be relatively low*
- *With Significance Goal High – Significance of Actor-Intervener High, the effects appeared to be relatively moderate*

This pattern was found in different gradients, depending on which Phase in the Process of Motivation was being addressed by an Actor-Intervener. This gradient pattern was a result of Perceived Support. And Perceived Support, it was found, was a direct result when a Match in perception would occur between the Individual

and the Actor-Intervener. In addressing a Phase of Expectancies a Match in perception was less likely to occur than in addressing a Phase of Effort or a Phase of Internally Evoked Self-Assessment. Addressing the objective of the Individual seemed to have greater impact than addressing Effort or Achievement levels.

In short, the effects of a Perceived Match in Mutual Perceptions, as visualized in a recurrent pattern,

- *were moderate in addressing a Phase of Expectancies*
- *were high in addressing a Phase of Effort*
- *and were high in addressing a Phase of Internally Evoked Self-Assessment*

In parallel, non-Support was experienced when a Mismatch was perceived. The effects were much more pronounced, and remained only high in addressing a Phase of Internally Evoked Self-Assessment, as the Actor, in addressing Achievement levels, despite a Mismatch, was perceived to express confidence and, implicitly, to consider the objective important.

In short, the effects of a Mismatch in Mutual Perceptions, as visualized in a recurrent pattern,

- *were low in addressing a Phase of Expectancies*
- *were moderate in addressing a Phase of Effort*
- *and remained high in addressing a Phase of Internally Evoked Self-Assessment*

2. Effects of Addressing Multiple Phases

Visualizing these effects into quadrants, the gradients of the observed recurrent pattern progressed from a quadrant with low and moderate effects to a quadrant with high effects on the Process of Motivation as perceived from a 'β-Perspective'.

When addressing multiple Phases the effects could be strengthened or reduced depending on the Phases being addressed. As found, the effects of addressing a Phase of Expectancies, could be reinforced by addressing a Phase of Effort, or a Phase of Internally Evoked Self-Assessment. A Perceived Match in addressing these Phases would lead to increased effects, and a Mismatch to a further reduction.

In short, the effects as visualized in a recurrent pattern,

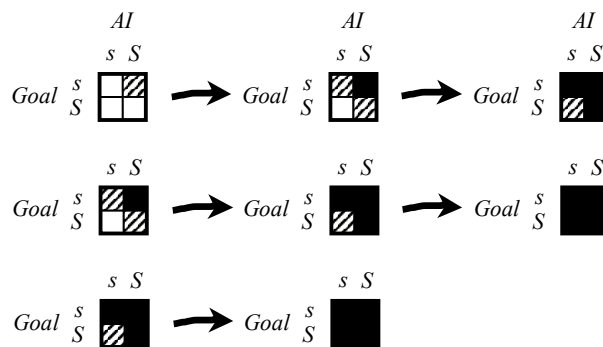
- *increased when a Match in Perception occurred in addressing multiple Phases*
- *decreased when a Mismatch in Perception occurred in addressing multiple Phases*

with increased effects, respectively,

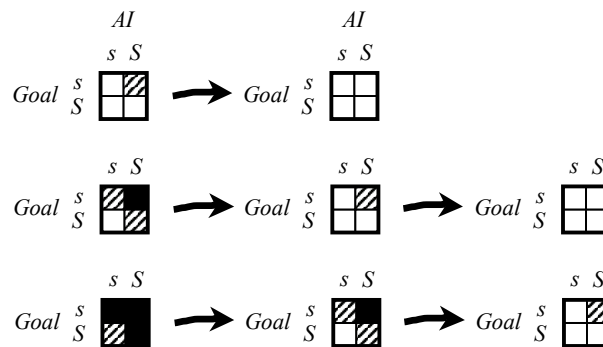
- *in addressing a Phase of Expectancies, a Phase of Effort and a Phase of Internally Evoked Self-Assessment.*

In visualizing these effects, a theoretical 'algorithm' emerges, where the quadrant mentioned earlier illustrating the effects on Motivation could be used to finally summarize these findings.

Thus, in addressing multiple Phases, effects on a Process of Motivation as visualized by a quadrant could be either enhanced:



...or reduced:



In summary, the effects on the Process of Motivation from a 'β-Perspective' while addressing multiple Phases can be visualized and dramatically simplified using an algorithm, where a Match leads to an incremental recurrent pattern and a Mismatch to a declining recurrent pattern.

B.2.6. Properties of Conditions for Intervention *Recurrent Patterns: an Emerging Algorithm*

In the analysis of effects of addressing the most relevant Phases in the Process of Motivation from a 'β-Perspective' of an Actor-Intervener, Perceived Significance appeared to be an essential, mediating Condition. Effects seemed to be influenced by the Significance of the Individual's own Goal, or by the Individual's perception of Significance of the Actor-Intervener, or by both.

Based on Assumptions initially made, Significance was reduced to four combinations and visualized in a four-fold quadrant. Within this quadrant a recurring pattern emerged.

This recurrent pattern was found in different gradients, depending on which Phase in the Process of Motivation was being addressed by an Actor-Intervener. This gradient pattern was a result of Perceived Support. And Perceived Support, it was found, was a direct result of a Match in Mutual Perceptions occurring between the Individual and the Actor-Intervener.

When addressing multiple Phases the effects were strengthened or reduced depending on the Phases being addressed, and depending on a Match or Mismatch observed by the Individual and the Actor.

An algorithm emerged that dramatically simplified the analysis.

In short,

- *effects on the process of Motivation increased when a Match in Mutual Perceptions occurred in addressing multiple Phases,*
- *effects on the Process of Motivation decreased when a Mismatch in Mutual Perceptions occurred in addressing multiple Phases.*

In addition, effects increased gradually,

- *when addressing a Phase of Expectancies, a Phase of Effort and a Phase of Internally Evoked Self-Assessment, respectively.*

A visualized algorithm then, can be used to summarize and simplify the highly complex interplay of the three essential parameters that appear to be primarily responsible for the effects occurring on the Process of Motivation when an Actor-Intervener addresses an Individual.

Let us, in a final step, apply this algorithm to summarize all findings obtained from the observations made in the analysis of effects on the Process of Motivation. Based on the Assumptions initially made, a visualized format can be made representing all possible levels of Intervention within each possible Context, resulting in a matrix of 8x8 Intervention Strategies. Within this matrix, then, using the algorithm, effects can be visualized for each possible Intervention Strategy:

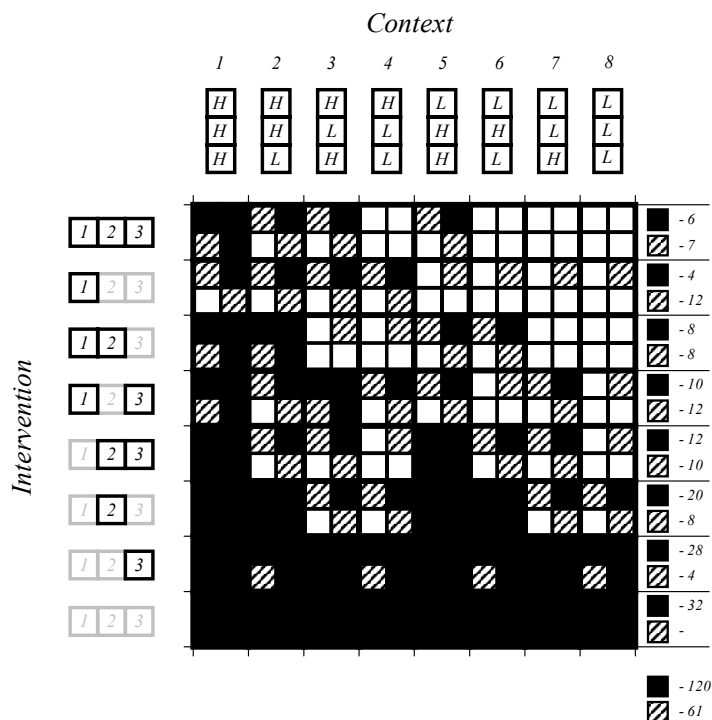


Fig. B.
The Intervention Strategies and their respective expected effects on the Process of Motivation. An evaluative count of effects is provided in a separate column

Fig. B. visualizes the effects on a Process of Motivation for each level of Intervention observed within each possible Context, as assumed to occur. For each of the resulting 8x8 Intervention Strategies the effects are visualized, as perceived from a 'β-Perspective' of an Actor-Intervener addressing the Individual.

Referring to the previous figures, a following legend is used to depict these effects:

- Effects assumed to be low
- ▨ Effects assumed to be moderate
- Effects assumed to be high

B.2.7. Properties of Conditions for Intervention

Identifying Optimal Intervention Strategies

Based on the Assumptions made earlier, then, in Section A.2.2., Section A.2.3. and Section A.2.4., that in both Intervention and Context a clear differentiation can be made, and each differentiation can be quantified in measurable entities, where continua can be expressed in distinct ranges, with each range assumed to be leading to identical effects on the Process of Motivation, a universe of possible interactions between the interfering Actor-Intervener and the Individual being addressed can be reduced to a matrix consisting of only 8x8 elements. In the matrix, 8 levels of Intervention are distinguished, each level encountering 8 possible Contexts in addressing the Individual. For each level of Intervention 8 Intervention-Strategies occur, thus resulting in 8x8 distinct Intervention-Strategies. Within each Intervention-Strategy the quadrant with recurrent patterns is depicted, visualizing the effects of the three most important mediating Conditions that were found: Perceived Significance, Perceived Support, and Matching or Mismatching Mutual Perceptions between the Actor-Intervener and the Individual.

Within each level of Intervention the results of these quadrants occurring within the different Contexts can be summed up, summarizing the total probabilities of effects occurring within a single level of Intervention. In these totals, a distinction is made in effects assumed to be moderate and effects assumed to be high. *Per level of Intervention then, in Fig. B., a row-total of probable moderate and high effects is provided, thus indicating the potential effectiveness of each level of Intervention on the Process of Motivation, in terms of obtaining intentional activities from a 'β-Perspective'.*

From these observations a crucial and final conclusion can be drawn.

Conditions for obtaining effects in the Process of Motivation were Perceived Significance, Perceived Support and Perceived (Mis)-Match in Mutual Perceptions. The observation made at a number of occasions that focusing on the Goal in addressing a Phase of Expectancies seemed to play a prominent role in obtaining results, now appears to be confirmed: if all levels addressing a Phase I, i.e. Intervention levels 1 through 4, are compared to levels that do not address a Phase I, i.e. Intervention levels 5 through 8, the result totals 6 + 4 + 8 + 10 effects in the 'high' range, versus 12 + 20 + 28 + 32 in the 'high' range for the latter categories, with reference to Fig. B.

In other words, Conditions for obtaining effects appear to be Significance, Support and perceived Matching or Mismatching standards, however, for these Conditions to be effective, avoiding addressing a Phase of Expectancies is a decisive factor in obtaining these effects: on a total of 4 x 8 quadrants for levels 1 through 4, or 128 cells, only on 28 occasions results were expected to be 'high', versus 92 for the other levels. Expressed in percentages this appears to be a 21.9% versus 71.9% probability.

One might conclude the effects of addressing a Phase of Expectancies is detrimental in obtaining results in terms of addressing Motivation. But this conclusion is premature, as we have concluded earlier that a prominent advantage of addressing a Phase of Expectancies is the level of Control the Actor-Intervener obtains. It appears these levels

of Control are obtained at the expense of effects, in terms of results. From a 'β-Perspective' the important advantage is that the entire Process of Motivation is regulated by addressing the Goal in a Phase of Expectancies. But the advantage is counteracted by only modest effects occurring in the Process of Motivation. The more Control, the less results, in terms of successfully addressing Motivation.

This important antagonistic outcome in addressing the Individual by an Actor-Intervener earlier led to a distinction made in effects obtained, between the instrumental, process-oriented concept of 'Control' and a resulting, product-oriented outcome referred to as the concept of 'Productivity'.

Addressing a Phase of Expectancies in Intervention levels 1 through 4 provides the Actor-Intervener with the advantage of Control, at the expense, however, of a lower Productivity. At levels 5 through 8, where the Goal of the Individual is not addressed, effects in terms of Productivity are much higher, at the expense however, of only limited Control.

This distinction calls for a demarcation in the levels of Intervention used by the Actor-Intervener in addressing the Individual. If the Actor-Intervener perceives Control to be essential, levels 1 through 4 are most adequate and deemed suitable to obtain optimal effects given these restraints. Productivity however, is considered limited. When the Actor-Intervener perceives Productivity as a primal effect, levels 5 through 8 are more adequate. But addressing the Individual through these levels provides only limited Control.

Intervention Strategies then, can be divided into two distinct groups, each group with distinct advantages and disadvantages as perceived from a 'β-Perspective' of an Actor-Intervener addressing the Individual. Let us indicate these two Modalities in Intervention Strategies as an 'Extrinsic Modality' and an 'Intrinsic Modality'.

The Extrinsic Modality consists of four distinct levels of Intervention, designated as levels 1 through 4. These levels provide substantial opportunities for Control, at the expense, however, of Productivity. From these four levels the Intervention Strategy addressing both a Phase of Expectancies and a Phase of Internally Evoked Self-Assessment (level 4) appears to yield highest effects.

The Intrinsic Modality consists of four levels of Intervention indicated as levels 5 through 8. These levels lead to high Productivity, at the expense however, of only limited opportunities to apply Control, as a Phase of Expectancies is not being addressed in these levels. From these four levels the Intervention Strategy that withholds addressing any Phase (level 8) yields highest results.

This demarcation between an Intrinsic and an Extrinsic Modality provides a platform from where specific Competencies for Intervention can now be elaborated on.

Appendices

In summary, and as an overall conclusion then, from the analysis of effects of Intervention Strategies based on the Assumptions initially made, two Modalities in addressing the Individual in a Process of Interference can be observed:

- *An Extrinsic Modality, with high Control and limited Productivity, with four distinct levels, where addressing Phases 1 and 3 yields highest results;*
- *An Intrinsic Modality, with high Productivity and limited Control, with four distinct levels, where addressing no Phases at all yields highest results.*

B.3. Attributes

It was assumed in Section A.3., the analysis of Conditions was to provide a number of specific results, or Attributes, as defined in Chapter 1.6..

Following Attributes were defined to this end:

- *The analysis was to provide insights by means of an analysis of Conditions that were assumed to generate a circumstance that would cause a certain impact, or effect within the Process of Motivation*
- *The analysis was to identify which Conditions are elementary for Interference to occur in the Process of Motivation, by an analysis of effects in different Intervention Strategies*
- *The analysis was to provide insights in the effects of combinations of Conditions in different Intervention Strategies*
- *The analysis was to provide insights by means of an analysis of patterns in effects in these combinations of Conditions*
- *The analysis was to provide insights into recurrent arrangements within these patterns*
- *The analysis was to provide ultimately, through these recurrent patterns, insights into the Intervention Strategies that are best suited to address the Conditions for Interference in a Process of Motivation*

The inductive inference process has led to isolating three distinct Conditions that are deemed essential for Interference to occur in the Process of Motivation.

Section B.1. provided an analysis of Conditions generating an effect on the Process of Motivation, identifying elementary Conditions in an analysis of effects in different Intervention Strategies, Sections B.1.1 to B.1.8., with analyses in the effects of combinations, Sections B.2.1 to B.2.4. The analysis of the effects of these combinations led to an analysis of patterns in Section B.2.5., with recurrent arrangements in Section B.2.6., leading ultimately in Section B.2.7., to an analysis of those Intervention Strategies that appeared to be best suited to address a Process of Motivation.

Thus, the inductive inference has led to the description called for in Section A.3., covering these Attributes. As a result it is concluded that the inductive inference has provided the theoretical insights called for in an analysis of Conditions.

B.4. Conclusions

A number of initial Assumptions enabled an inductive inference analysis to be made to identify the Conditions necessary for effects to occur in addressing the Process of Motivation.

The vast universe of available options occurring in a Process of Interference between an Actor-Intervener and an Individual, was reduced to a matrix of 8x8 so-called 'Intervention Strategies'. Each Intervention Strategy defined as an occurrence, or variation, in which this Process of Interference could manifest itself.

In a subsequent inductive inference, each of these Intervention Strategies was observed and analyzed on the specific Conditions needed for an optimal Intervention to occur in the Process of Motivation.

Within this interplay of forces, three Conditions were found to play a decisive role:

- *Perceived Significance, both in Goal and in perception of the Actor-Intervener,*
- *Perceived Support,*
- *Perceived (Mis)-Match in Mutual Perceptions.*

B.4.1. Perceived Significance

In the analysis of effects of addressing the Process of Motivation at different levels, Perceived Significance appeared to be an essential, mediating parameter. When the Individual perceives his own Goal as highly Significant, outside interference becomes more prominent. And when the Actor-Intervener is perceived as being important, the impact of interference also increases in Perceived Significance.

As indicated in a number of initial Assumptions, Perceived Significance, of course, ranges from virtually absent to high perceptions of Significance. This continuum was represented only by its extremes, following Assumptions set in Section A.2.2. and Section A.2.3. Thus a dichotomy was made between a 'Low Significance' and a 'High Significance', in the assumption that intermediate alternatives would follow analogous processes.

In an analysis of the effects of an Actor-Intervener addressing the Process of Motivation, a first Condition for effects to occur, appeared to be Significance. Effects seemed to be influenced by the Significance of the Individual's own Goal, or by the Individual's perception of Significance of the Actor-Intervener, or by both.

B.4.2. Perceived Support

Significance per se did not appear to be the only mediating Condition. The

combination of Perceived Significance and Perceived Support was decisive in obtaining effects in terms of intentional activities from a 'β-Perspective' of an Actor-Intervener.

The effects as a result of Perceived Support appeared to change depending on the Intervention Strategy chosen by the Actor-Intervener, and the Context within which this Strategy was applied.

B.4.3. Perceived (Mis)-Match in Mutual Perceptions

Perceived Support, in turn, largely depended on two parameters: the Phase being addressed, and the Match or Mismatch in Mutual Perceptions by the Individual within the range of different Contexts that occurred.

It appeared from the analysis that effects on the Process of Motivation remained the same when the Individual perceived a Match even when the observed combinations between Actor-Intervener and Individual differed in absolute standards. As long as the Individual perceived directions from the Actor-Intervener as 'Matching', the effects on Motivation remained the same. In parallel, when the Individual perceived a Mismatch, the effects on the Process of Motivation were the same, irrespective of the absolute terms in which perceptions differed. It is emphasized however, that effects differed in intensity, but the underlying processes remained the same.

The outcome of these findings was that in the analysis, no reference appeared to be needed in 'high' or 'low' values, and only qualifications in terms of a 'Match' or 'Mismatch' in Mutual Perceptions between the Individual and the Actor-Intervener could be used.

The implications of this finding were far reaching, as it implied not only that Interventions could be observed without qualifications in absolute terms, but also that the height or extent of the Intervention could be discarded. As long as the Individual perceived the Actor-Intervener to Match with his own perceptions, even if there was a Mismatch in absolute terms, or even if the Intervention was too modest, or perhaps too high, as long as a Match was perceived, the effects were found to be comparable. With same results found in case of a Mismatch.

Appendix XXV
An Overview of Participating Companies (1998)
Inventory of Elements

Alcatel España
BAA
Barclays Bank
Bekaert
Bosch-Siemens Hausgeräte
British Aerospace
British Steel
BT
Bull
Citroën
DiEU
Dow Chemical
Dow Corning Europe
Electrolux
Generale Bank
Halifax
HERMES SoftLab
Hilti Corporation
Hoechst
Honeywell
Kemira Agro
KLM Royal Dutch Airlines
Libertel
Merck
Omnitel
Oracle
Rover Group
Royal Mail
Schindler Aufzüge
SGS Thomson
Siemens
Sodalía
Solvay
Statoil
Sulzer
UBS Union Bank of Switzerland
Unilever Home & Personal Care Europe
Voest-Alpine Stahl Linz
Volkswagen
Volvo

Appendix XXVI

An Overview of Consulted Literature

Inventory of Elements

For an Inventory of Elements in Study 7 an extensive list was made using both literature and outcomes from previous research. In compiling the list, the following four sources of information were used:

- *Descriptive models of organizations from literature*; In the literature, over the years, a number of models have been presented to explain or describe organizational 'systems'. In the research, the list that gradually developed was checked against these models on coverage¹;
- *Available checklists from literature*; Although rather scarce, a number of checklists from literature were used as a reference²;
- *Past research on the subject from literature*; A further source of information came from research findings from literature³, especially from a research project held at Erasmus University and commissioned by the Dutch Kwaliteitsdienst KDI⁴, and research performed in conjunction with the European Foundation for Quality Management, EFQM⁵.

¹ For an overview of most important models, refer to the following selection from the literature:
Mintzberg, H., (1980). Structure in 5's: a synthesis of the research on organization design, *Management Science*, 26, (3), 322-341.
Mintzberg, H., (1979). *The Structuring of Organizations*. Englewood Cliffs: Prentice-Hall.
Morgan, G., (1986). *Images of Organization*. London: Sage Publications.

² Especially a number of Dutch checklists were used; for a comprehensive overview refer to:
Orden, C.Y.D. van, & Gaillard, A.W.K., (1994). *TOMO: Toetsingslijst Mens & Organisatie; Een instrument voor het inventariseren van psychosociale aspecten in de werkomgeving*. TNO Technische Menskunde. Zeist: Uitgeverij Kerckebosch BV.

³ Since its start in the late 40's, research on Satisfaction has steadily increased over the years; for a comprehensive overview we refer to: Kraut, A.I., (1996). An Overview of Organizational Surveys, In: *Organizational Surveys*, A.I. Kraut, (Ed.). San Francisco: Jossey-Bass Publishers.

For a 'narrative overview' without too many references, we refer to:
Paulus, P.B., Seta, C.E., & Baron, R.A., (1996). *Effective Human Relations, A Guide to People at Work*. Boston: Allyn and Bacon.

⁴ Eijkelenkamp, R., Pest, K. Van De, Slegtenhorst, E., Tulen, S., & Timmers, J., (1996). *Eindrapport Validatie 'Kubus'-Model*, Parts 1 & 2, Internal Publication Department of Business and Organization, Erasmus University Rotterdam.

⁵ Timmers, J.G., & Mennes, M.A., (1998). *Employee Satisfaction; Coverage of Satisfaction Questionnaires, an Analysis of the Extent of Coverage of 40 Satisfaction Questionnaires in Use at Major Western Companies*, Part 2, Research Project for the European Foundation for Quality Management. Brussels: European Foundation for Quality Management.

Appendix XXVII
Inventory of Elements
Covering all Aspects of a Business Environment

- Elements related to the Individuals that constitute the Company Population:
 - Top Management
 - Middle Management, Immediate Management
 - Peers
 - Employees, Subordinates

All Individuals referred to as 'Subjects'.

- 1. Elements related to Subjects

Elements include:

- 1.1. Subject's Person, namely:
 - 1.1.1. Personal Circumstances
 - 1.1.1.1. Subject's Socio-Economic Background
 - 1.1.1.2. Subject's Racial Background
 - 1.1.1.3. Subject's Geographical Background
 - 1.1.1.4. Subject's Health
 - 1.1.1.5. Subject's Marital Status
 - 1.1.1.6. Subject's Family Circumstances
 - 1.1.1.7. Subject's Housing Conditions
 - 1.1.1.8. *If applicable*: Subject's Disabilities
 - 1.1.2. Person Related Elements
 - 1.1.2.1. Subject's Capacities and Competence
 - 1.1.2.2. Subject's Age
 - 1.1.2.3. Subject's Gender
 - 1.1.3. Personality Related Elements
 - 1.1.3.1. Subject's Leadership ⇒ 1.4.1.1., 1.4.2.1., 1.4.3.1.
 - 1.1.3.2. Subject's Stress and Coping
- 1.2. Subject's Personal Development
 - 1.2.1. Past
 - 1.2.1.1. Subject's Education
 - 1.2.2. Actual
 - 1.2.2.1. Personal
 - 1. Subject's Personal Development
 - 2. Subject's Hobbies
 - 1.2.2.2. Work related
 - 1. Guidance in Personal Development: ⇒ 1.3.3.1.

- 2. Opportunities: ⇒ 1.3.3.1.
- 1.2.3. Future
 - 1.2.3.1. Subject's Career Plans: ⇒ 1.3.2.1.
 - 1.2.3.2. Subject's Career Opportunities: ⇒ 1.3.2.1.
 - 1.2.3.3. Mobility: ⇒ 1.3.2.1.
- 1.3. Subject's Work, namely:
 - 1.3.1. Subject's Work Characteristics
 - 1.3.1.1. Subject's Workload
 - 1. Difficulty
 - 2. Length
 - 3. Demands
 - 4. Load
 - 1.3.1.2. Subject's Workcontent
 - 1. Relevance
 - 2. Interest
 - 3. Type of Work
 - 1.3.1.3. Subject's Incentives & Challenges, Accomplishment
 - 1.3.1.4. Subject's Authority & Responsibility
 - 1.3.1.5. Subject's Objectives & Priorities
 - 1.3.1.6. Subject's Work Procedures
 - 1.3.2. Subject's Work Perspective:
 - 1.3.2.1. Subject's Career & Advancement
 - 1. Subject's Job Security & Employability
 - 2. Subject's Career Guidance
 - 3. Subject's Opportunities
 - 4. Subject's Mobility
 - 1.3.3. Subject's Work Related Development:
 - 1.3.3.1. Subject's Personal Development
 - 1. Subject's Guidance provided
 - 2. Subject's Opportunities provided
 - 1.3.3.2. Subject's Training
 - 1. Subject's Guidance provided
 - 2. Subject's Opportunities provided
 - 3. Subject's Relevance
 - 1.3.4. Subject's Work Conditions, namely:
 - 1.3.4.1. Subject's Working Conditions:
 - 1. Subject's Pay
 - 2. Subject's Secondary Benefits
 - 3. Subject's Possibilities for Flexible Work
 - 1.3.4.2. Subject's Working Environment
 - 1. Subject's Supplies provided
 - 2. Subject's Equipment & Technology provided
 - 3. Subject's Information provided: ⇒ 4.17
 - 4. Subject's Location

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- 5. Subject's Safety
- 6. Subject's Physical Surrounding:
 - 1. Space
 - 2. Lighting
 - 3. Heating, Airco,
 - 4. Catering
 - 5. Climate
- 1.3.4.3. Subject's Employment
 - 1. Subject's Function
 - 2. Subject's Length of Employment
 - 3. Subject's Full-time, Part-time Employment; Shifts
 - 4. Subject's Management - Non-management Function
 - 5. Subject's Department within the Company
 - 6. Subject's Grade
- 1.4. Human Dynamics, Subjects relation to other persons, namely
 - 1.4.1. Subjects involving 'others', *'others' being unspecified*:
 - 1.4.1.1. The way *'others'* direct:
 - 1. Leadership, e.g.: 'They manage the company in a fine way...'
 - 2. Planning & Priority Indication: 'People provide us with well-defined priorities...'
 - 3. Performance and Competence: 'Performance is stimulated around here...'
 - 4. Performance Appraisal: 'Are you satisfied with the way performance appraisal is being carried out...'
 - 5. Recognition: 'People are being recognized in their performance...'
 - 6. Delegation: 'Are you satisfied with the way people delegate tasks...'
 - 7. Guidelines and Goals: 'People receive sufficient guidelines...'
 - 8. Team Building & Cooperation: 'Team building is actively stimulated...'
 - 9. Trust: 'People are being trusted around here...'
 - 10. Dignity & Respect: 'People treat others with dignity and respect...'
 - 11. Personal Relationships: 'Personal relations are stimulated in the company...'
 - 12. Communication: 'People communicate well with each other...'
 - 13. Approachable & Receptive for Suggestions: 'People around here are receptive to suggestions...'
 - 14. Decision & Responsibility Taking: 'Employees do take decisions when needed...'
 - 1.4.1.2. The way others are being directed: ⇒ 1.4.1.1.
 - 1.4.2. Subjects involving 'others', *'others' being specified*, namely: Top Management

- 1.4.2.1. The way Top Management directs:
 - 1. Leadership, e.g.: 'I am satisfied about the way Top Management leads people...'
 - 2. Planning & Priority Indication: 'Top Management provides employees with well-defined priorities...'
 - 3. Performance and Competence: 'Top Management stimulates performance in an adequate manner...'
 - 4. Performance Appraisal: 'Top Management spends sufficient time on performance appraisal...'
 - 5. Recognition: 'Top Management is very much focused on providing recognition to others...'
 - 6. Delegation: 'Top Management delegates tasks to others in a substantial manner ...'
 - 7. Guidelines and Goals: 'Top Management provides sufficient guidelines to others to perform their job adequately...'
 - 8. Team Building & Cooperation: 'I am satisfied about the way Top Management stimulates people to work together...'
 - 9. Trust: 'Top Management trusts others...'
 - 10. Dignity & Respect: 'Top Management treats other employees with dignity...'
 - 11. Personal Relationships: 'Top Management has a good personal relation with others in the company...'
 - 12. Communication: 'Top Management communicates well...'
 - 13. Approachable & Receptive for Suggestions: 'Top Management is receptive to suggestions...'
 - 14. Decision & Responsibility Taking: 'Top Management takes decisions when needed...'

- 1.4.2.2. The way Top Management is being directed:
 - 5. Recognition, e.g.: 'Top Management is being recognized ...'
 - 9. Trust: 'Top Management is being trusted...'
 - 10. Dignity & Respect: 'Top Management is being treated with respect around here...'
 - 11. Personal Relationships: 'Employees have a good personal relation with Top Management...'
 - 12. Communication: 'Employees provide Top Management sufficiently with the necessary information...'
 - 13. Approachable & Receptive for Suggestions: 'People are receptive to suggestions from Top Management...'

- 1.4.3. Subjects involving others, *'others' being specified*, namely: Management, Middle or Immediate Management
 - 1.4.3.1. The way Management directs:
 - 1. Leadership, e.g.: 'Management leads the company in a fine way...'
 - 2. Planning & Priority Indication: 'Management provides employees with well-defined priorities...'
 - 3. Performance and Competence: 'Are you satisfied with the way performance is being stimulated by management...'

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- 4. Performance Appraisal: 'Management spends sufficient time on performance appraisal...'
 - 5. Recognition: 'Management is very much focused on providing recognition to others...'
 - 6. Delegation: 'Management delegates tasks to others in a substantial manner ...'
 - 7. Guidelines and Goals: 'Management provides sufficient guidelines to others to perform their job adequately...'
 - 8. Team Building & Cooperation: 'I am satisfied about the way Management stimulates people to work together...'
 - 9. Trust: 'Management trusts employees...'
 - 10. Dignity & Respect: 'Management treats other employees with dignity...'
 - 11. Personal Relationships: 'Management has a good personal relation with others in the company...'
 - 12. Communication: 'Management communicates well...'
 - 13. Approachable & Receptive for Suggestions: 'Management is receptive to suggestions...'
 - 14. Decision & Responsibility Taking: 'Management takes decisions when needed...'
- 1.4.3.2. The way Management is being directed
 - by Top Management: ⇨ 1.4.2.1.
 - by Subordinates: ⇨ 1.4.4.1.
- 1.4.4. Subjects involving others, *'others' being specified*, namely: Subordinates
 - 1.4.4.1. The way Subordinates direct:
 - 5. Recognition, e.g.: 'Management is being recognized ...'
 - 9. Trust: 'Subordinates trust Management in this company...'
 - 10. Dignity & Respect: 'Subordinates treat management with respect around here...'
 - 11. Personal Relationships: 'Employees have a good personal relation with Management...'
 - 12. Communication: 'Subordinates provide Management sufficiently with the necessary information...'
 - 13. Approachable & Receptive for Suggestions: 'Subordinates are receptive to suggestions from Top Management...'
 - 1.4.4.2. The way Subordinates are being directed: ⇨ 1.4.3.1.
- 1.4.5. Subjects involving others, *'others' being specified*, namely: Peers, colleagues ⇨ 1.4.1.
- 1.5. Subject's Motivation: in relation to other persons, namely:
 - 1.5.1. Subjects involving 'others', *'others' being unspecified*:
 - 1.5.1.1. The way *'others'* address Motivation:

- 1. Subject's Expectancies, e.g.: 'I am satisfied about how they address the expectancies of employees in this company...'
 - 2. Subject's Effort: 'I am satisfied about how they encourage investing a personal effort in this company...'
 - 3. Subject's Internally Evoked Self-Assessment: 'Around here, they encourage employees to make personal assessments of Achievement and Failure...'
 - 4. Subject's Reality: 'People are explicit in presenting Reality in the company...'
 - 5. Subject's Impact of Reality: 'One has a feeling for the way employees perceive Reality in our company...'
 - 6. Subject's External Self-Assessment: 'We leave employees to make their own judgment on their Aspirations and feelings of Fulfillment...'
 - 7. Subject's Orientation towards Change: 'In this company one is actively encouraged to make one's own assessments on personal improvement and change...'
 - 8. Subject's Dedication: 'Here, one actively and unconditionally supports employees in their perceptions of the company...'
- 1.5.1.2. The way others are being addressed in their Motivation:
⇒ 1.5.1.1.
- 1.5.2. Subjects involving 'others', '*others*' being specified, namely: Top Management
 - 1.5.2.1. The way Top Management addresses Motivation:
 - 1. Subject's Expectancies, e.g.: 'I am satisfied about the way Top Management addresses the expectancies of employees...'
 - 2. Subject's Effort: 'I am satisfied about how Top Management encourages investing a personal effort...'
 - 3. Subject's Internally Evoked Self-Assessment: 'Top Management encourages employees to make personal assessments of Achievement and Failure...'
 - 4. Subject's Reality: 'Top Management is explicit in presenting Reality to its employees...'
 - 5. Subject's Impact of Reality: 'Top Management has a feeling for the way employees perceive Reality in our company...'
 - 6. Subject's External Self-Assessment: 'Top Management leaves employees to make their own judgment on their Aspirations and feelings of Fulfillment...'
 - 7. Subject's Orientation towards Change: 'Top Management actively encourages employees to make their own assessments on personal improvement and change...'
 - 8. Subject's Dedication: 'Top Management actively and unconditionally supports employees in their perceptions of the company...'
 - 1.5.2.2. The way Top Management is being addressed in their Motivation:

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- 1. Subject's Expectancies, e.g.: 'Top Management is being respected in their expectancies about the company...'
- 2. Subject's Effort: 'Top Management is being acknowledged in the personal investment they make for the company...'
- 3. Subject's Internally Evoked Self-Assessment: 'Top Management is acknowledged in their personal assessments of Achievement and Failure...'
- 4. Subject's Reality: 'Top Management is acknowledged in how they present Reality to their employees...'
- 5. Subject's Impact of Reality: ⇒ 1.5.2.1.
- 6. Subject's External Self-Assessment: ⇒ 1.5.2.1.
- 7. Subject's Orientation towards Change: ⇒ 1.5.2.1.
- 8. Subject's Dedication: 'Employees respect the way Top Management actively and unconditionally supports them in their perceptions of the company...'
- 1.5.3. Subjects involving others, *'others' being specified*, namely: Management, Middle or Immediate Management
 - 1.5.3.1. The way Management addresses Motivation:
 - 1. Subject's Expectancies, e.g.: 'I am satisfied about how Management addresses the expectancies of employees...'
 - 2. Subject's Effort: 'I am satisfied about how Management encourages investing a personal effort...'
 - 3. Subject's Internally Evoked Self-Assessment: 'My Manager encourages employees to make personal assessments of Achievement and Failure...'
 - 4. Subject's Reality: 'Management is explicit in presenting Reality to its employees...'
 - 5. Subject's Impact of Reality: 'Management has a feeling for the way employees perceive Reality in our company...'
 - 6. Subject's External Self-Assessment: 'Management leaves employees to make their own judgment on their Aspirations and feelings of Fulfillment...'
 - 7. Subject's Orientation towards Change: 'Management actively encourages employees to make their own assessments on personal improvement and change...'
 - 8. Subject's Dedication: 'Management actively and unconditionally supports employees in their perceptions of the company...'
 - 1.5.3.2. The way Management is being addressed in their Motivation:
by Top Management: ⇒ 1.5.2.1.
by Subordinates: ⇒ 1.5.4.1.
- 1.5.4. Subjects involving others, *'others' being specified*, namely: Subordinates
 - 1.5.4.1. The way Subordinates address Motivation:
 - 1. Subject's Expectancies, e.g.: 'Management is being respected by subordinates in their expectancies about the company...'

- 2. Subject's Effort: 'Management is being acknowledged by subordinates in the personal investment they make for the company...'
- 3. Subject's Internally Evoked Self-Assessment: 'Subordinates acknowledge Management in their personal assessments of Achievement and Failure...'
- 4. Subject's Reality: 'Subordinates acknowledge Management in how they present Reality to their employees...'
- 8. Subject's Dedication: 'Subordinates respect the way Management actively and unconditionally supports them in their perceptions of the company...'

- 1.5.4.2. The way Subordinates are being addressed in their Motivation: ⇒ 1.5.3.1.

- 1.5.5. Subjects involving others, '*others*' being specified, namely: Peers, colleagues ⇒ 1.5.1.

- 1.6. Subject's personal Motivation: ⇒ 2.6.

- 1.7. Company Dynamics: Subjects as related to Company Structures or Procedures, namely:
 - 1.7.1. In general: Company Structures or Procedures
 - 1.7.1.1. The way Company Structures or Procedures direct Subjects
 - 7. Guidelines and Goals
 - 1.7.1.2. The way Subjects direct Company Structures or Procedures
 - 7. Guidelines and Goals

- 2. Elements related to Subject's Perceptions and Experiences
Elements include:
 - 2.1. Subject's Perception of Person, namely:
 - 2.1.1. Personal Circumstances
 - 2.1.1.1. Subject's Perception of Socio-Economic Background
 - 2.1.1.2. Subject's Perception of Racial Background
 - 2.1.1.3. Subject's Perception of Geographical Background
 - 2.1.1.4. Subject's Perception of Health
 - 2.1.1.5. Subject's Perception of Marital Status
 - 2.1.1.6. Subject's Perception of Family Circumstances
 - 2.1.1.7. Subject's Perception of Housing Conditions
 - 2.1.1.8. *If applicable*: Subject's Perception of Disabilities
 - 2.1.2. Person Related Elements

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- 2.1.2.1. Subject's Perception of Capacities and Competence
- 2.1.2.2. Subject's Perception of Age
- 2.1.2.3. Subject's Perception of Gender
- 2.1.3. Personality Related Elements
 - 2.1.3.1. Leadership ⇨ 2.4.1
 - 2.1.3.2. Stress and Coping
- 2.2. Subject's Perception of Personal Development
 - 2.2.1. Past
 - 2.2.1.1. Subject's Perception of Education
 - 2.2.2. Actual
 - 2.2.2.1. Personal
 - 1. Subject's Perception of Personal Development
 - 2. Subject's Perception of Hobbies
 - 2.2.2.2. Work related
 - 1. Subject's Perception of Guidance in Personal Development: ⇨ 2.3.3.1.
 - 2. Subject's Perception of Opportunities: ⇨ 2.3.3.1.
 - 2.2.3. Future
 - 2.2.3.1. Subject's Perception of Career Plans: ⇨ 2.3.2.1.
 - 2.2.3.2. Subject's Perception of Career Opportunities: ⇨ 2.3.2.1.
 - 2.2.3.3. Subject's Perception of Mobility: ⇨ 2.3.2.1.
- 2.3. Subject's Perception of Work, namely:
 - 2.3.1. Subject's Perception of Work Characteristics
 - 2.3.1.1. Subject's Perception of Workload
 - 1. Subject's Perception of Difficulty
 - 2. Subject's Perception of Length
 - 3. Subject's Perception of Demands
 - 4. Subject's Perception of Load
 - 2.3.1.2. Subject's Perception of Workcontent
 - 1. Subject's Perception of Relevance
 - 2. Subject's Perception of Interest
 - 3. Subject's Perception of Type of Work
 - 2.3.1.3. Subject's Perception of Incentives & Challenges, Accomplishment
 - 2.3.1.4. Subject's Perception of Authority & Responsibility
 - 2.3.1.5. Subject's Perception of Objectives & Priorities
 - 2.3.1.6. Subject's Perception of Work Procedures

- 2.3.2. Subject's Perception of Work Perspective:
 - 2.3.2.1. Subject's Perception of Career & Advancement
 - 1. Subject's Perception of Job Security & Employability
 - 2. Subject's Perception of Career Guidance
 - 3. Subject's Perception of Opportunities
 - 4. Subject's Perception of Mobility
- 2.3.3. Subject's Perception of Work Related Development:
 - 2.3.3.1. Subject's Perception of Personal Development
 - 1. Subject's Perception of Guidance provided
 - 2. Subject's Perception of Opportunities provided
 - 2.3.3.2. Subject's Perception of Training
 - 1. Subject's Perception of Guidance provided
 - 2. Subject's Perception of Opportunities provided
 - 3. Subject's Perception of Relevance
- 2.3.4. Subject's Perception of Work Conditions, namely:
 - 2.3.4.1. Subject's Perception of Working Conditions:
 - 1. Subject's Perception of Pay
 - 2. Subject's Perception of Secondary Benefits
 - 3. Subject's Perception of Possibilities for Flexible Work
 - 2.3.4.2. Subject's Perception of Working Environment
 - 1. Subject's Perception of Supplies provided
 - 2. Subject's Perception of Equipment & Technology provided
 - 3. Subject's Perception of Information provided: ⇨ 4.17
 - 4. Subject's Perception of Location
 - 5. Subject's Perception of Safety
 - 6. Subject's Perception of Physical Surrounding:
 - 1. Space
 - 2. Lighting
 - 3. Heating, Airco,
 - 4. Catering
 - 5. Climate
 - 2.3.4.3. Subject's Perception of Employment
 - 1. Subject's Perception of Function
 - 2. Subject's Perception of Length of Employment
 - 3. Subject's Perception of Full-time, Part-time Employment; Shifts
 - 4. Subject's Perception of Management - Non-management Function
 - 5. Subject's Perception of Department within the Company
 - 6. Subject's Perception of Grade
- 2.4. Human Dynamics: Subject's Perception of his relation to other persons, namely:
 - 2.4.1. Subjects Perception involving 'others', *'others' being unspecified*:

- 2.4.1.1. Subject's Perception of the way 'others' direct him:
 - 1. Subject's Perception of Leadership, e.g.: 'I am satisfied about the way I am being managed...'
 - 2. Subject's Perception of Planning & Priority Indication: 'People provide me with well-defined priorities...'
 - 3. Subject's Perception of Performance and Competence: 'Are you satisfied with the way your performance is being stimulated...'
 - 4. Subject's Perception of Performance Appraisal: 'Are you satisfied with the way your performance appraisal is being carried out...'
 - 5. Subject's Perception of Recognition: 'Are you satisfied with the recognition you get...'
 - 6. Subject's Perception of Delegation: 'Are you satisfied with the way others delegate tasks to you ...'
 - 7. Subject's Perception of Guidelines and Goals: 'Others provide me with sufficient guidelines to do my job well...'
 - 8. Subject's Perception of Team Building & Cooperation: 'I am stimulated to work in teams...'
 - 9. Subject's Perception of Trust: 'I am fully trusted by others in this company...'
 - 10. Subject's Perception of Dignity & Respect: 'I am treated with dignity and respect...'
 - 11. Subject's Perception of Personal Relationships: 'People are taking care to have a good relationship with me...'
 - 12. Subject's Perception of Communication: 'People communicate well with me...'
 - 13. Subject's Perception of 'others' being Approachable & Receptive for Suggestions: 'People around here are receptive to my suggestions...'
 - 14. Subject's Perception of Decision & Responsibility Taking: 'Employees do take decisions for me...'
- 2.4.1.2. Subject's Perception of the way he directs 'others':
 - 1. Subject's Perception of his own Leadership, e.g.: 'I am satisfied about the way I lead people...'
 - 2. Subject's Perception of his own Planning & Priority Indication: 'I provide employees with well-defined priorities...'
 - 3. Subject's Perception of his own Performance and Competence: 'I stimulate performance in an adequate manner...'
 - 4. Subject's Perception of his own Performance Appraisal: 'I spend sufficient time on performance appraisal...'
 - 5. Subject's Perception of his own Recognition: 'I'm very much focused on providing recognition to others...'
 - 6. Subject's Perception of his own Delegation: 'I delegate tasks to others in a substantial manner ...'
 - 7. Subject's Perception of his own Guidelines and Goals: 'I provide sufficient guidelines to others to perform their job adequately...'
 - 8. Subject's Perception of his own Team Building & Cooperation: 'I am satisfied about the way I stimulate people to work together...'

- 9. Subject's Perception of his own Trust: 'I trust others...'
 - 10. Subject's Perception of his own Dignity & Respect: 'I treat other employees with dignity...'
 - 11. Subject's Perception of his own orientation towards Personal Relationships: 'I have a good personal relation with others in the company...'
 - 12. Subject's Perception of his own Communication: 'I communicate well with others...'
 - 13. Subject's Perception of his own orientation towards being Approachable & Receptive for Suggestions: 'I am receptive to suggestions...'
 - 14. Subject's Perception of his own Decision & Responsibility Taking: 'I do take decisions when needed...'
- 2.4.2. Subjects Perception involving others, '*others' being specified*, namely: Top Management
 - 2.4.2.1. Subject's Perception of the way Top Management directs him:
 - 1. Subject's Perception of Leadership, e.g.: 'I am satisfied about how Top Management is leading me, in general...'
 - 2. Subject's Perception of Planning & Priority Indication: 'Top Management provides me with well-defined priorities...'
 - 3. Subject's Perception of Performance and Competence: 'Top Management stimulates my performance...'
 - 4. Subject's Perception of Performance Appraisal: 'Are you satisfied with the way performance appraisal is being carried out by Top Management...'
 - 5. Subject's Perception of Recognition: 'Are you satisfied with the recognition you get from Top Management...'
 - 6. Subject's Perception of Delegation: 'Are you satisfied with the way Top Management delegates tasks to you ...'
 - 7. Subject's Perception of Guidelines and Goals: 'Top Management provides me with sufficient guidelines to do my job well...'
 - 8. Subject's Perception of Team Building & Cooperation: 'I am adequately stimulated by Top Management to work in teams...'
 - 9. Subject's Perception of Trust: 'I am fully trusted by Top Management...'
 - 10. Subject's Perception of Dignity & Respect: 'I am treated with dignity and respect by Top Management...'
 - 11. Subject's Perception of Personal Relationships: 'Top Management values a good relationship with me...'
 - 12. Subject's Perception of Communication: 'Top Management communicates well with me...'
 - 13. Subject's Perception of Management being Approachable & Receptive for Suggestions: 'Top Management is receptive to my suggestions...'
 - 14. Subject's Perception of Decision & Responsibility Taking: 'Top Management takes the necessary decisions for me to perform my job well...'
 - 2.4.2.2. Subject's Perception of the way he directs Top Management':

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- 5. Subject's Perception of his own Recognition: 'I am recognizing Top Management in their style of leading the company...'
 - 9. Subject's Perception of his own Trust: 'I trust Top Management...'
 - 10. Subject's Perception of his own Dignity & Respect: 'I have respect for Top Management in my Organization...'
 - 11. Subject's Perception of his own orientation towards Personal Relationships: 'I have a good personal relation with Top Management...'
 - 12. Subject's Perception of his own Communication: 'I communicate relevant information sufficiently towards Top Management...'
 - 13. Subject's Perception of his own orientation towards being Approachable & Receptive for Suggestions: 'I am receptive to suggestions from Top Management...'
- 2.4.3. Subjects Perception involving others, '*others*' being specified, namely: Management, Middle or Immediate Management
 - 2.4.3.1. Subject's Perception of the way Middle Management, Immediate Management, 'Management' directs him:
 - 1. Subject's Perception of Leadership, e.g.: 'I am satisfied about my immediate manager...'
 - 2. Subject's Perception of Planning & Priority Indication: 'My manager provides me with well-defined priorities...'
 - 3. Subject's Perception of Performance and Competence: 'My manager stimulates my performance...'
 - 4. Subject's Perception of Performance Appraisal: 'Are you satisfied with the way your performance appraisal is being carried out by your immediate manager...'
 - 5. Subject's Perception of Recognition: 'Are you satisfied with the recognition you get from your manager...'
 - 6. Subject's Perception of Delegation: 'Are you satisfied with the way your management delegates tasks to you ...'
 - 7. Subject's Perception of Guidelines and Goals: 'My immediate manager provides me with sufficient guidelines to do my job well...'
 - 8. Subject's Perception of Team Building & Cooperation: 'I am adequately stimulated by management to work in teams...'
 - 9. Subject's Perception of Trust: 'I am fully trusted by my immediate manager...'
 - 10. Subject's Perception of Dignity & Respect: 'I am treated with dignity and respect by my manager...'
 - 11. Subject's Perception of Personal Relationships: 'Management values a good relationship with me...'
 - 12. Subject's Perception of Communication: 'My immediate manager communicates well with me...'
 - 13. Subject's Perception of Management being Approachable & Receptive for Suggestions: 'My Manager is receptive to my suggestions...'

- 14. Subject's Perception of Decision & Responsibility Taking: 'Management takes the necessary decisions for me to perform my job well...'
- 2.4.3.2. Subject's Perception of the way he directs Middle Management, Immediate Management, 'Management':
 - 5. Subject's Perception of his own Recognition: 'I am recognizing my manager in his style of leading me...'
 - 9. Subject's Perception of his own Trust: 'I trust my Manager...'
 - 10. Subject's Perception of his own Dignity & Respect: 'I have respect for my immediate manager...'
 - 11. Subject's Perception of his own orientation towards Personal Relationships: 'I have a good personal relation with my immediate manager...'
 - 12. Subject's Perception of his own Communication: 'I communicate relevant information sufficiently towards my Manager...'
 - 13. Subject's Perception of his own orientation towards being Approachable & Receptive for Suggestions: 'I am receptive to suggestions from my Manager...'
- 2.4.4. Subjects Perception involving others, *'others' being specified*, namely: Subordinates
 - 2.4.4.1. Subject's Perception of the way subordinates direct him:
 - 5. Subject's Perception of Recognition: 'I am recognized by my subordinates...'
 - 9. Subject's Perception of Trust: 'I am trusted by my subordinates...'
 - 10. Subject's Perception of Dignity & Respect: 'I am treated with respect by the people I manage...'
 - 11. Subject's Perception of Personal Relationships: 'Subordinates have a good personal relation with me...'
 - 12. Subject's Perception of Communication: 'Subordinates provide me sufficiently with the necessary information...'
 - 13. Subject's Perception of Subordinates being Approachable & Receptive for Suggestions: 'Subordinates are receptive to suggestions from me...'
 - 2.4.4.2. Subject's Perception of the way he directs subordinates:
 - 1. Subject's Perception of Leadership, e.g.: 'I am satisfied about the way I lead my direct reports...'
 - 2. Subject's Perception of Planning & Priority Indication: 'I provide well-defined priorities to my people...'
 - 3. Subject's Perception of Performance and Competence: 'I stimulate my people...'
 - 4. Subject's Perception of Performance Appraisal: 'Are you satisfied with the way you carry out performance appraisals of employees under your supervision...'
 - 5. Subject's Perception of Recognition: 'I sufficiently recognize the contribution my direct reports are giving...'
 - 6. Subject's Perception of Delegation: 'I delegate tasks to people under my supervision ...'

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- 7. Subject's Perception of Guidelines and Goals: 'I provide sufficient guidelines to my people to do a good job...'
 - 8. Subject's Perception of Team Building & Cooperation: 'I stimulate my people to work in teams...'
 - 9. Subject's Perception of Trust: 'I fully trust my people...'
 - 10. Subject's Perception of Dignity & Respect: 'I treat my direct reports with dignity and respect...'
 - 11. Subject's Perception of Personal Relationships: 'I value good relationships with my direct reports...'
 - 12. Subject's Perception of Communication: 'I communicate well with my direct reports...'
 - 13. Subject's Perception of being Approachable & Receptive for Suggestions: 'I am receptive to suggestions from my people...'
 - 14. Subject's Perception of Decision & Responsibility Taking: 'I take the necessary decisions for my people to perform their job well...'
- 2.4.5. Subjects Perception involving others, *'others' being specified*, namely: Peers, colleagues
 - 2.4.5.1. Subject's Perception of the way peers, colleagues direct him:
 - 5. Subject's Perception of Recognition: 'I am recognized by my colleagues...'
 - 9. Subject's Perception of Trust: 'I am trusted by my colleagues...'
 - 10. Subject's Perception of Dignity & Respect: 'I am treated with respect by my colleagues...'
 - 11. Subject's Perception of Personal Relationships: 'colleagues have a good personal relation with me...'
 - 12. Subject's Perception of Communication: 'Colleagues provide me sufficiently with the necessary information...'
 - 13. Subject's Perception of Subordinates being Approachable & Receptive for Suggestions: 'Colleagues are receptive to suggestions from me...'
 - 2.4.5.2. Subject's Perception of the way he directs peers, colleagues:
 - 5. Subject's Perception of his own Recognition: 'I am recognizing colleagues in their style of leading the company...'
 - 9. Subject's Perception of his own Trust: 'I trust colleagues ...'
 - 10. Subject's Perception of his own Dignity & Respect: 'I have respect for my colleagues ...'
 - 11. Subject's Perception of his own orientation towards Personal Relationships: 'I have a good personal relation with colleagues ...'
 - 12. Subject's Perception of his own Communication: 'I communicate relevant information sufficiently with colleagues...'
 - 13. Subject's Perception of his own orientation towards being Approachable & Receptive for Suggestions: 'I am receptive to suggestions from colleagues ...'
- 2.5. Subject's Perception of Motivation: in relation to other persons, namely:

- 2.5.1. Subjects Perception involving 'others', *'others' being unspecified*:
 - 2.5.1.1. Subjects Perception of the way *'others'* address his Motivation:
 - 1. Subject's Perception of Expectancies, e.g.: 'I am satisfied about how they address my expectancies in this company...'
 - 2. Subject's Perception of Effort: 'I am satisfied about how they encourage me to invest personal effort in this company...'
 - 3. Subject's Perception of Internally Evoked Self-Assessment: 'Around here, they encourage me to make personal assessments of Achievement and Failure...'
 - 4. Subject's Perception of Reality: 'People are explicit in presenting Reality to me in the company...'
 - 5. Subject's Perception of Impact of Reality: 'One has a feeling for the way I perceive Reality in our company...'
 - 6. Subject's Perception of External Self-Assessment: 'They leave me to make my own judgment on my Aspirations and feelings of Fulfillment...'
 - 7. Subject's Perception of Orientation towards Change: 'In this company I am actively encouraged to make my own assessment on personal improvement and change...'
 - 8. Subject's Perception of Dedication: 'Here, one actively and unconditionally supports me in my perceptions of the company...'
 - 2.5.1.2. Subject's Perception of the way he addresses others in their Motivation:
 - 1. Subject's Perception of Expectancies, e.g.: 'I respect others in their expectancies about the company...'
 - 2. Subject's Perception of Effort: 'I acknowledge people in the personal investment they make for the company...'
 - 3. Subject's Perception of Internally Evoked Self-Assessment: 'I acknowledge others in their personal assessments of Achievement and Failure...'
 - 4. Subject's Perception of Reality: 'I acknowledge people in how they present Reality...'
 - 8. Subject's Perception of Dedication: 'I respect the way others around here actively and unconditionally support me in my perceptions of the company...'
- 2.5.2. Subjects Perception involving 'others', *'others' being specified*, namely: Top Management
 - 2.5.2.1. Subject's Perception of the way Top Management addresses his Motivation:
 - 1. Subject's Perception of Expectancies, e.g.: 'I am satisfied about the way Top Management addresses my expectancies...'
 - 2. Subject's Perception of Effort: 'I am satisfied about how Top Management encourages me to invest a personal effort...'
 - 3. Subject's Perception of Internally Evoked Self-Assessment: 'Top Management acknowledges and encourages me to make personal assessments of Achievement and Failure...'
 - 4. Subject's Perception of Reality: 'Top Management is explicit and clear in presenting Reality to me...'

- 5. Subject's Perception of Impact of Reality: 'Top Management has a feeling for the way I perceive Reality...'
- 6. Subject's Perception of External Self-Assessment: 'Top Management leaves me to make my own judgment on my Aspirations and feelings of Fulfillment...'
- 7. Subject's Perception of Orientation towards Change: 'Top Management actively encourages me to make my own assessments on personal improvement and change...'
- 8. Subject's Perception of Dedication: 'Top Management actively and unconditionally supports me in my perceptions of the company...'
- 2.5.2.2. Subject's Perception of the way he addresses Top Management in their Motivation:
 - 1. Subject's Perception of Expectancies, e.g.: 'I respect Top Management in their expectancies about the company...'
 - 2. Subject's Perception of Effort: 'I acknowledge Top Management in the personal investment they make for the company...'
 - 3. Subject's Perception of Internally Evoked Self-Assessment: 'I acknowledge Top Management in their personal assessments of Achievement and Failure...'
 - 4. Subject's Perception of Reality: 'I acknowledge Top Management in how they present Reality...'
 - 8. Subject's Perception of Dedication: 'I respect the way Top Management actively and unconditionally supports me in my perceptions of the company...'
- 2.5.3. Subjects Perception involving others, '*others' being specified*', namely: Management, Middle or Immediate Management
 - 2.5.3.1. Subject's Perception of the way Management addresses his Motivation:
 - 1. Subject's Perception of Expectancies, e.g.: 'I am satisfied about how my immediate manager addresses the expectancies I have in the company...'
 - 2. Subject's Perception of Effort: 'I am satisfied about how Management encourages me to invest a personal effort...'
 - 3. Subject's Perception of Internally Evoked Self-Assessment: 'My Manager encourages me to make personal assessments of Achievement and Failure...'
 - 4. Subject's Perception of Reality: 'Management is explicit in presenting Reality to me...'
 - 5. Subject's Perception of Impact of Reality: 'Management has a feeling for the way I perceive Reality in my company...'
 - 6. Subject's Perception of External Self-Assessment: 'Management leaves me to make my own judgment on my Aspirations and feelings of Fulfillment...'
 - 7. Subject's Perception of Orientation towards Change: 'Management actively encourages me to make my own assessments on personal improvement and change...'

- 8. Subject's Perception of Dedication: 'Management actively and unconditionally supports me in my perceptions of the company...'
- 2.5.3.2. Subject's Perception of the way he addresses Management in their Motivation:
 - 1. Subject's Perception of Expectancies, e.g.: 'I respect Management in their expectancies about the company...'
 - 2. Subject's Perception of Effort: 'I acknowledge my manager in the personal investment he makes for the company...'
 - 3. Subject's Perception of Internally Evoked Self-Assessment: 'I acknowledge my manager in his personal assessments of Achievement and Failure...'
 - 4. Subject's Perception of Reality: 'I acknowledge Management in how they present Reality...'
 - 8. Subject's Perception of Dedication: 'I respect the way my manager actively and unconditionally supports me in my perceptions of the company...'
- 2.5.4. Subjects Perception involving others, *'others' being specified*, namely: Subordinates
 - 2.5.4.1. Subject's Perception of the way Subordinates address his Motivation:
 - 1. Subject's Perception of Expectancies, e.g.: 'I am being respected by subordinates in my expectancies about the company...'
 - 2. Subject's Perception of Effort: 'I am being acknowledged by subordinates in the personal investment I make for the company...'
 - 3. Subject's Perception of Internally Evoked Self-Assessment: 'Subordinates acknowledge me in my personal assessments of Achievement and Failure...'
 - 4. Subject's Perception of Reality: 'Subordinates acknowledge me in how I present Reality to them...'
 - 8. Subject's Perception of Dedication: 'Subordinates respect the way I actively and unconditionally support them in their perceptions of the company...'
 - 2.5.4.2. Subject's Perception of the way he addresses Subordinates in their Motivation:
 - ⇒ 2.5.1.2.
- 2.5.5. Subjects Perception involving others, *'others' being specified*, namely: Peers, colleagues
 - 2.5.5.1. Subject's Perception of the way peers, colleagues address his Motivation:
 - ⇒ 2.5.1.1.
 - 2.5.5.2. Subject's Perception of the way he addresses peers, colleagues in their Motivation:
 - ⇒ 2.5.1.2.
- 2.6. Subject's Perception of his personal Motivation, namely:

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- 2.6.1. Subject's Perception of Expectancies
 - 2.6.1.1. Subject's Perception of Attitude
 - 2.6.1.2. Subject's Perception of Goal
 - 2.6.1.3. Subject's Perception of Energy, Intended Level of Effort
 - 2.6.1.4. Subject's Perception in Pre-Assessing Achievement and Failure
 - 2.6.1.5. Subject's Perception in Pre-Assessing Satisfaction and Frustration
- 2.6.2. Subject's Perception of Effort
- 2.6.3. Subject's Perception of Internally Evoked Self-Assessment
 - 2.6.3.1. Subject's Perception of Realization: Achievement and Failure
 - 2.6.3.2. Subject's Perception of Actualization: Satisfaction and Frustration
- 2.6.4. Subject's Perception of Reality
Within the company, Reality includes: Company Goals, Performance of Management, Peers and Subordinates;
- 2.6.5. Subject's Perception of Impact of Reality
- 2.6.6. Subject's Perception of External Self-Assessment
 - 2.6.6.1. Subject's Perception of Aspiration
The concept of Aspiration includes: Subject's Attitude towards work and work content;
 - 2.6.6.2. Subject's Perception of Contemplation
The concept of Contemplation includes: Subject's reorientation towards the Goal initially set
 - 2.6.6.3. Subject's Perception of Validation
The concept of Validation includes: Subject's Effort oriented towards work, willingness to invest in work;
 - 2.6.6.4. Subject's Perception of Attainment
The concept of Attainment includes: Subject's re-assessment of Achievement and Failure within work;
 - 2.6.6.5. Subject's Perception of Fulfillment
The concept of Fulfillment includes: Subject's re-assessment of Satisfaction and Achievement within work;
- 2.6.7. Subject's Perception of Orientation towards Change
 - 2.6.7.1. Subject's Perception of Anticipated Change in Attitude
 - 2.6.7.2. Subject's Perception of Anticipated Change in Goal
 - 2.6.7.3. Subject's Perception of Anticipated Change in Energy, Intended Level of Effort
 - 2.6.7.4. Subject's Perception of Anticipated Change in Pre-Assessing Achievement and Failure
 - 2.6.7.5. Subject's Perception of Anticipated Change in Pre-Assessing Satisfaction and Frustration

- 2.6.8. Subject's Perception of Dedication
 - 2.6.8.1. Subject's Perception of Appreciation
The concept of Appreciation includes: Subject's Perceived Support for his Attitude towards the Company
 - 2.6.8.2. Subject's Perception of Approbation
The concept of Approbation includes: Subject's Perceived Support for the Effort oriented towards the Company and willingness to invest in the Company
 - 2.6.8.3. Subject's Perception of Affirmation
The concept of Affirmation includes: Subject's perception of support for his Achievements towards the Company
 - 2.6.8.4. Subject's Perception of Commitment
The concept of Commitment includes: Subject's experience of support for his level of Satisfaction towards the Company
- 2.7. Company Dynamics: Subject's Perception of Person as related to Company Structures or Procedures, namely:
 - 2.7.1. In general: Company Structures or Procedures
 - 2.7.1.1. Subject's Perception of the way Company Structures or Procedures direct him:
 - 7. Guidelines and Goals
 - 2.7.1.2. Subject's Perception of the way he directs Company Structures or Procedures:
 - 7. Guidelines and Goals
- 3. Company Related Elements; Policies & Plans
Elements include:
 - 3.1. Policies & Plans concerning: The Individual Employee, namely:
 - 3.1.1. Policies & Plans concerning: Personal Circumstances
 - 3.1.1.1. Health
 - 3.1.1.2. Family Circumstances
 - 3.1.1.3. Housing Conditions
 - 3.1.1.4. *If applicable*: Disabilities
 - 3.1.2. Policies & Plans concerning: Person Related Elements
 - 3.1.2.1. Capacities and Competence
 - 3.1.2.2. Age
 - 3.1.2.3. Gender
 - 3.1.3. Policies & Plans concerning: Personality Related Elements

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- 3.1.3.1. Leadership
- 3.1.3.2. Stress and Coping
- 3.2. Policies & Plans concerning: Individual Oriented Personal Development
 - 3.2.1. Policies & Plans concerning: Past Education of the Employee:
⇒ 3.1.2.1.
 - 3.2.2. Policies & Plans concerning: Actual Development of the Individual Employee
 - 3.2.2.1. Personal development
 - 3.2.2.2. Work related development
 - 3.2.3. Policies & Plans concerning: Future of the Individual Employee
 - 3.2.3.1. Policies & Plans concerning: Career Plans⇒ 3.3.2.1.
 - 3.2.3.2. Policies & Plans concerning: Career Opportunities⇒ 3.3.2.1.
 - 3.2.3.3. Policies & Plans concerning: Mobility ⇒ 3.3.2.1.
- 3.3. Policies & Plans concerning: Work, namely:
 - 3.3.1. Policies & Plans concerning: Work Characteristics
 - 3.3.1.1. Policies & Plans concerning: Workload
 - 1. Difficulty
 - 2. Length and Duration of Workload
 - 3. Demands
 - 3.3.1.2. Policies & Plans concerning: Workcontent
 - 1. Relevance
 - 2. Interest
 - 3.3.1.3. Policies & Plans concerning: Incentives & Challenges
 - 3.3.1.4. Policies & Plans concerning: Authority & Responsibility
 - 3.3.1.5. Policies & Plans concerning: Objectives & Priorities
 - 3.3.1.6. Policies & Plans concerning: Work Procedures
 - 3.3.2. Policies & Plans concerning: Work Perspective:
 - 3.3.2.1. Policies & Plans concerning: Career in General
 - 1. Policies & Plans concerning: Job Security & Employability
 - 2. Policies & Plans concerning: Career Guidance
 - 3. Policies & Plans concerning: Opportunities
 - 4. Policies & Plans concerning: Mobility
 - 3.3.3. Policies & Plans concerning: Work Related Development of Employees and Staff:
 - 3.3.3.1. Policies & Plans concerning: Personal Development in general

- 1. Policies & Plans concerning: Guidance in Personal Development
- 2. Policies & Plans concerning: Opportunities provided
- 3.3.3.2. Policies & Plans concerning: Training in general
 - 1. Policies & Plans concerning: Guidance in Training
 - 2. Policies & Plans concerning: Opportunities provided
 - 3. Policies & Plans concerning: Relevance of Training
- 3.3.4. Policies & Plans concerning: Work Conditions, namely:
 - 3.3.4.1. Policies & Plans concerning: Working Conditions:
 - 1. Policies & Plans concerning: Pay
 - 2. Policies & Plans concerning: Secondary Benefits
 - 3. Policies & Plans concerning: Flexible Work
 - 3.3.4.2. Policies & Plans concerning: Working Environment
 - 1. Policies & Plans concerning: Supplies
 - 2. Policies & Plans concerning: Equipment & Technology
 - 3. Policies & Plans concerning: Information: ⇨ 3.17
 - 4. Policies & Plans concerning: Location
 - 5. Policies & Plans concerning: Safety
 - 6. Policies & Plans concerning: Physical Surrounding:
 - 1. Space
 - 2. Lighting
 - 3. Heating, Airco,
 - 4. Catering
 - 5. Climate
 - 3.3.4.3. Policies & Plans concerning: Employment
 - 1. Function
 - 2. Length of Employment
 - 3. Full-time, Part-time; Shifts
 - 4. Management - Non-management
 - 5. Departments within the Company
 - 6. Subsidiaries
 - 7. Grade
- 3.4. Policies & Plans concerning: Company Status
 - 3.4.1. Policies & Plans concerning: Future Perspectives
 - 3.4.2. Policies & Plans concerning: Financial Resources
 - 3.4.3. Policies & Plans concerning: Market Share
- 3.5. Policies & Plans concerning: Company Structure
 - 3.5.1. Policies & Plans concerning: Formal, Hierarchical Structure
 - 3.5.2. Policies & Plans concerning: Informal Structure
- 3.6. Policies & Plans concerning: Company Characteristics

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- 3.6.1. Policies & Plans concerning: Location
- 3.6.2. Policies & Plans concerning: Size
- 3.6.3. Policies & Plans concerning: Type (Electr., Oil etc...) Core-business
- 3.6.4. Policies & Plans concerning: Ownership (Private, Public-shares)
- 3.6.5. Policies & Plans concerning: Ancienity (Young - Old)
- 3.7. Policies & Plans concerning: Company Policies
 - 3.7.1. Policies & Plans concerning: Values
 - 3.7.2. Policies & Plans concerning: Community Oriented
 - 3.7.3. Policies & Plans concerning: Environmental Orientation
- 3.8. Policies & Plans concerning: Company Strategy in general
 - 3.8.1. Policies & Plans concerning: Mission, Vision
 - 3.8.2. Policies & Plans concerning: Objectives in general
- 3.9. Policies & Plans concerning: Company Culture
 - 3.9.1. Policies & Plans concerning: Culture in General
 - 3.9.2. Policies & Plans concerning: Morale in General
- 3.10. Policies & Plans concerning: Company Quality
 - 3.10.1. Policies & Plans concerning: Programs
 - 3.10.2. Policies & Plans concerning: Awareness
 - 3.10.3. Policies & Plans concerning: Efficiency
 - 3.10.4. Policies & Plans concerning: Pursuit of Excellence
- 3.11. Policies & Plans concerning: Company Products
 - 3.11.1. Policies & Plans concerning: Research & Development
 - 3.11.2. Policies & Plans concerning: Product innovation
 - 3.11.3. Policies & Plans concerning: Product diversity
 - 3.11.4. Policies & Plans concerning: Product quality

- 3.12. Policies & Plans concerning: Company Production Process
 - 3.12.1. Policies & Plans concerning: Machines
 - 3.12.2. Policies & Plans concerning: Technology & Innovation
 - 3.12.3. Policies & Plans concerning: Maintenance
 - 3.13. Policies & Plans concerning: Company Services
 - 3.13.1. Policies & Plans concerning: Services
 - 3.13.2. Policies & Plans concerning: Complaint Handling
 - 3.14. Policies & Plans concerning: Company Customer Orientation
 - 3.15. Policies & Plans concerning: Company Suppliers Orientation
 - 3.16. Policies & Plans concerning: Company Competitors Orientation
 - 3.17. Policies & Plans concerning: Company Communication & Information
-
- 4. Company Related Elements; Actual Status;
Elements include:
 - 4.1. Actual Status of the Individual Employee, namely:
 - 4.1.1. Actual Status concerning: Personal Circumstances
 - 4.1.1.1. Health: ⇒ 1.1.1.4.
 - 4.1.1.2. Family Circumstances: ⇒ 1.1.1.6.
 - 4.1.1.3. Housing Conditions: ⇒ 1.1.1.7.
 - 4.1.1.4. *If applicable*: Disabilities: ⇒ 1.1.1.8.
 - 4.1.2. Actual Status concerning: Person Related elements
 - 4.1.2.1. Capacities and Competence: ⇒ 1.1.2.1.
 - 4.1.2.2. Age: ⇒ 1.1.2.2.
 - 4.1.2.3. Gender: ⇒ 1.1.2.3.
 - 4.1.3. Actual Status concerning: Personality Related elements
 - 4.1.3.1. Leadership: ⇒ 1.4.1.1., 1.4.2.1., 1.4.3.1.
 - 4.1.3.2. Stress and Coping: ⇒ 1.1.3.2.

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- 4.2. Actual Status of Individual Oriented Personal Development
 - 4.2.1. Actual Status concerning: Past Education of the Employee: ⇒ 1.2.1.
 - 4.2.2. Actual Status concerning: Actual Development of the Individual Employee
 - 4.2.2.1. Personal: ⇒ 1.2.2.1.
 - 4.2.2.2. Work related: ⇒ 1.2.2.2.
 - 4.2.3. Actual Status concerning: Future of the Individual Employee
 - 4.2.3.1. Actual Status concerning: Career Plans: ⇒ 1.3.2.1.
 - 4.2.3.2. Actual Status concerning: Career Opportunities: ⇒ 1.3.2.1.
 - 4.2.3.3. Actual Status concerning: Mobility: ⇒ 1.3.2.1.
- 4.3. Actual Status of Work, namely:
 - 4.3.1. Actual Status of Work Characteristics
 - 4.3.1.1. Actual Status: Workload: ⇒ 1.3.1.1.
 - 4.3.1.2. Actual Status: Workcontent: ⇒ 1.3.1.2.
 - 4.3.1.3. Actual Status: Incentives & Challenges: ⇒ 1.3.1.3.
 - 4.3.1.4. Actual Status: Authority & Responsibility: ⇒ 1.3.1.4.
 - 4.3.1.5. Actual Status: Objectives & Priorities: ⇒ 1.3.1.5.
 - 4.3.1.6. Actual Status: Work Procedures: ⇒ 1.3.1.6.
 - 4.3.2. Actual Status of Work Perspective:
 - 4.3.2.1. Actual Status: Career in General: ⇒ 1.3.2.1.
 - 4.3.3. Actual Status of Work Related Development of Employees and Staff:
 - 4.3.3.1. Actual Status: Personal Development in general: ⇒ 1.3.3.1.
 - 4.3.3.2. Actual Status: Training in general: ⇒ 1.3.3.2.
 - 4.3.4. Actual Status of Work Conditions, namely:
 - 4.3.4.1. Actual Status: Working Conditions: : ⇒ 1.3.4.1.
 - 4.3.4.2. Actual Status: Working Environment: ⇒ 1.3.4.2.
 - 4.3.4.3. Actual Status: Working Employment: ⇒ 1.3.4.3.
- 4.4. Actual Status of Company Status
 - 4.4.1. Actual Status of Future Perspectives
 - 4.4.2. Actual Status of Financial Resources
 - 4.4.3. Actual Status of Market Share

- 4.5. Actual Status of Company Structure
 - 4.5.1. Actual Status of Formal, Hierarchical Structure
 - 4.5.2. Actual Status of Informal Structure
- 4.6. Actual Status of Company Characteristics
 - 4.6.1. Actual Status of Location
 - 4.6.2. Actual Status of Size
 - 4.6.3. Actual Status of Type (Electr., Oil etc...)
 - 4.6.4. Actual Status of Ownership (Private, Public-shares)
 - 4.6.5. Actual Status of Ancienity (Young - Old)
- 4.7. Actual Status of Company Policies
 - 4.7.1. Actual Status of Values
 - 4.7.2. Actual Status of Community Orientation
 - 4.7.3. Actual Status of Environmental Orientation
- 4.8. Actual Status of Company Strategy in general
 - 4.8.1. Actual Status of Mission, Vision
 - 4.8.2. Actual Status of Objectives in general
- 4.9. Actual Status of Company Culture
 - 4.9.1. Actual Status of Culture in General
 - 4.9.2. Actual Status of Morale in General
- 4.10. Actual Status of Company Quality
 - 4.10.1. Actual Status of Programs
 - 4.10.2. Actual Status of Awareness
 - 4.10.3. Actual Status of Efficiency
 - 4.10.4. Actual Status of Pursuit of Excellence
- 4.11. Actual Status of Company Products
 - 4.11.1. Policies & Plans concerning: Research & Development

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- 4.11.2. Policies & Plans concerning: Product innovation
- 4.11.3. Policies & Plans concerning: Product diversity
- 4.11.4. Policies & Plans concerning: Product quality
- 4.12. Actual Status of Company Production Process
 - 4.12.1. Actual Status of Machines
 - 4.12.2. Actual Status of Technology & Innovation
 - 4.12.3. Actual Status of Maintenance
- 4.13. Actual Status of Company Services
 - 4.13.1. Actual Status of Services
 - 4.13.2. Actual Status of Complaint Handling
- 4.14. Actual Status of Company Customer Orientation
- 4.15. Actual Status of Company Suppliers Orientation
- 4.16. Actual Status of Company Competitors Orientation
- 4.17. Actual Status of Company Communication & Information

Appendix XXVIII
An Abbreviated Overview of Questionnaire SA-1.02

#	Ref.	Item	Scale	Cluster
(1)	(2)	(3)	(4)	(5)
1	S - C	Length of employment	2.3.4.3.2.	
2	S - D	Full-time - part-time	2.3.4.3.3.	
	S - E	Change in job		(6)
3	S - H	I am extremely dissatisfied/satisfied with the content of my work	11 2.3.1.2.	
4	S - I	I am extremely dissatisfied/satisfied with circumstances that affect my work	11 2.3.4.2.	
5	S - J	I am extremely dissatisfied/satisfied with my performance in my work	11 2.1.2.1.	
6	S - L	My work is too easy/too difficult for me to do	7 2.3.1.1.1.	
7	S - m	I am spending too little time/too much time at my work	7 2.3.1.1.2.	
8	S - n	My workload is too low/too high	7 2.3.1.1.4.	
9	S - o	My work demands too little/too much of me	7 2.3.1.1.3.	
	S - p	At present, my perception on these previous items is more negative/positive than (...) a year ago	7	(6)
10	S - r	I experience my work as not at all/extremely interesting	7 2.3.1.2.2.	
11	S - s	I experience my work as not at all/extremely relevant to my company	7 2.3.1.2.1.	
12	S - t	I experience my work as not at all/extremely stressful	7 2.1.3.2.	
13	S - u	I experience my work as not at all/extremely challenging	7 2.3.1.3.	
	S - v	At present, my perception on these previous items is more negative/positive than (...) a year ago	7	(6)
14	S - y	(...) Satisfaction/dissatisfaction (...) caused by private circumst./work-related circumstances	11 2.1.1.	
15	S - ac	I am very dissatisfied/satisfied with my present salary	5 2.3.4.1.1.	
16	S - ad	I am very dissatisfied/satisfied with the secondary benefits that are present in my job	5 2.3.4.1.2.	
17	S - ae	I am very dissatisfied/satisfied with my working hours	5 2.3.4.1.3.	
18	S - af	I am very dissatisfied/satisfied with the physical location of the company (...)	5 4.6.1.	
19	S - ag	I am very dissatisfied/satisfied with the parking facilities of the company	5 2.3.4.2.6.	
20	S - ah	I am very dissatisfied/satisfied with my present physical location within the company building	5 2.3.4.2.4.	
21	S - ai	I am very dissatisfied/satisfied with the safety measures and precautions that are present in my job	5 2.3.4.2.5.	
22	S - aj	I am very dissatisfied/satisfied with climate conditions in my job (...)	5 2.3.4.2.6.	
23	S - ak	I am very dissatisfied/satisfied with the condition of the tools and materials I work with	5 2.3.4.2.2.	
24	S - al	I am very dissatisfied/satisfied with the supply of materials I need to perform my job	5 2.3.4.2.1.	
25	S - am	I am very dissatisfied/satisfied with (...) guidelines and procedures needed to perform my job	5 2.3.1.6.	
	S - an	At present, my perception on these previous items is more negative/positive than (...) a year ago	7	(6)
26	S - ap	I am very dissatisfied/satisfied with the responsibilities that are given to me in my job	5 2.3.1.4.	
27	S - aq	I am very dissatisfied/satisfied with the authority I was given to perform my job adequately	5 2.3.1.4.	

Notes:

- (1) Numbered item
- (2) Reference used
- (3) For reasons of brevity, explanatory texts included in the original questionnaire have been omitted
- (4) Likert-scale used per item
- (5) Reference to clustered Elements contained in Inventory of Elements, Appendix XXVII
- (6) Accompanying questions not related to clustered Elements contained in Inventory of Elements, Appendix XXVII
- (7) Phrasing differs from original questionnaire
- (8) Questions with differing options for scoring between samples

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Continued, p. 2. ...

#	Ref.	Item	Scale	Cluster
(1)	(2)	(3)	(4)	(5)
28	S - ar	I am very dissatisfied/satisfied with the incentives I experience in my job	5	2.3.1.2.3.
	S - as	At present, my perception on these previous items is more negative/positive than (...) a year ago	7	(6)
29	S - av	I do not at all have/do have clearly defined personal objectives in my job	5	2.3.1.5.
30	S - aw	<i>if applicable:</i> I am very dissatisfied/satisfied with the possibilities that are given to me to reach these objectives	5	2.3.1.5.
31	S - ax	Do you discuss your personal objectives with your superior(s)?	5	2.3.1.5.
32	S - ay	<i>If so:</i> do you discuss these objectives regularly?	5	2.3.1.5.
33	S - az	<i>if so:</i> do you discuss these objectives as part of a standard program or procedure in the company?	2	2.3.1.5.
	S - bb	At present, my perception on these previous items is more negative/positive than (...) a year ago	7	(6)
34	S - bg	I do not/do (...) have clearly defined objectives that are given to me by my superior(s)	5	2.3.1.5.
35	S - bh	<i>if applicable:</i> I am very dissatisfied/satisfied with these objectives provided	5	2.3.1.5.
36	S - bi	I do not/do have clearly defined priorities that are given to me by my superior(s)	5	2.3.1.5.
37	S - bj	<i>if applicable:</i> I am very dissatisfied/satisfied with these priorities provided	5	2.3.1.5.
38	S - bk	I am not/I am familiar with the company mission/vision statement(s)	5	4.8.1.
39	S - bl	I do not/do (...) have a clear understanding of the company goals	5	4.8.2.
40	S - bn	I am very negative/positive about the way top management leads the company	5	2.4.2.1.1.
41	S - bo	I am very negative/positive about the way top management provides guidelines and goals for activities in the company	5	2.4.2.1.7.
42	S - bp	I am very negative/positive about the way top management indicates priorities for action	5	2.4.2.1.2.
43	S - bq	I am very negative/positive about the way top management takes necessary decisions when needed	5	2.4.2.1.14.
	S - br	At present, my perception on these previous items is more negative/positive than (...) a year ago	7	(6)
44	S - bt	I am very negative/positive about the way top management communicates	5	2.4.2.1.12.
45	S - bu	I am very negative/positive on how top management stimulates my performance	5	2.4.2.1.3. (7)
46	S - bv	I am very negative/positive on how top management recognizes my contribution to the company	5	2.4.2.1.5. (7)
47	S - bw	I am very negative/positive on how top management delegates tasks to me	5	2.4.2.1.6. (7)
48	S - bx	I am very negative/positive about the attention top management gives to performance appraisal	5	2.4.2.1.4.
49	S - by	I am very negative/positive about the attention top management gives to team building (...)	5	2.4.2.1.8.
50	S - bz	I am very negative/positive about the attention top management gives to a personal relationship with me	5	2.4.2.1.11. (7)
51	S - ca	I am very negative/positive on how top management trusts me	5	2.4.2.1.9. (7)
52	S - cb	I am very negative/positive on how top management is approachable and receptive for suggestions	5	2.4.2.1.13.

Notes:

(1) Numbered item

(2) Reference used

(3) For reasons of brevity, explanatory texts included in the original questionnaire have been omitted

(4) Likert-scale used per item

(5) Reference to clustered Elements contained in Inventory of Elements, Appendix XXVII

(6) Accompanying questions not related to clustered Elements contained in Inventory of Elements, Appendix XXVII

(7) Phrasing differs from original questionnaire

(8) Questions with differing options for scoring between samples

Continued, p. 3. ...

#	Ref.	Item	Scale	Cluster
(1)	(2)	(3)	(4)	(5)
53	S - cc	I am very negative/positive on how top management treats me with dignity and respect	5	2.4.2.1.10. (7)
	S - cd	At present, my perception on these previous items is more negative/positive than (...) a year ago	7	(6)
54	S - cf	I do not/do (...) recognize and accept top management in their decisions	5	2.4.2.2.5.
55	S - cg	I do not/do (...) trust top management in their actions	5	2.4.2.2.9.
56	S - ch	I do not/do (...) respect top management	5	2.4.2.2.10.
57	S - ci	I do not/do (...) have a good personal relationship with top management	5	2.4.2.2.11.
58	S - cj	I do not/do (...) communicate (...) to top management	5	2.4.2.2.12.
59	S - ck	I am not/am (...) accessible and receptive for suggestions from top management	5	2.4.2.2.13.
60	S - co	Between my position and top management of my company at this location, there are No/1/2/>3 layers	4	4.5.1.
61	S - cp	I am very dissatisfied/satisfied with the way authority is structured in my company	5	4.5.2.
62	S - cq	I am very dissatisfied/satisfied with the financial position of the company	5	4.4.2.
63	S - cr	I am very dissatisfied/satisfied with the present market share of the company	5	4.4.3.
	S - cs	At present, my perception on these previous items is more negative/positive than (...) a year ago	7	(6)
64	S - cu	I am very dissatisfied/satisfied with the attention the company is giving to machines and materials (...)	5	4.12.1.
65	S - cv	I am very dissatisfied/satisfied with the attention the company is giving to machine maintenance	5	4.12.3.
66	S - cw	I am very dissatisfied/satisfied with the attention the company is giving to technology and innovation	5	4.12.2.
67	S - cx	I am very dissatisfied/satisfied with the attention the company is giving to research and development	5	4.11.1.
68	S - cy	I am very dissatisfied/satisfied with the attention the company is giving to product innovation	5	4.11.2.
69	S - cz	I am very dissatisfied/satisfied with the attention the company is giving to product diversity	5	4.11.3.
70	S - da	I am very dissatisfied/satisfied with the attention the company is giving to product quality	5	4.11.4.
71	S - db	Does the company follow a quality program?	2	4.10.4.
72	S - dc	If applicable: I do/do not have a clear understanding of the companies' quality program	5	4.10.2.
73	S - dd	If applicable: I am very dissatisfied/satisfied with the companies' quality program	5	4.10.1.
74	S - de	If applicable: I am very dissatisfied/satisfied with the "general awareness" of quality present in the company	5	4.10.2.
75	S - df	If applicable: I am very dissatisfied/satisfied with the results obtained from the quality program	5	4.10.3.
	S - dg	At present, my perception on these previous items is more negative/positive than (...) a year ago	7	(6)
76	S - di	Customer orientation: company performance is very poor/outstanding	7	4.14

Notes:

- (1) Numbered item
- (2) Reference used
- (3) For reasons of brevity, explanatory texts included in the original questionnaire have been omitted
- (4) Likert-scale used per item
- (5) Reference to clustered Elements contained in Inventory of Elements, Appendix XXVII
- (6) Accompanying questions not related to clustered Elements contained in Inventory of Elements, Appendix XXVII
- (7) Phrasing differs from original questionnaire
- (8) Questions with differing options for scoring between samples

Appendices

Continued, p. 4. ...

#	Ref.	Item	Scale	Cluster
(1)	(2)	(3)	(4)	(5)
77	S - dJ	Service handling: company performance is very poor/outstanding	7	4.13.1
78	S - dk	Complaint handling: company performance is very poor/outstanding	7	4.13.2
79	S - dL	Supplier orientation: company performance is very poor/outstanding	7	4.15.
80	S - dm	Competitors orientation: company performance is very poor/outstanding	7	4.16.
81	S - dn	Community orientation: company performance is very poor/outstanding	7	4.7.2.
82	S - do	Environmental awareness: company performance is very poor/outstanding	7	4.7.3.
	S - dp	At present, my perception on these previous items is more negative/positive than (...) a year ago	7	(6)
83	S - dw	I am very negative/positive about the way my immediate manager provides guidance to me	5	2.4.3.1.1.
84	S - dx	I am very negative/positive about the way my immediate manager provides guidelines and goals for me in my activities	5	2.4.3.1.7.
85	S - dy	I am very negative/positive about the way my immediate manager indicates priorities for action to me	5	2.4.3.1.2.
86	S - dz	I am very negative/positive about the way my immediate manager takes necessary decisions when needed for me	5	2.4.3.1.14.
	S - ea	At present, my perception on these previous items is more negative/positive than (...) a year ago	7	(6)
87	S - ec	I am very negative/positive about the way my immediate manager communicates with me	5	2.4.3.1.12.
88	S - ed	I am very negative/positive on how my immediate manager stimulates my performance	5	2.4.3.1.3.
89	S - ee	I am very negative/positive on how my immediate manager recognizes my contribution to the company	5	2.4.3.1.5.
90	S - ef	I am very negative/positive on how my immediate manager delegates tasks to me	5	2.4.3.1.6.
91	S - eg	I am very negative/positive about the attention my immediate manager gives to my performance appraisal	5	2.4.3.1.4.
92	S - eh	I am very negative/positive about the attention my immediate manager gives to team building (...)	5	2.4.3.1.8.
93	S - ei	I am very negative/positive about the attention my immediate manager gives to having a (...) personal relationship (...)	5	2.4.3.1.11.
94	S - eJ	I am very negative/positive on how my immediate manager trusts me	5	2.4.3.1.9.
95	S - ek	I am very negative/positive on how my immediate manager is approachable and receptive for my suggestions	5	2.4.3.1.13.
96	S - eL	I am very negative/positive on how my immediate manager treats me with dignity and respect	5	2.4.3.1.10.
	S - em	At present, my perception on these previous items is more negative/positive than (...) a year ago	7	(6)
97	S - eo	I do not/do (...) recognize and accept my immediate manager in his or her style of leading me	5	2.4.3.2.5.
98	S - ep	I do not/do (...) trust my immediate manager in his or her actions	5	2.4.3.2.9.
99	S - eq	I do not/do (...) respect my immediate manager	5	2.4.3.2.10.

Notes:

(1) Numbered item

(2) Reference used

(3) For reasons of brevity, explanatory texts included in the original questionnaire have been omitted

(4) Likert-scale used per item

(5) Reference to clustered Elements contained in Inventory of Elements, Appendix XXVII

(6) Accompanying questions not related to clustered Elements contained in Inventory of Elements, Appendix XXVII

(7) Phrasing differs from original questionnaire

(8) Questions with differing options for scoring between samples

Continued, p. 5. ...

#	Ref.	Item	Scale	Cluster
(1)	(2)	(3)	(4)	(5)
100	S - er	I do not/do (...) have a good personal relationship with my immediate manager	5	2.4.3.2.11.
101	S - es	I do not/do (...) communicate relevant information to my immediate manager	5	2.4.3.2.12.
102	S - et	I am not/am (...) accessible and receptive for suggestions from my immediate manager	5	2.4.3.2.13.
103	S - eu	I am very dissatisfied/satisfied with the guidance I get in planning my career	5	2.3.2.1.2.
104	S - ev	I am very dissatisfied/satisfied with the possibilities for further job improvement within the company	5	2.3.2.1.3.
105	S - ew	I am very dissatisfied/satisfied with possibilities provided for job rotation	5	2.3.2.1.4.
106	S - ex	I am very dissatisfied/satisfied with the information I get on new job opportunities within the company	5	2.3.2.1.1.
	S - ey	At present, my perception on these previous items is more negative/positive than (...) a year ago	7	(6)
107	S - fd	I do/do not have employees under my supervision	2	2.3.4.3.4.
	S - ff	You have xx (...) employees under your supervision	5	
	S - fg	In the last year, the number of employees under my supervision has decreased/increased	2	
	S - fh	(...) The assessment I make of the performance of employees (...) applies to < 70%/80%/90%/all employees (...)	4	
108	S - fi	Employees under my supervision do not/do (...) recognize me in (...) my leadership style	5	2.4.4.1.5.
109	S - fj	Employees under my supervision do not/do (...) trust me in my actions	5	2.4.4.1.9.
110	S - fk	Employees under my supervision do not/do (...) respect me	5	2.4.4.1.10.
111	S - fl	Employees under my supervision do not/do (...) have a good personal relationship with me	5	2.4.4.1.11.
112	S - fm	Employees under my supervision do not/do (...) sufficiently communicate relevant information to me	5	2.4.4.1.12.
113	S - fn	Employees under my supervision are not/are (...) sufficiently (...) receptive for suggestions from me	5	2.4.4.1.13.
	S - fo	At present, my perception on these previous items is more negative/positive than (...) a year ago	7	(6)
114	S - fq	I do not/do (...) provide guidelines and goals to employees under my supervision	5	2.4.4.2.7.
115	S - fr	I do not/do (...) indicate priorities for action to employees under my supervision	5	2.4.4.2.2.
116	S - fs	I do not/do (...) take necessary decisions when needed for employees under my supervision	5	2.4.4.2.14.
117	S - ft	I do not/do (...) communicate with employees under my supervision	5	2.4.4.2.12.
118	S - fu	I do not/do (...) stimulate employees under my supervision	5	2.4.4.2.3.
119	S - fv	I do not/do (...) recognize the contribution of employees under my supervision	5	2.4.4.2.5.
120	S - fw	I do not/do (...) delegate tasks to employees under my supervision	5	2.4.4.2.6.
121	S - fx	I do not/do (...) give attention to performance appraisal of employees under my supervision	5	2.4.4.2.4.
122	S - fy	I do not/do (...) give attention to team building (...) between employees under my supervision	5	2.4.4.2.8.

Notes:

(1) Numbered item

(2) Reference used

(3) For reasons of brevity, explanatory texts included in the original questionnaire have been omitted

(4) Likert-scale used per item

(5) Reference to clustered Elements contained in Inventory of Elements, Appendix XXVII

(6) Accompanying questions not related to clustered Elements contained in Inventory of Elements, Appendix XXVII

(7) Phrasing differs from original questionnaire

(8) Questions with differing options for scoring between samples

Appendices

Continued, p. 6. ...

#	Ref.	Item	Scale	Cluster
(1)	(2)	(3)	(4)	(5)
123	S - fz	I do not/do (...) give attention to having a (...) personal relationship with employees under my supervision	5	2.4.4.2.11.
124	S - ga	I do not/do (...) trust employees under my supervision	5	2.4.4.2.9.
125	S - gb	I am not/am (...) approachable and receptive for suggestions from employees under my supervision	5	2.4.4.2.13.
126	S - gc	I do not/do (...) treat employees under my supervision with dignity and respect	5	2.4.4.2.10.
	S - gd	At present, my perception on these previous items is more negative/positive than (...) a year ago	7	(6)
127	S - gi	I am very negative/positive about the way my colleagues communicate with me	5	2.4.5.1.12.
128	S - gj	I am very negative/positive on how my colleagues recognize my contribution in my team	5	2.4.5.1.5.
129	S - gk	I am very negative/positive about the attention my colleagues give to having a (...) personal relationship (...)	5	2.4.5.1.11.
130	S - gl	I am very negative/positive on how my colleagues trust me	5	2.4.5.1.9.
131	S - gm	I am very negative/positive on how my colleagues are approachable and receptive for my suggestions	5	2.4.5.1.13.
132	S - gn	I am very negative/positive on how my colleagues treat me with dignity and respect	5	2.4.5.1.10.
	S - go	At present, my perception on these previous items is more negative/positive than (...) a year ago	7	(6)
133	S - gq	I do not/do (...) communicate with my colleagues	5	2.4.5.2.12.
134	S - gr	I do not/do (...) recognize the contribution of my colleagues	5	2.4.5.2.5.
135	S - gs	I do not/do (...) give attention to having a good personal relationship with my coll.	5	2.4.5.2.11.
136	S - gt	I do not/do (...) trust my colleagues	5	2.4.5.2.9.
137	S - gu	I am not/am (...) approachable and receptive for suggestions from colleagues	5	2.4.5.2.13.
138	S - gv	I do not/do (...) treat my colleagues with dignity and respect	5	2.4.5.2.10.
	S - gw	At present, my perception on these previous items is more negative/positive than (...) a year ago	7	(6)
139	S - gy	I am very dissatisfied/satisfied with the training facilities provided by the company	5	2.3.3.2.
140	S - gz	I am very dissatisfied/satisfied with the opportunities I get to follow training courses (...)	5	2.3.3.2.2.
141	S - ha	I am very dissatisfied/satisfied with the information I get on available training facilities	5	2.3.3.2.1.
142	S - hb	I am very dissatisfied/satisfied with the relevance of the training I attend	5	2.3.3.2.3.
143	S - hc	I am very dissatisfied/satisfied with the opportunities I get for personal development in general	5	2.3.3.1.
	S - hd	At present, my perception on these previous items is more negative/positive than (...) a year ago	7	(6)
144	S - hf	I can not/can (...) use my capacities to their full potential in my work	7	2.1.2.1.
145	S - hg	Function indication		2.3.4.3.1. (8)
146	S - hh	Department indication		2.3.4.3.5. (8)
147	S - hi	Grade indication		2.3.4.3.6. (8)

Notes:

(1) Numbered item

(2) Reference used

(3) For reasons of brevity, explanatory texts included in the original questionnaire have been omitted

(4) Likert-scale used per item

(5) Reference to clustered Elements contained in Inventory of Elements, Appendix XXVII

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Appendix XXIX
An Overview of Participating Companies
Descriptive Correlational Research Sample

The Descriptive Correlational Research Sample consisted of 10 companies, located in Europe, The Netherlands, South-East Asia, Malaysia, in South-Africa and in the United States. A short description of participating companies is provided, in addition to Table 6.1.

A. The Netherlands

Company XXI and Company IX were located in Europe, The Netherlands.

1. Company XXI

Sampling date 06-1999.

The company is part of a product division within a major manufacturer of business and consumer electronics and was institutionalized in 1991. Over the period 1991 to 1996 the parent company implemented wafer fabrication capabilities equivalent to 1.25 million 8 inch wafers per year.

Company XXI is located at one of five facilities that were operational in this period. In 1994 a major investment was announced of 500 million Dutch Guilders in a submicron 8 inch wafer facility. The plant would feature an advanced submicron process. Between 1992 and 1995, customers began to reaffirm their confidence in the new Product Division. 1995 proved to be a record year. The semiconductor industry was powering its recovery from a recession and Company XXI grew an unprecedented 23 percent. After another successful year in 1996, Company XXI returned to the world's top ten semiconductor manufacturers, based on sales.

In following years the top position was further consolidated. Around the turn of the century, Company XXI remains the tenth largest semiconductors supplier in the world. It employs approximately 30,000 people worldwide. Together, they produce around 70 million ICs and discrete semiconductors every day.

In 2006, the company was sold to a consortium of private equity investors and acquired a new name.

2. Company IX

Sampling date 02-2002.

Company IX is a chemical company specialized in polyester resins for powder and resin coatings. It is part of a worldly active parent company that engages in life science products, high- quality biotechnological and chemical products for the life science-industry and high-grade materials. The parent company generated a sale of 8 billion euros in 2001 with over 22.000 employees worldwide.

Company IX consists of different business groups. It was founded in 1902 as a state enterprise for the exploitation of coal. After closing the last mine in 1973, the focus shifted to the petrochemical industry.

In 2002, the company went through rough times resulting from a worldwide decrease in demand for chemicals. In the first trimester, the net profit dropped with 62 percent. As a result, after 50 years of activity in petrochemicals, the parent company sold this section in 2002 to a Middle-Eastern company. From then, full attention was on the production of ingredients for food and medicine.

B. Malaysia

Company XIV and Company XV were located in South-East Asia, Malaysia.

3. Company XIV

Sampling date 07-1998

The company is a subsidiary of a large American semiconductor manufacturer and was inaugurated in 1979. Since then, Company XIV has experienced very dramatic growth turning into one of the largest semiconductor facilities in the world.

The plant has two major facilities and manufactures a broad range of customer specific components for the global market.

Company XIV has been acknowledged as being a leader in semiconductor manufacturing by customers worldwide, as shown by many awards won, both in customer satisfaction and in production quality programs.

In 1999 the company became a separate entity from its parent company.

4. Company XV

Sampling date 01-1999.

Company XV is a Malaysian subsidiary of a large manufacturer of electronics, specializing in innovation in healthcare, consumer lifestyle and lighting. The firm has been active in Malaysia since the late 1930's. By the 1970's they had taken over marketing operations and expanded its range of products in Malaysia. From 1994, the parent company transfers and establishes business and marketing management operations to company XV and in 1997 they achieved their standard requirements.

In 2000 the parent company makes a 3-year plan to progressively release part of its shares of the Malaysian subsidiary. In 2004, the company was sold to a Malaysian businessman.

C. South-Africa

Company XVI, Company XVII and Company XVIII were located in South-Africa.

5. Company XVI

Sampling date 10-1998.

Company XVI is an Africa-based energy company, concentrating on the downstream refined petroleum products market and related business. The company focuses on the refining of crude oil, the marketing of products and the provision of convenience services via an extensive retail system. Business areas the company addresses are refining, sales and marketing, lubricants, international business, supply, trade, optimization and sustainability.

Company XVI exports products in over 50 countries, mostly in Africa and the Indian Ocean Islands. It includes over 1400 service stations, over 500 shops, over 90 depots and over 2800 employees. The company goes back to 1897 when the UK Branch of an American oil company set up a sales office in a Southern African city. Since then the company has grown rapidly through a series of amalgamations and name changes over the years. In 1989 the company merged with an interest group, to create the largest energy group in Southern Africa and in 1992 the company was listed on the Johannesburg Stock Exchange. In 1998, the company got de-listed because it became fully owned by a Malaysian Oil Company.

From that year, the company intensively set up businesses in other African countries and in 2004 entered into a coalition with the world's largest firm in lubricants. From then, the company has increasingly focused on sustainability, education, safety and environment.

6. Company XVII

Sampling date 10-1998.

Company XVII is a leading wine and spirits producer in South Africa. The company produces globally over 100 products, made from South African grapes. Key markets are Scandinavia, Germany, the United States, Japan and South Africa itself. It is one of the leading black empowered companies in the wine and spirits industry and a founding member of the Association for Responsible Alcohol Use.

Company XVII was founded in 1918 by wine makers from the Western Cape in South Africa. The aim of company XVII was to create unity amongst the wine farmers of South Africa and to guarantee better quality wines and brandies. From 1920, the company was given more legislative control over the production, sale and export, which led to development in the industry. In 1997, the company restructured itself as a private company, where the 4,700 member farmers could be made shareholders, transferring to them ownership of assets.

In 2004, the company negotiated an immense deal with a South African NGO, attaining 25,1% shares. That same year, however, the company lost considerably as a result of polluted wine, destroying 67.000 liters.

7. Company XVIII

Sampling date 10-1998.

Company XVIII is an American pharmaceutical company, manufacturing and marketing mostly pharmaceuticals, consumer health care and confectionary products. It offers medical drugs, over-the-counter health care products, shaving and pet care products, chewing gum and mints.

The roots of company XVIII go back to 1856 with the opening of a drugstore in Philadelphia. From 1955, the company grew through mergers and acquisitions. In the mid 1980's the company focused on three main businesses: prescription pharmaceuticals, consumer health care products and gums and mints. From 1988 until 1992, the company enjoyed steadily increasing sales and profits, with a profit of 644 million dollars in 1992. In 1999, the company earned 1,7 billion dollars on sales of 12,9 billion.

In 2000, company XVIII was acquired by an American multinational to create the fastest-growing major pharmaceutical company in the world.

D. United States

Finally, Company XX was located in the United States of America.

8. Company XX

Sampling date 04-2002.

Company XX is the American headquarters of a manufacturer leading in developing UV-curable optical fiber coatings, a component of high-speed optical fiber networks. Within the U.S., the company holds more than 120 patents in UV-curable technology. The company is established in 1990, but is part of a global science based parent company founded in 1902. It engages in life science products, high- quality biotechnological and chemical products for the life science-industry and high-grade materials. The parent company generated a sale of 8 billion euros in 2001 and held 22.000 employees in over 200 subsidiaries worldwide.

In 2002, the company went through a decline following a worldwide decrease in the demand for chemicals. As a result, after 50 years of activity in petrochemicals, the parent company sold this section in 2002 to a Middle-Eastern company.

Appendices

Appendix XXX
 Descriptive Statistics
 Descriptive Correlational Research Sample

#	Ref.	Item	Total-Group			
			N	Mean	SD	Scale
(1)	(2)	(3)	(4)	(5)	(6)	
1	S - C	Length of employment	480			7
2	S - D	Full-time - part-time	355			2
3	S - H	Workcontent	447	7.61	2.37	11
4	S - I	Circumstances affecting work	445	6.90	2.44	11
5	S - J	Work - performance	444	8.48	1.92	11
6	S - L	Work - difficulty	490	3.72	1.03	7
7	S - m	Work - Time investment	489	4.67	1.02	7
8	S - n	Work - workload	490	4.71	1.24	7
9	S - o	Work - demands	489	4.50	1.27	7
10	S - r	Work - interest	490	5.32	1.29	7
11	S - s	Work - relevance	489	5.70	1.22	7
12	S - t	Work - stress	488	4.68	1.38	7
13	S - u	Work - challenge	488	5.22	1.44	7
14	S - y	private vs. work-related circumstances	445	7.40	2.00	11
15	S - ac	Salary	487	2.69	1.12	5
16	S - ad	Secondary benefits	485	3.20	1.08	5
17	S - ae	Working hours	485	3.52	1.19	5
18	S - af	Physical location company	483	3.83	1.06	5
19	S - ag	Parking facilities	479	3.25	1.38	5
20	S - ah	Physical location within company building	486	3.59	1.12	5
21	S - ai	Safety measures	487	3.82	1.02	5
22	S - aJ	Climate conditions	483	3.50	1.22	5
23	S - ak	Tools and materials	481	3.64	1.06	5
24	S - aL	Supply of materials	482	3.61	1.05	5
25	S - am	Guidelines and procedures	482	3.47	1.05	5
26	S - ap	Responsibilities	486	3.63	1.08	5
27	S - aq	Authority	485	3.56	1.11	5
28	S - ar	Incentives	485	3.39	1.15	5
29	S - av	Personal objectives	478	3.82	0.97	5
30	S - aw	<i>if applicable</i> : attainability personal objectives	430	3.40	1.07	5
31	S - ax	Superior(s) involvement with personal objectives	485	3.46	1.16	5
32	S - ay	<i>if applicable</i> : regular involvement personal objectives	439	3.07	1.19	5
33	S - az	<i>if applicable</i> : standard procedure personal objectives	413	1.76	0.44	3
34	S - bg	Objectives provided by superior(s)	484	3.60	1.02	5
35	S - bh	<i>if applicable</i> : satisfaction objectives provided	388	3.51	0.94	5
36	S - bi	Priorities provided by superior(s)	475	3.57	1.00	5
37	S - bJ	<i>if applicable</i> : satisfaction priorities provided	399	3.52	0.98	5

Notes:
 (1) Numbered item
 (2) Reference used
 (3) Abbreviated item, for a full overview of items refer to Appendix XXVIII
 (4) Total Respondents per item
 (5) Standard Deviation
 (6) Likert-scale

Continued, p. 2. ...

#	Ref.	Item	Total-Group			
			N	Mean	SD	Scale
(1)	(2)	(3)	(4)	(5)	(6)	
38	S - bk	Company mission/vision statement(s)	483	4.06	0.95	5
39	S - bl	Company goals	482	4.00	0.96	5
40	S - bn	Top management - leadership	483	3.22	0.99	5
41	S - bo	Top management - guidelines and goals	484	3.23	1.01	5
42	S - bp	Top management - priorities	485	3.16	1.08	5
43	S - bq	Top management - decision making	485	3.13	1.06	5
44	S - bt	Top management - communication	485	2.97	1.06	5
45	S - bu	Top management - performance stimulation	486	2.88	1.06	5
46	S - bv	Top management - recognition	485	2.91	1.10	5
47	S - bw	Top management - delegation	481	3.07	0.96	5
48	S - bx	Top management - performance appraisal	485	3.01	1.08	5
49	S - by	Top management - team building	486	3.11	1.07	5
50	S - bz	Top management - personal relationship	484	3.02	1.10	5
51	S - ca	Top management - trust	486	3.14	1.09	5
52	S - cb	Top management - approachable and receptive for suggestions	486	3.17	1.04	5
53	S - cc	Top management - dignity and respect	485	3.22	1.09	5
54	S - cf	Top management oriented recognition	483	3.44	0.92	5
55	S - cg	Top management oriented trust	483	3.28	1.01	5
56	S - ch	Top management oriented respect	483	3.60	1.00	5
57	S - ci	Top management oriented personal relationship	483	3.28	1.06	5
58	S - cj	Top management oriented communication	480	3.30	1.08	5
59	S - ck	Top management oriented accessibility for suggestions	482	3.62	1.01	5
60	S - co	Company hierarchical structure	435	2.89	0.91	4
61	S - cp	Company authority structure	483	3.21	0.96	5
62	S - cq	Company financial position	480	3.09	1.11	5
63	S - cr	Company market share	477	3.14	1.08	5
64	S - cu	Machines and materials (...)	478	3.39	1.03	5
65	S - cv	Machine maintenance	476	3.50	1.00	5
66	S - cw	Technology and innovation	481	3.56	1.05	5
67	S - cx	Research and development	479	3.64	2.17	5
68	S - cy	Product innovation	481	3.52	0.97	5
69	S - cz	Product diversity	481	3.39	0.99	5
70	S - da	Product quality	481	3.67	1.06	5
71	S - db	Quality program	462	1.05	0.27	2
72	S - dc	<i>If applicable</i> : understanding quality program	467	3.49	1.18	5
73	S - dd	<i>If applicable</i> : quality program	466	3.47	0.99	5
74	S - de	<i>If applicable</i> : quality awareness	467	3.46	1.06	5
75	S - df	<i>If applicable</i> : quality program results	464	3.32	1.00	5

Notes:

- (1) Numbered item
- (2) Reference used
- (3) Abbreviated item; for a full overview of items refer to Appendix XXVIII
- (4) Total Respondents per item
- (5) Standard Deviation
- (6) Likert-scale

Appendices

Continued, p. 3. ...

#	Ref.	Item	Total-Group			
			N	Mean	SD	Scale
(1)	(2)	(3)	(4)	(5)	(6)	
76	S - di	Customer orientation	480	4.55	1.51	7
77	S - dj	Service handling	480	4.51	1.47	7
78	S - dk	Complaint handling	481	4.39	1.54	7
79	S - dl	Supplier orientation	479	4.35	1.38	7
80	S - dm	Competitors orientation	481	4.38	1.46	7
81	S - dn	Community orientation	479	4.56	1.38	7
82	S - do	Environmental awareness	481	4.96	1.41	7
83	S - dw	Immediate manager - leadership	338	3.46	1.13	5
84	S - dx	Immediate manager - guidelines and goals	339	3.46	1.13	5
85	S - dy	Immediate manager - priorities	338	3.46	1.10	5
86	S - dz	Immediate manager - decision making	340	3.48	1.17	5
87	S - ec	Immediate manager - communication	340	3.54	1.15	5
88	S - ed	Immediate manager - performance stimulation	337	3.35	1.14	5
89	S - ee	Immediate manager - recognition	337	3.42	1.16	5
90	S - ef	Immediate manager - delegation	338	3.46	1.13	5
91	S - eg	Immediate manager - performance appraisal	339	3.39	1.20	5
92	S - eh	Immediate manager - team building	339	3.40	1.16	5
93	S - ei	Immediate manager - personal relationship	337	3.52	1.15	5
94	S - ej	Immediate manager - trust	339	3.66	1.16	5
95	S - ek	Immediate manager - approachable and receptive for suggestions	339	3.66	1.12	5
96	S - el	Immediate manager - dignity and respect	339	3.68	1.14	5
97	S - eo	Immediate manager oriented recognition	336	3.55	1.10	5
98	S - ep	Immediate manager oriented trust	337	3.53	1.11	5
99	S - eq	Immediate manager oriented respect	337	3.86	1.03	5
100	S - er	Immediate manager oriented personal relationship	337	3.59	1.10	5
101	S - es	Immediate manager oriented communication	336	3.82	1.00	5
102	S - et	Immediate manager oriented accessibility for suggestions	337	3.97	0.93	5
103	S - eu	Guidance career planning	335	3.09	1.07	5
104	S - ev	Possibilities career improvement	334	3.02	1.18	5
105	S - ew	Job rotation	334	3.07	1.10	5
106	S - ex	information job opportunities	334	3.18	1.08	5
107	S - fd	I do/do not have employees under my supervision	442	1.64	0.48	2
108	S - fi	Direct reports - recognition	176	3.84	0.79	5
109	S - fj	Direct reports - trust	176	4.02	0.76	5
110	S - fk	Direct reports - respect	176	4.05	0.76	5
111	S - fl	Direct reports - personal relationship	176	4.01	0.80	5
112	S - fm	Direct reports - communication	175	3.93	0.78	5
113	S - fn	Direct reports - approachable and receptive for suggestions	175	4.01	0.80	5

Notes:

- (1) Numbered item
- (2) Reference used
- (3) Abbreviated item; for a full overview of items refer to Appendix XXVIII
- (4) Total Respondents per item
- (5) Standard Deviation
- (6) Likert-scale

Continued, p. 4. ...

#	Ref.	Item	Total-Group			
			N	Mean	SD	Scale
(1)	(2)	(3)	(4)	(5)	(6)	
114	S - fq	Direct reports oriented guidelines and goals	179	3.78	0.86	5
115	S - fr	Direct reports oriented priorities	179	4.03	0.80	5
116	S - fs	Direct reports oriented decision making	178	4.11	0.79	5
117	S - ft	Direct reports oriented communication	177	4.11	0.82	5
118	S - fu	Direct reports oriented performance stimulation	179	3.84	0.79	5
119	S - fv	Direct reports oriented recognition	179	4.04	0.82	5
120	S - fw	Direct reports oriented delegation	179	3.98	0.89	5
121	S - fx	Direct reports oriented performance appraisal	176	3.86	0.94	5
122	S - fy	Direct reports oriented team building	177	3.92	0.86	5
123	S - fz	Direct reports oriented personal relationship	179	3.98	0.85	5
124	S - ga	Direct reports oriented trust	179	4.08	0.84	5
125	S - gb	Direct reports oriented accessibility for suggestions	179	4.15	0.80	5
126	S - gc	Direct reports oriented dignity and respect	179	4.33	0.76	5
127	S - gj	Peers - communication	475	3.84	0.90	5
128	S - gj	Peers - recognition	475	3.81	0.90	5
129	S - gk	Peers - personal relationship	474	3.86	0.86	5
130	S - gl	Peers - trust	474	3.96	0.88	5
131	S - gm	Peers - approachable and receptive for suggestions	474	3.91	0.91	5
132	S - gn	Peers - dignity and respect	473	3.97	0.87	5
133	S - gq	Peer oriented communication	473	4.03	0.82	5
134	S - gr	Peer oriented recognition	472	4.01	0.78	5
135	S - gs	Peer oriented personal relationship	473	4.05	0.84	5
136	S - gt	Peer oriented trust	473	3.96	0.88	5
137	S - gu	Peer oriented accessibility for suggestions	473	4.16	0.76	5
138	S - gv	Peer oriented respect	473	4.28	0.76	5
139	S - gy	Training - facilities	472	3.55	1.11	5
140	S - gz	Training - attendance	472	3.51	1.15	5
141	S - ha	Training - information	473	3.27	1.17	5
142	S - hb	Training - relevance	467	3.59	1.04	5
143	S - hc	Opportunities personal development	473	3.44	1.13	5
144	S - hf	Opportunities development capacities	474	4.64	1.52	7
145	S - hg	Function indication				
146	S - hh	Department indication				
147	S - hi	Grade indication				

Notes:

- (1) Numbered item
- (2) Reference used
- (3) Abbreviated item; for a full overview of items refer to Appendix XXVIII
- (4) Total Respondents per item
- (5) Standard Deviation
- (6) Likert-scale

Appendix XXXI
Item Correlations between Elements and Component DEDICAT

#	Ref.	Bivariate Item Correlation with Factorscore DEDICAT (3) (4)											
		Total-Group			NL		Mal		SA		US		(5)
		N	r	r _s	N	r	N	r	N	r	N	r	
(1)	(2)	(7)	(8)	(9)									
1	S - C												(9)
2	S - D												(9)
3	S - H	447	-0.303 ***	-0.329 ***	132	-0.340 ***	132	-0.275 ***	388	-0.293 ***	43	-0.509 ***	
4	S - I	445	-0.290 ***	-0.290 ***	130	-0.361 ***	132	-0.321 ***	388	-0.313 ***	43	-0.372 *	
5	S - J	444	-0.308 ***	-0.314 ***	130	-0.301 ***	131	-0.395 ***	388	-0.299 ***	43	-0.314 *	
6	S - L	490	-0.047	-0.035	148	-0.192 *	148	0.098	398	-0.069	46	-0.246	
7	S - m	489	-0.017	-0.001	147	-0.048	148	-0.128	400	-0.020	46	0.028	
8	S - n	490	0.024	0.054	148	0.086	148	-0.066	400	0.034	46	-0.034	
9	S - o	489	-0.096 *	-0.076	148	-0.052	148	-0.049	398	-0.108 *	46	-0.148	
10	S - r	490	-0.380 ***	-0.388 ***	148	-0.441 ***	148	-0.352 ***	400	-0.345 ***	46	-0.378 **	
11	S - s	489	-0.304 ***	-0.314 ***	148	-0.269 ***	148	-0.398 ***	399	-0.256 ***	46	-0.170	
12	S - t	488	-0.049	-0.056	148	-0.025	148	-0.168 *	397	0.119 *	46	-0.129	
13	S - u	488	-0.350 ***	-0.359 ***	147	-0.362 ***	148	-0.338 ***	399	-0.278 ***	46	-0.461 ***	
14	S - y	445	0.063	0.027	127	0.048	132	-0.086	391	0.083	45	-0.012	
15	S - ac	487	-0.185 ***	-0.181 ***	148	-0.275 ***	147	-0.160	400	-0.199 ***	45	-0.495 ***	
16	S - ad	485	-0.256 ***	-0.253 ***	147	-0.216 **	146	-0.301 ***	399	-0.155 **	45	-0.397 **	
17	S - ae	485	-0.137 **	-0.194 ***	147	-0.165 *	145	-0.081	400	-0.177 ***	45	-0.079	
18	S - af	483	-0.137 **	-0.146 ***	148	-0.120	147	-0.205 *	397	-0.160 ***	44	-0.265	
19	S - ag	479	-0.045	-0.053	146	-0.139	147	-0.127	392	-0.072	44	-0.210	
20	S - ah	486	-0.156 ***	-0.187 ***	148	-0.130	147	-0.106	399	-0.240 ***	45	-0.393 **	
21	S - ai	487	-0.233 ***	-0.280 ***	148	-0.268 ***	147	-0.253 **	397	-0.250 ***	45	-0.210	
22	S - aJ	483	-0.252 ***	-0.278 ***	145	-0.117	146	-0.347 ***	399	-0.197 ***	44	-0.164	
23	S - ak	481	-0.248 ***	-0.275 ***	147	-0.262 ***	145	-0.257 **	395	-0.207 ***	45	-0.423 **	
24	S - aL	482	-0.253 ***	-0.280 ***	147	-0.365 ***	145	-0.265 ***	398	-0.214 ***	45	-0.197	
25	S - am	482	-0.353 ***	-0.377 ***	147	-0.361 ***	143	-0.396 ***	401	-0.334 ***	45	-0.056	
26	S - ap	486	-0.431 ***	-0.450 ***	148	-0.399 ***	145	-0.387 ***	401	-0.405 ***	45	-0.449 **	
27	S - aq	485	-0.398 ***	-0.416 ***	147	-0.377 ***	145	-0.435 ***	401	-0.394 ***	45	-0.217	
28	S - ar	485	-0.367 ***	-0.381 ***	148	-0.359 ***	146	-0.394 ***	395	-0.374 ***	45	-0.334 *	
29	S - av	478	-0.338 ***	-0.333 ***	145	-0.380 ***	143	-0.364 ***	394	-0.173 ***	44	-0.314 *	
30	S - aw	430	-0.461 ***	-0.466 ***	123	-0.527 ***	134	-0.423 ***	364	-0.404 ***	38	-0.520 ***	
31	S - ax	485	-0.141 **	-0.206 ***	147	-0.120	146	-0.135	395	-0.163 ***	45	-0.209	
32	S - ay	439	-0.164 ***	-0.171 ***	128	0.006	136	-0.339 ***	369	-0.169 ***	41	-0.214	
33	S - az	413	-0.142 **	-0.135 **	119	0.000	127	-0.231 **	355	-0.141 **	37	-0.026	
34	S - bg	484	-0.248 ***	-0.270 ***	146	-0.147	148	-0.298 ***	391	-0.248 ***	45	0.061	
35	S - bh	388	-0.319 ***	-0.328 ***	111	-0.173	117	-0.302 ***	338	-0.338 ***	36	-0.159	
36	S - bi	475	-0.244 ***	-0.267 ***	143	-0.123	146	-0.301 ***	386	-0.258 ***	45	0.063	
37	S - bJ	399	-0.345 ***	-0.359 ***	112	-0.268 **	121	-0.344 ***	338	-0.367 ***	40	-0.230	

Notes:
 (1) Numbered item
 (2) Referenced item
 (3) Significance levels of Item correlations with Factorscore DEDICAT indicated in color:
 Item correlations > .300 < .400 or > -.300 < -.400
 Item correlations > .400 or < -.400
 (4) * Correlation significant at the 0.05 level (2-tailed)
 ** Correlation significant at the 0.01 level (2-tailed)
 *** Correlation significant at the 0.001 level (2-tailed)
 (5) Reference Data samples: NL = Netherlands (n = 148) Mal = Malaysia (n = 150) SA = South-Africa (n = 406) US = United States (n = 48)
 (6) r = Pearson Product-moment Correlation Coefficient r_s = Spearman's correlation coefficient
 (7) Total score includes a random sample of n = 150 from the total South-Africa data sample consisting of n = 406
 (8) SA Data sample consisting of n = 406
 (9) Data at nominal level

Continued, p. 2. ...

#	Ref.	Bivariate Item Correlation with Factorscore DEDICAT (3) (4)											
		Total-Group			NL		Mal		SA		US		(5)
		N	r	r _s	N	r	N	r	N	r	N	r	
(1)	(2)	(7)						(8)					
38	S - bk	483	-0.337 ***	-0.364 ***	145	-0.380 ***	147	-0.420 ***	395	-0.176 ***	45	-0.002	
39	S - bL	482	-0.382 ***	-0.398 ***	144	-0.356 ***	147	-0.468 ***	395	-0.275 ***	45	-0.342 *	
40	S - bn	483	-0.437 ***	-0.443 ***	143	-0.402 ***	148	-0.502 ***	397	-0.460 ***	44	-0.552 ***	
41	S - bo	484	-0.480 ***	-0.480 ***	143	-0.367 ***	148	-0.496 ***	395	-0.531 ***	45	-0.411 **	
42	S - bp	485	-0.414 ***	-0.416 ***	144	-0.179 *	148	-0.471 ***	395	-0.459 ***	45	-0.545 ***	
43	S - bq	485	-0.459 ***	-0.447 ***	144	-0.294 ***	148	-0.468 ***	395	-0.520 ***	45	-0.364 *	
44	S - bt	485	-0.402 ***	-0.385 ***	144	-0.334 ***	148	-0.425 ***	394	-0.366 ***	45	-0.376 *	
45	S - bu	486	-0.427 ***	-0.406 ***	145	-0.417 ***	148	-0.383 ***	395	-0.428 ***	45	-0.389 **	
46	S - bv	485	-0.377 ***	-0.368 ***	145	-0.306 ***	148	-0.302 ***	394	-0.456 ***	45	-0.338 *	
47	S - bw	481	-0.353 ***	-0.350 ***	143	-0.252 **	148	-0.364 ***	391	-0.425 ***	45	-0.353 *	
48	S - bx	485	-0.324 ***	-0.311 ***	144	-0.272 ***	148	-0.266 ***	393	-0.399 ***	45	-0.289	
49	S - by	486	-0.337 ***	-0.335 ***	145	-0.396 ***	148	-0.308 ***	395	-0.320 ***	45	-0.182	
50	S - bz	484	-0.367 ***	-0.358 ***	143	-0.369 ***	148	-0.387 ***	395	-0.341 ***	45	-0.338 *	
51	S - ca	486	-0.283 ***	-0.267 ***	145	-0.301 ***	148	-0.313 ***	395	-0.330 ***	45	-0.485 ***	
52	S - cb	486	-0.349 ***	-0.339 ***	145	-0.217 **	148	-0.399 ***	395	-0.304 ***	45	-0.594 ***	
53	S - cc	485	-0.382 ***	-0.383 ***	145	-0.393 ***	147	-0.375 ***	395	-0.390 ***	45	-0.602 ***	
54	S - cf	483	-0.332 ***	-0.339 ***	144	-0.338 ***	147	-0.380 ***	395	-0.302 ***	45	-0.588 ***	
55	S - cg	483	-0.419 ***	-0.400 ***	144	-0.472 ***	146	-0.398 ***	396	-0.391 ***	45	-0.510 ***	
56	S - ch	483	-0.461 ***	-0.460 ***	144	-0.390 ***	146	-0.497 ***	397	-0.433 ***	45	-0.572 ***	
57	S - ci	483	-0.361 ***	-0.352 ***	144	-0.331 ***	146	-0.409 ***	397	-0.325 ***	45	-0.499 ***	
58	S - cJ	480	-0.302 ***	-0.314 ***	143	-0.236 **	146	-0.343 ***	395	-0.213 ***	45	-0.437 **	
59	S - ck	482	-0.318 ***	-0.323 ***	144	-0.262 **	146	-0.319 ***	395	-0.230 ***	45	-0.679 ***	
60	S - co	435	0.060	0.060	136	0.190 *	122	-0.055	356	0.037	45	0.272	
61	S - cp	483	-0.358 ***	-0.337 ***	145	-0.295 ***	145	-0.299 ***	397	-0.411 ***	46	-0.506 ***	
62	S - cq	480	-0.198 ***	-0.211 ***	144	-0.128	145	-0.368 ***	395	-0.200 ***	45	-0.400 **	
63	S - cr	477	-0.165 ***	-0.172 ***	144	-0.043	142	-0.320 ***	391	-0.218 ***	45	-0.192	
64	S - cu	478	-0.282 ***	-0.289 ***	145	-0.284 ***	143	-0.279 ***	385	-0.308 ***	46	-0.231	
65	S - cv	476	-0.260 ***	-0.276 ***	145	-0.213 **	143	-0.277 ***	383	-0.298 ***	45	-0.255	
66	S - cw	481	-0.251 ***	-0.266 ***	145	-0.253 **	143	-0.216 **	394	-0.327 ***	45	-0.163	
67	S - cx	479	-0.159 ***	-0.250 ***	144	-0.080	142	-0.243 **	394	-0.328 ***	46	-0.226	
68	S - cy	481	-0.263 ***	-0.288 ***	145	-0.156	142	-0.348 ***	396	-0.368 ***	46	-0.192	
69	S - cz	481	-0.248 ***	-0.262 ***	145	-0.100	142	-0.369 ***	395	-0.369 ***	46	-0.144	
70	S - da	481	-0.286 ***	-0.308 ***	145	-0.109	142	-0.409 ***	395	-0.316 ***	46	-0.170	
71	S - db	462	-0.026	0.032	140	0.030	137	0.017	387	0.060	43	-0.281	
72	S - dc	467	-0.285 ***	-0.323 ***	140	-0.288 ***	143	-0.342 ***	375	-0.203 ***	44	-0.060	
73	S - dd	466	-0.311 ***	-0.325 ***	140	-0.213 *	142	-0.475 ***	371	-0.230 ***	45	-0.082	
74	S - de	467	-0.318 ***	-0.343 ***	141	-0.174 *	142	-0.515 ***	372	-0.279 ***	45	0.025	
75	S - df	464	-0.311 ***	-0.329 ***	141	-0.156	141	-0.462 ***	369	-0.266 ***	45	-0.076	

Notes:

(1) Numbered item

(2) Reference used

(3) Significance levels of Item correlations with Factorscore DEDICAT indicated in color:

Item correlations > .300 <= .400 or >-.300 <= -.400

Item correlations > .400 or >-.400

(4) * Correlation significant at the 0.05 level (2-tailed)

** Correlation significant at the 0.01 level (2-tailed)

*** Correlation significant at the 0.001 level (2-tailed)

(5) Reference Data samples: NL = Netherlands (n = 148) Mal = Malaysia (n = 150) SA = South-Africa (n = 406) US = United States (n = 48)

(6) r = Pearson Product-moment Correlation Coefficient r_s = Spearman's correlation coefficient

(7) Total score includes a random sample of n = 150 from the total South-Africa data sample consisting of n = 406

(8) SA Data sample consisting of n = 406

(9) Data at nominal level

Appendices

Continued, p. 3. ...

#	Ref.	Bivariate Item Correlation with Factorscore DEDICAT (3) (4)										
		Total-Group			NL		Mal		SA		US	
		N	r	r _s	N	r	N	r	N	r	N	r
(1)	(2)	(7)	(5)	(6)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	
76	S - di	480	-0.288 ***	-0.313 ***	144	-0.197 *	144	-0.419 ***	397	-0.327 ***	46	-0.040
77	S - dj	480	-0.275 ***	-0.306 ***	144	-0.176 *	144	-0.387 ***	395	-0.314 ***	46	-0.012
78	S - dk	481	-0.282 ***	-0.305 ***	144	-0.060	144	-0.365 ***	397	-0.319 ***	46	-0.072
79	S - dl	479	-0.288 ***	-0.299 ***	144	-0.160	144	-0.420 ***	395	-0.305 ***	45	0.060
80	S - dm	481	-0.238 ***	-0.244 ***	144	-0.076	144	-0.402 ***	394	-0.302 ***	46	0.044
81	S - dn	479	-0.342 ***	-0.344 ***	144	-0.105	142	-0.427 ***	397	-0.339 ***	46	-0.230
82	S - do	481	-0.278 ***	-0.286 ***	145	-0.179 *	144	-0.370 ***	397	-0.340 ***	46	-0.136
83	S - dw	338	-0.265 ***	-0.257 ***	89	-0.210 *	98	-0.433 ***	306	-0.267 ***	31	0.072
84	S - dx	339	-0.203 ***	-0.202 ***	90	-0.128	98	-0.346 ***	307	-0.275 ***	31	0.010
85	S - dy	338	-0.245 ***	-0.243 ***	90	-0.166	97	-0.392 ***	307	-0.290 ***	31	-0.127
86	S - dz	340	-0.236 ***	-0.247 ***	90	-0.078	98	-0.352 ***	307	-0.262 ***	31	-0.095
87	S - ec	340	-0.183 ***	-0.198 ***	91	-0.138	97	-0.375 ***	306	-0.209 ***	31	0.179
88	S - ed	337	-0.272 ***	-0.274 ***	90	-0.133	97	-0.400 ***	306	-0.285 ***	31	-0.027
89	S - ee	337	-0.261 ***	-0.259 ***	89	-0.241 *	97	-0.225 *	307	-0.316 ***	31	-0.176
90	S - ef	338	-0.259 ***	-0.264 ***	90	-0.264 *	97	-0.386 ***	306	-0.286 ***	31	0.169
91	S - eg	339	-0.180 ***	-0.205 ***	91	-0.044	97	-0.283 **	304	-0.263 ***	31	0.063
92	S - eh	339	-0.187 ***	-0.190 ***	91	0.126	97	-0.486 ***	305	-0.186 ***	31	-0.055
93	S - ei	337	-0.217 ***	-0.232 ***	91	-0.074	97	-0.361 ***	303	-0.254 ***	31	0.080
94	S - ej	339	-0.176 ***	-0.203 ***	91	-0.006	97	-0.401 ***	305	-0.264 ***	31	0.025
95	S - ek	339	-0.168 **	-0.190 ***	91	-0.068	97	-0.330 ***	304	-0.241 ***	31	0.117
96	S - el	339	-0.172 ***	-0.183 ***	91	-0.140	97	-0.360 ***	306	-0.233 ***	31	-0.024
97	S - eo	336	-0.270 ***	-0.280 ***	89	-0.275 **	97	-0.343 ***	306	-0.227 ***	31	-0.179
98	S - ep	337	-0.279 ***	-0.279 ***	89	-0.221 *	97	-0.444 ***	306	-0.293 ***	31	-0.041
99	S - eq	337	-0.226 ***	-0.243 ***	89	-0.166	97	-0.369 ***	307	-0.325 ***	31	-0.041
100	S - er	337	-0.270 ***	-0.274 ***	89	-0.200	97	-0.366 ***	307	-0.212 ***	31	-0.125
101	S - es	336	-0.178 ***	-0.212 ***	89	-0.061	97	-0.348 ***	305	-0.144 *	31	0.060
102	S - et	337	-0.177 ***	-0.189 ***	89	-0.056	97	-0.386 ***	306	-0.183 ***	31	0.028
103	S - eu	335	-0.288 ***	-0.283 ***	89	-0.207	95	-0.282 **	307	-0.383 ***	31	-0.236
104	S - ev	334	-0.416 ***	-0.392 ***	88	-0.428 ***	95	-0.285 **	307	-0.408 ***	31	-0.308
105	S - ew	334	-0.351 ***	-0.320 ***	88	-0.398 ***	95	-0.298 **	305	-0.385 ***	31	-0.304
106	S - ex	334	-0.257 ***	-0.237 ***	89	-0.120	94	-0.321 **	306	-0.383 ***	31	0.025
107	S - fd	442	0.122 **	0.127 **	125	0.165	126	0.185 *	400	0.048	44	0.170
108	S - fi	176	-0.298 ***	-0.310 ***	32	-0.170	86	-0.328 **	142	-0.272 ***	13	0.135
109	S - fj	176	-0.298 ***	-0.318 ***	32	-0.209	86	-0.334 **	142	-0.277 ***	13	0.039
110	S - fk	176	-0.243 ***	-0.263 ***	32	-0.130	86	-0.265 **	141	-0.209 *	13	0.313
111	S - fl	176	-0.242 ***	-0.282 ***	32	-0.165	86	-0.295 **	142	-0.168 *	13	0.080
112	S - fm	175	-0.261 ***	-0.294 ***	32	-0.033	85	-0.337 **	142	-0.214 *	13	-0.264
113	S - fn	175	-0.283 ***	-0.306 ***	32	-0.020	85	-0.323 **	142	-0.272 ***	13	-0.196

Notes:

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Item correlations > .300 < .400 or > -.300 < -.400

Item correlations > .400 or > -.400

(4) * Correlation significant at the 0.05 level (2-tailed)

** Correlation significant at the 0.01 level (2-tailed)

*** Correlation significant at the 0.001 level (2-tailed)

(5) Reference Data samples: NL = Netherlands (n = 148) Mal = Malaysia (n = 150) SA = South-Africa (n = 406) US = United States (n = 48)

(6) r = Pearson Product-moment Correlation Coefficient r_s = Spearman's correlation coefficient

(7) Total score includes a random sample of n = 150 from the total South-Africa data sample consisting of n = 406

(8) SA Data sample consisting of n = 406

(9) Data at nominal level

Continued, p. 4. ...

#	Ref.	Bivariate Item Correlation with Factorscore DEDICAT (3) (4)											
		Total-Group			NL		Mal		SA		US		(5)
		N	r	r _s	N	r	N	r	N	r	N	r	(6)
(1)	(2)	(7)	(8)										(9)
114	S - fq	179	-0.372 ***	-0.404 ***	32	-0.292	90	-0.518 ***	143	-0.247 **	12	-0.286	
115	S - fr	179	-0.310 ***	-0.333 ***	32	-0.077	90	-0.424 ***	143	-0.285 ***	12	-0.217	
116	S - fs	178	-0.312 ***	-0.301 ***	32	-0.110	89	-0.410 ***	142	-0.231 **	12	-0.470	
117	S - ft	177	-0.273 ***	-0.289 ***	32	0.013	89	-0.420 ***	142	-0.224 **	12	-0.289	
118	S - fu	179	-0.269 ***	-0.303 ***	32	-0.037	90	-0.466 ***	143	-0.279 ***	12	0.056	
119	S - fv	179	-0.241 ***	-0.249 ***	32	0.287	90	-0.409 ***	143	-0.252 **	12	0.015	
120	S - fw	179	-0.143	-0.144	32	0.091	90	-0.339 ***	143	-0.172 *	12	0.510	
121	S - fx	176	-0.241 ***	-0.271 ***	30	0.037	90	-0.400 ***	142	-0.209 *	12	-0.192	
122	S - fy	177	-0.271 ***	-0.283 ***	30	0.042	90	-0.470 ***	143	-0.246 **	12	0.031	
123	S - fz	179	-0.288 ***	-0.280 ***	32	-0.190	90	-0.484 ***	143	-0.224 **	12	0.516	
124	S - ga	179	-0.340 ***	-0.336 ***	32	-0.290	90	-0.539 ***	142	-0.290 ***	12	0.167	
125	S - gb	179	-0.323 ***	-0.312 ***	32	-0.220	90	-0.467 ***	143	-0.337 ***	12	0.408	
126	S - gc	179	-0.306 ***	-0.320 ***	32	-0.230	90	-0.439 ***	143	-0.228 **	12	-0.050	
127	S - gj	475	-0.198 ***	-0.243 ***	146	-0.165 *	139	-0.460 ***	393	-0.197 ***	44	-0.006	
128	S - gj	475	-0.193 ***	-0.225 ***	146	-0.145	139	-0.416 ***	393	-0.191 ***	44	0.013	
129	S - gk	474	-0.187 ***	-0.226 ***	146	-0.134	138	-0.330 ***	394	-0.196 ***	44	-0.048	
130	S - gl	474	-0.185 ***	-0.232 ***	146	-0.163 *	138	-0.392 ***	393	-0.166 ***	44	-0.091	
131	S - gm	474	-0.190 ***	-0.195 ***	146	-0.051	138	-0.296 ***	393	-0.190 ***	44	-0.147	
132	S - gn	473	-0.261 ***	-0.289 ***	146	-0.249 **	137	-0.435 ***	393	-0.176 ***	44	-0.162	
133	S - gq	473	-0.136 **	-0.160 ***	145	0.071	138	-0.381 ***	393	-0.187 ***	44	0.058	
134	S - gr	472	-0.122 **	-0.149 ***	145	-0.025	138	-0.375 ***	392	-0.120 *	43	-0.014	
135	S - gs	473	-0.181 ***	-0.198 ***	145	-0.080	138	-0.321 ***	394	-0.194 ***	44	0.012	
136	S - gt	473	-0.169 ***	-0.164 ***	145	-0.092	138	-0.387 ***	393	-0.175 ***	44	0.078	
137	S - gu	473	-0.178 ***	-0.192 ***	145	-0.099	138	-0.320 ***	394	-0.206 ***	44	0.012	
138	S - gv	473	-0.220 ***	-0.225 ***	145	-0.121	138	-0.366 ***	394	-0.235 ***	44	0.032	
139	S - gy	472	-0.291 ***	-0.291 ***	144	-0.394 ***	138	-0.366 ***	394	-0.268 ***	44	-0.110	
140	S - gz	472	-0.327 ***	-0.325 ***	145	-0.424 ***	138	-0.350 ***	393	-0.317 ***	44	-0.177	
141	S - ha	473	-0.309 ***	-0.302 ***	145	-0.345 ***	138	-0.357 ***	394	-0.246 ***	44	-0.209	
142	S - hb	467	-0.310 ***	-0.318 ***	140	-0.341 ***	138	-0.396 ***	393	-0.329 ***	44	0.012	
143	S - hc	473	-0.350 ***	-0.339 ***	145	-0.381 ***	138	-0.320 ***	394	-0.360 ***	44	-0.236	
144	S - hf	474	-0.380 ***	-0.368 ***	145	-0.394 ***	139	-0.342 ***	393	-0.409 ***	44	-0.405 **	(9)
145	S - hg												(9)
146	S - hh												(9)
147	S - hi												(9)

Notes:

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 - ** Correlation significant at the 0.01 level (2-tailed)
 - *** Correlation significant at the 0.001 level (2-tailed)
- (5) Reference Data samples: NL = Netherlands (n = 148) Mal = Malaysia (n = 150) SA = South-Africa (n = 406) US = United States (n = 48)
- (6) r = Pearson Product-moment Correlation Coefficient r_s = Spearman's correlation coefficient
- (7) Total score includes a random sample of n = 150 from the total South-Africa data sample consisting of n = 406
- (8) SA Data sample consisting of n = 406
- (9) Data at nominal level

Appendix XXXII
Item Correlations between Elements and Component ACHIEV

#	Ref.	Bivariate Item Correlation with Factorscore ACHIEV (3) (4)											
		Total-Group			NL		Mal		SA		US		
(1)	(2)	N	r	r _s	N	r	N	r	N	r	N	r	
(7)		(8)										(5)	(6)
1	S - C												(9)
2	S - D												(9)
3	S - H	447	0.001	-0.017	132	0.093	132	-0.120	388	0.042	43	0.232	
4	S - I	445	-0.008	-0.031	130	0.000	132	-0.136	388	0.040	43	0.158	
5	S - J	444	0.045	0.004	130	0.046	131	-0.138	388	0.019	43	0.219	
6	S - L	490	0.056	0.009	148	0.265 ***	148	0.058	398	0.203 ***	46	0.092	
7	S - m	489	0.042	0.059	147	0.198 *	148	0.115	400	0.078	46	0.183	
8	S - n	490	0.036	0.031	148	0.112	148	0.026	400	0.145 **	46	0.030	
9	S - o	489	-0.134 **	-0.139 **	148	-0.103	148	0.015	398	0.010	46	0.077	
10	S - r	490	0.063	0.048	148	0.086	148	-0.082	400	0.077	46	0.184	
11	S - s	489	0.016	0.008	148	0.114	148	-0.177 *	399	0.079	46	0.034	
12	S - t	488	0.033	0.030	148	0.093	148	-0.035	397	0.241 ***	46	0.112	
13	S - u	488	-0.051	-0.086	147	0.172 *	148	-0.118	399	0.082	46	0.116	
14	S - y	445	0.150 ***	0.141 **	127	0.175 *	132	-0.063	391	0.099	45	0.346 *	
15	S - ac	487	0.191 ***	0.180 ***	148	0.250 **	147	0.080	400	0.078	45	0.216	
16	S - ad	485	0.140 **	0.114 *	147	0.167 *	146	-0.021	399	0.025	45	0.293	
17	S - ae	485	-0.038	-0.046	147	0.104	145	-0.123	400	-0.045	45	0.086	
18	S - af	483	0.128 **	0.125 **	148	0.269 ***	147	-0.182 *	397	0.034	44	0.262	
19	S - ag	479	0.161 ***	0.158 ***	146	0.103	147	-0.002	392	0.042	44	0.389 **	
20	S - ah	486	0.022	0.011	148	-0.039	147	-0.126	399	0.021	45	0.253	
21	S - ai	487	0.051	0.033	148	0.035	147	-0.107	397	-0.049	45	0.252	
22	S - aJ	483	-0.059	-0.064	145	-0.050	146	-0.107	399	0.116 *	44	0.361 *	
23	S - ak	481	0.055	0.049	147	0.070	145	-0.013	395	0.108 *	45	0.102	
24	S - aL	482	0.116 *	0.096 *	147	0.126	145	0.057	398	0.122 *	45	0.295 *	
25	S - am	482	-0.031	-0.042	147	0.075	143	-0.008	401	-0.062	45	0.207	
26	S - ap	486	-0.061	-0.070	148	0.095	145	0.004	401	-0.054	45	0.280	
27	S - aq	485	-0.033	-0.055	147	0.144	145	-0.016	401	-0.007	45	0.218	
28	S - ar	485	0.026	0.017	148	0.087	146	-0.022	395	-0.074	45	0.176	
29	S - av	478	-0.005	-0.016	145	0.200 *	143	-0.072	394	0.020	44	0.193	
30	S - aw	430	-0.035	-0.047	123	0.109	134	0.007	364	-0.125 *	38	0.407 *	
31	S - ax	485	-0.007	-0.061	147	0.025	146	0.032	395	-0.016	45	0.035	
32	S - ay	439	-0.036	-0.036	128	0.007	136	-0.082	369	-0.005	41	0.270	
33	S - az	413	0.072	0.068	119	0.163	127	0.053	355	0.002	37	0.413 *	
34	S - bg	484	-0.103 *	-0.118 **	146	0.112	148	-0.155	391	-0.026	45	0.120	
35	S - bh	388	-0.070	-0.103 **	111	-0.013	117	-0.153	338	-0.017	36	0.255	
36	S - bi	475	-0.127 **	-0.152 ***	143	-0.114	146	-0.080	386	-0.042	45	0.014	
37	S - bJ	399	-0.055	-0.088	112	0.095	121	-0.150	338	-0.024	40	0.262	

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- (6) r = Pearson Product-moment Correlation Coefficient r_s = Spearman's correlation coefficient
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- (8) SA Data sample consisting of n = 406
- (9) Data at nominal level

Continued, p. 2. ...

#	Ref.	Bivariate Item Correlation with Factorscore ACHIEV (3) (4)											
		Total-Group			NL		Mal		SA		US		
		N	r	r _s	N	r	N	r	N	r	N	r	
(1)	(2)	(7)										(5)	(6)
												(8)	
38	S - bk	483	-0.056	-0.074	145	0.172 *	147	-0.246 **	395	0.129 *	45	0.171	
39	S - bL	482	-0.111 *	-0.136 **	144	0.106	147	-0.277 ***	395	0.038	45	0.217	
40	S - bn	483	-0.018	-0.034	143	0.069	148	-0.111	397	0.029	44	0.096	
41	S - bo	484	-0.107 *	-0.127 **	143	-0.019	148	-0.134	395	-0.029	45	0.050	
42	S - bp	485	-0.115 *	-0.136 **	144	-0.110	148	-0.181 *	395	-0.028	45	0.164	
43	S - bq	485	-0.073	-0.086	144	0.001	148	-0.077	395	-0.021	45	0.044	
44	S - bt	485	-0.170 ***	-0.178 ***	144	0.007	148	-0.178 *	394	-0.055	45	-0.152	
45	S - bu	486	-0.128 **	-0.132 **	145	-0.051	148	-0.116	395	-0.014	45	0.017	
46	S - bv	485	-0.118 **	-0.125 **	145	-0.096	148	-0.056	394	-0.038	45	0.182	
47	S - bw	481	-0.059	-0.083	143	0.079	148	-0.146	391	0.024	45	0.167	
48	S - bx	485	-0.008	-0.024	144	0.027	148	-0.090	393	0.014	45	-0.001	
49	S - by	486	-0.064	-0.089 *	145	0.038	148	-0.020	395	0.042	45	0.140	
50	S - bz	484	-0.056	-0.069	143	0.046	148	-0.081	395	-0.001	45	0.003	
51	S - ca	486	0.045	0.026	145	0.111	148	-0.131	395	0.058	45	0.194	
52	S - cb	486	-0.036	-0.053	145	0.102	148	-0.152	395	0.021	45	0.024	
53	S - cc	485	0.007	-0.013	145	0.115	147	-0.062	395	0.042	45	0.110	
54	S - cf	483	0.094 *	0.076	144	0.101	147	-0.061	395	0.116 *	45	0.211	
55	S - cg	483	0.031	0.012	144	0.070	146	-0.142	396	0.105 *	45	0.093	
56	S - ch	483	-0.025	-0.053	144	0.071	146	-0.160	397	-0.051	45	0.185	
57	S - ci	483	-0.018	-0.027	144	0.130	146	0.060	397	0.066	45	-0.004	
58	S - cJ	480	0.006	0.005	143	0.168 *	146	0.079	395	0.113 *	45	0.024	
59	S - ck	482	0.063	0.050	144	0.111	146	0.042	395	0.105 *	45	0.128	
60	S - co	435	-0.155 ***	-0.163 ***	136	-0.028	122	-0.136	356	-0.203 ***	45	-0.306 *	
61	S - cp	483	0.013	0.000	145	0.102	145	-0.027	397	0.066	46	0.207	
62	S - cq	480	0.050	0.051	144	0.239 **	145	-0.009	395	0.060	45	0.013	
63	S - cr	477	0.111 *	0.111 *	144	0.071	142	-0.079	391	0.090	45	0.388 **	
64	S - cu	478	-0.046	-0.072	145	0.109	143	-0.184 *	385	-0.059	46	0.113	
65	S - cv	476	-0.056	-0.080	145	-0.017	143	-0.108	383	-0.089	45	0.211	
66	S - cw	481	-0.032	-0.037	145	-0.009	143	-0.114	394	0.004	45	0.129	
67	S - cx	479	-0.053	-0.025	144	-0.057	142	-0.123	394	0.011	46	-0.204	
68	S - cy	481	-0.025	-0.041	145	0.005	142	-0.047	396	-0.085	46	0.121	
69	S - cz	481	-0.089 *	-0.114 *	145	-0.055	142	-0.085	395	-0.090	46	-0.079	
70	S - da	481	-0.075	-0.105 *	145	-0.114	142	-0.154	395	-0.076	46	0.016	
71	S - db	462	-0.053	-0.057	140	-0.080	137	-0.030	387	-0.082	43	-0.155	
72	S - dc	467	-0.119 **	-0.144 **	140	-0.037	143	-0.115	375	-0.048	44	0.014	
73	S - dd	466	-0.196 ***	-0.222 ***	140	-0.148	142	-0.124	371	-0.120 *	45	-0.110	
74	S - de	467	-0.240 ***	-0.265 ***	141	-0.230 **	142	-0.248 **	372	-0.180 ***	45	-0.164	
75	S - df	464	-0.172 ***	-0.188 ***	141	-0.159	141	-0.174 *	369	-0.166 ***	45	-0.028	

Notes:

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(9) Data at nominal level

Appendices

Continued, p. 3. ...

#	Ref.	Bivariate Item Correlation with Factorscore ACHIEV (3) (4)											
		Total-Group			NL		Mal		SA		US		(5)
		N	r	r _s	N	r	N	r	N	r	N	r	
(1)	(2)	(7)					(8)						
76	S - di	480	0.043	0.038	144	0.047	144	-0.107	397	-0.149 **	46	0.359 *	
77	S - dj	480	0.051	0.048	144	0.088	144	0.043	395	-0.151 **	46	0.221	
78	S - dk	481	-0.031	-0.042	144	-0.034	144	0.070	397	-0.121 *	46	-0.032	
79	S - dl	479	-0.091 *	-0.096 *	144	-0.133	144	-0.098	395	-0.146 **	45	0.227	
80	S - dm	481	0.003	-0.010	144	-0.042	144	0.021	394	-0.065	46	0.021	
81	S - dn	479	-0.051	-0.072	144	-0.129	142	-0.016	397	0.034	46	0.107	
82	S - do	481	0.030	0.021	145	-0.019	144	-0.024	397	0.023	46	0.096	
83	S - dw	338	-0.040	-0.070	89	0.162	98	-0.158	306	-0.055	31	-0.053	
84	S - dx	339	-0.059	-0.079	90	0.078	98	-0.099	307	-0.044	31	-0.066	
85	S - dy	338	-0.046	-0.074	90	0.107	97	-0.069	307	-0.060	31	-0.058	
86	S - dz	340	-0.100	-0.115 *	90	0.070	98	-0.081	307	-0.049	31	-0.206	
87	S - ec	340	0.038	0.009	91	0.282 **	97	-0.070	306	0.028	31	-0.096	
88	S - ed	337	-0.032	-0.044	90	0.143	97	-0.054	306	-0.058	31	-0.121	
89	S - ee	337	0.041	0.025	89	0.205	97	0.014	307	-0.012	31	-0.020	
90	S - ef	338	-0.017	-0.039	90	0.230 *	97	-0.062	306	0.024	31	-0.215	
91	S - eg	339	0.035	0.013	91	0.156	97	0.007	304	-0.034	31	-0.225	
92	S - eh	339	-0.003	-0.023	91	0.110	97	-0.099	305	-0.021	31	-0.177	
93	S - ei	337	-0.032	-0.043	91	0.167	97	-0.104	303	0.018	31	-0.152	
94	S - ej	339	0.076	0.052	91	0.163	97	-0.140	305	0.082	31	0.168	
95	S - ek	339	0.055	0.033	91	0.201	97	-0.053	304	0.062	31	0.088	
96	S - eL	339	0.082	0.063	91	0.220 *	97	-0.182	306	0.026	31	0.165	
97	S - eo	336	0.033	0.016	89	0.200	97	0.048	306	-0.010	31	-0.080	
98	S - ep	337	0.019	0.007	89	0.271 **	97	0.004	306	-0.028	31	-0.097	
99	S - eq	337	-0.016	-0.044	89	0.146	97	-0.122	307	-0.112	31	-0.148	
100	S - er	337	0.043	0.028	89	0.298 **	97	-0.030	307	0.044	31	-0.007	
101	S - es	336	0.098	0.066	89	0.370 ***	97	-0.030	305	0.063	31	0.148	
102	S - et	337	0.093	0.064	89	0.366 ***	97	-0.086	306	0.077	31	-0.093	
103	S - eu	335	-0.146 **	-0.177 ***	89	0.020	95	-0.113	307	-0.139 *	31	-0.033	
104	S - ev	334	-0.193 ***	-0.207 ***	88	-0.032	95	-0.124	307	-0.114 *	31	-0.158	
105	S - ew	334	-0.040	-0.072	88	0.248 *	95	-0.013	305	-0.130 *	31	-0.164	
106	S - ex	334	-0.048	-0.066	89	0.088	94	-0.090	306	-0.094	31	0.006	
107	S - fd	442	0.048	0.042	125	0.014	126	0.013	400	-0.218 ***	44	-0.138	
108	S - fi	176	0.021	0.002	32	-0.044	86	-0.202	142	0.124	13	0.895 ***	
109	S - fj	176	0.038	0.025	32	-0.011	86	-0.164	142	0.116	13	0.437	
110	S - fk	176	-0.046	-0.058	32	-0.109	86	-0.194	141	0.068	13	0.376	
111	S - fL	176	-0.115	-0.141	32	-0.057	86	-0.124	142	0.051	13	0.318	
112	S - fm	175	0.045	0.019	32	0.190	85	-0.173	142	0.129	13	0.345	
113	S - fn	175	0.086	0.042	32	0.179	85	-0.087	142	0.111	13	0.377	

Notes:

(1) Numbered item

(2) Reference used

(3) Significance levels of Item correlations with Factorscore ACHIEV indicated in color:

Item correlations > .300 <= .400 or >-.300 <= -.400

Item correlations > .400 or >-.400

(4) * Correlation significant at the 0.05 level (2-tailed)

** Correlation significant at the 0.01 level (2-tailed)

*** Correlation significant at the 0.001 level (2-tailed)

(5) Reference Data samples: NL = Netherlands (n = 148) Mal = Malaysia (n = 150) SA = South-Africa (n = 406) US = United States (n = 48)

(6) r = Pearson Product-moment Correlation Coefficient r_s = Spearman's correlation coefficient

(7) Total score includes a random sample of n = 150 from the total South-Africa data sample consisting of n = 406

(8) SA Data sample consisting of n = 406

(9) Data at nominal level

Continued, p. 4. ...

#	Ref.	Bivariate Item Correlation with Factorscore ACHIEV (3) (4)											
		Total-Group			NL		Mal		SA		US		(5)
		N	r	r _s	N	r	N	r	N	r	N	r	(6)
(1)	(2)	(7)	(8)										(9)
114	S - fq	179	-0.087	-0.127	32	0.113	90	-0.254 *	143	0.017	12	0.399	(9)
115	S - fr	179	-0.018	-0.056	32	-0.048	90	-0.159	143	0.064	12	0.318	(9)
116	S - fs	178	-0.171 *	-0.177 *	32	-0.258	89	-0.262 *	142	0.082	12	0.513	(9)
117	S - ft	177	-0.059	-0.079	32	-0.032	89	-0.160	142	-0.037	12	0.324	(9)
118	S - fu	179	-0.128	-0.162 *	32	-0.070	90	-0.272 **	143	0.054	12	0.224	(9)
119	S - fv	179	-0.155 *	-0.184 *	32	-0.213	90	-0.316 **	143	0.100	12	-0.263	(9)
120	S - fw	179	-0.129	-0.141	32	-0.088	90	-0.137	143	0.015	12	-0.216	(9)
121	S - fx	176	-0.128	-0.164 *	30	-0.070	90	-0.211 *	142	-0.014	12	0.138	(9)
122	S - fy	177	-0.075	-0.108	30	0.038	90	-0.124	143	0.054	12	0.108	(9)
123	S - fz	179	-0.129	-0.164 *	32	-0.217	90	-0.145	143	-0.052	12	0.517	(9)
124	S - ga	179	-0.033	-0.079	32	0.087	90	-0.187	142	0.077	12	0.779 **	(9)
125	S - gb	179	-0.036	-0.086	32	0.201	90	-0.289 **	143	0.111	12	0.733 **	(9)
126	S - gc	179	0.035	-0.003	32	0.235	90	-0.220 *	143	0.186 *	12	0.300	(9)
127	S - gi	475	0.012	-0.018	146	0.158	139	-0.253 **	393	0.018	44	0.116	(9)
128	S - gj	475	0.034	0.010	146	0.174 *	139	-0.167 *	393	0.007	44	0.098	(9)
129	S - gk	474	0.024	-0.011	146	0.069	138	-0.116	394	0.055	44	0.145	(9)
130	S - gl	474	0.070	0.038	146	0.137	138	-0.215 *	393	0.111 *	44	0.141	(9)
131	S - gm	474	0.053	0.028	146	0.156	138	-0.149	393	0.052	44	0.193	(9)
132	S - gn	473	0.021	-0.006	146	0.034	137	-0.220 **	393	0.020	44	0.191	(9)
133	S - gq	473	-0.030	-0.057	145	0.068	138	-0.257 **	393	-0.053	44	0.266	(9)
134	S - gr	472	0.002	-0.020	145	0.123	138	-0.278 ***	392	0.012	43	0.155	(9)
135	S - gs	473	-0.089	-0.100 *	145	-0.010	138	-0.287 ***	394	-0.027	44	-0.009	(9)
136	S - gt	473	0.011	-0.008	145	0.106	138	-0.244 **	393	-0.006	44	0.142	(9)
137	S - gu	473	-0.039	-0.065	145	0.048	138	-0.237 **	394	0.002	44	0.012	(9)
138	S - gv	473	-0.019	-0.033	145	0.036	138	-0.313 ***	394	-0.013	44	0.183	(9)
139	S - gy	472	0.041	0.017	144	0.136	138	-0.004	394	0.161 ***	44	-0.103	(9)
140	S - gz	472	0.030	0.002	145	0.158	138	0.032	393	0.059	44	0.022	(9)
141	S - ha	473	-0.091 *	-0.115 *	145	0.104	138	-0.031	394	0.005	44	-0.056	(9)
142	S - hb	467	-0.047	-0.081	140	0.054	138	-0.052	393	0.090	44	-0.150	(9)
143	S - hc	473	-0.039	-0.051	145	0.070	138	0.027	394	-0.007	44	0.131	(9)
144	S - hf	474	-0.047	-0.061	145	0.132	139	0.006	393	0.036	44	0.308 *	(9)
145	S - hg												(9)
146	S - hh												(9)
147	S - hi												(9)

Notes:

- (1) Numbered item
- (2) Reference used
- (3) Significance levels of Item correlations with Factorscore ACHIEV indicated in color:
 - Item correlations > .300 ≤ .400 or > -.300 ≤ -.400
 - Item correlations > .400 or > -.400
- (4) * Correlation significant at the 0.05 level (2-tailed)
 ** Correlation significant at the 0.01 level (2-tailed)
 *** Correlation significant at the 0.001 level (2-tailed)
- (5) Reference Data samples: NL = Netherlands (n = 148) Mal = Malaysia (n = 150) SA = South-Africa (n = 406) US = United States (n = 48)
- (6) r = Pearson Product-moment Correlation Coefficient r_s = Spearman's correlation coefficient
- (7) Total score includes a random sample of n = 150 from the total South-Africa data sample consisting of n = 406
- (8) SA Data sample consisting of n = 406
- (9) Data at nominal level

Appendix XXXIII
A Classification of Conditions
Instructions and Scoring Formats for Observers

In a classification of conditions, observers were approached to assess a potential relation between Elements and Conditions, following a standardized format, providing them with a listing of the 52 Elements together with criteria for classifications indicative of the Conditions.

An overview of instructions and scoring format is provided in following Tables:

- Instructions
- Table A: Scoring Format for Observers on Condition 1 – Perceived Significance of the Goal, or objective set
- Table B: Scoring Format for Observers on Condition 2 – Perceived Significance of the Actor-Intervener
- Table C: Scoring Format for Observers on Condition 3 – Perceived Support
- Table D: Scoring Format for Observers on Condition 4 – Perceived (Mis)-Match in Mutual Perceptions

Enabling Conditions for Motivation to occur

Instructions

The questionnaire that is provided is part of a research project on motivation.

It is assumed that four conditions are necessary to motivate people:

- 1) Perceived Significance of the Objective set: a first condition is that you define an objective which is important to you;
- 2) Perceived Significance of the Actor-Intervener: a second condition is that, if I would attempt at influencing you in obtaining this objective, I need to be perceived as 'important' to a certain extent;
- 3) Perceived Support: a third condition is that you must feel a certain amount of support from my side;
- 4) Perceived (Mis)-Match in Mutual Perceptions: a fourth condition is that we must share a 'common language', there must be a match with comparable criteria.

A scoring format is provided with a number of items.

It is assumed that those items are somehow related to one, or more, of these four conditions.

However, we have to assess if this assumption is correct. And that is what the research is aiming at.

We ask your judgement in whether or not the items are directly or indirectly related to those conditions.

The questionnaire consists of four equal scoring formats containing the same list of items. For each condition a separate scoring format.

And the question we ask:

Could you indicate if each item is directly or indirectly related to the condition mentioned on the scoring format?

*Instructions
Scoring Format for Observers*

Appendices

#	Ref.	Item	
Following items are directly or indirectly related to: Condition 1: defining an (important) personal objective			The item is <input type="checkbox"/> is not related or supportive in defining an objective
(1)	(2)		
1	S - H	The content of my work	<input type="checkbox"/>
2	S - J	My work-performance	<input type="checkbox"/>
3	S - r	The extent in which my work is interesting	<input type="checkbox"/>
4	S - s	The extent in which my work is relevant	<input type="checkbox"/>
5	S - u	The extent in which my work is challenging	<input type="checkbox"/>
6	S - am	Guidelines and procedures in my work	<input type="checkbox"/>
7	S - ap	Responsibilities I have in my work	<input type="checkbox"/>
8	S - aq	Authority to make decisions in my work	<input type="checkbox"/>
9	S - ar	Incentives in my work	<input type="checkbox"/>
10	S - av	Personal objectives I have in my work	<input type="checkbox"/>
11	S - aw	The possibilities to attain personal objectives in my work	<input type="checkbox"/>
12	S - bh	The satisfaction of attaining personal objectives in my work	<input type="checkbox"/>
13	S - bJ	The satisfaction of having priorities provided	<input type="checkbox"/>
14	S - bk	The company mission/vision statement(s)	<input type="checkbox"/>
15	S - bL	The company goals	<input type="checkbox"/>
16	S - bn	Top management leadership	<input type="checkbox"/>
17	S - bo	Top management providing guidelines and goals	<input type="checkbox"/>
18	S - bp	Top management providing priorities	<input type="checkbox"/>
19	S - bq	Top management taking adequate decisions	<input type="checkbox"/>
20	S - bt	Top management communicating adequately	<input type="checkbox"/>
21	S - bu	Top management stimulating my performance	<input type="checkbox"/>
22	S - bv	Top management expressing recognition	<input type="checkbox"/>
23	S - bw	Top management delegating adequately	<input type="checkbox"/>
24	S - bx	Top management expressing adequate interest in performance appraisal	<input type="checkbox"/>
25	S - by	Top management emphasizing team building	<input type="checkbox"/>
26	S - bz	Top management having a personal relationship with me	<input type="checkbox"/>
27	S - cb	Top management being approachable and receptive for suggestions	<input type="checkbox"/>
28	S - cc	Top management expressing respect towards me	<input type="checkbox"/>

Notes:
 (1) Numbered item
 (2) Reference used

Table A
 Scoring Format for Observers
 On Condition 1 – Perceived Significance of the Goal

Continued, p. 2. ...

#	Ref.	Item	
		Following items are directly or indirectly related to: Condition 1: defining an (important) personal objective	The item is <input type="checkbox"/> <input type="checkbox"/> is not related or supportive in defining an objective
(1)	(2)		
29	S - cf	The extent in which I express recognition towards top management	<input type="checkbox"/> <input type="checkbox"/>
30	S - cg	The extent in which I express trust towards top management	<input type="checkbox"/> <input type="checkbox"/>
31	S - ch	The extent in which I express respect towards top management	<input type="checkbox"/> <input type="checkbox"/>
32	S - ci	The extent in which I aim at having a personal relationship with top management	<input type="checkbox"/> <input type="checkbox"/>
33	S - cJ	The extent in which I communicate towards top management	<input type="checkbox"/> <input type="checkbox"/>
34	S - ck	The extent in which I am accessible for suggestions from top management	<input type="checkbox"/> <input type="checkbox"/>
35	S - cp	The company authority structure	<input type="checkbox"/> <input type="checkbox"/>
36	S - dd	The company quality program	<input type="checkbox"/> <input type="checkbox"/>
37	S - de	The approach the company takes in quality awareness	<input type="checkbox"/> <input type="checkbox"/>
38	S - df	The extent in which the company obtains results from quality programs	<input type="checkbox"/> <input type="checkbox"/>
39	S - dn	The extent in which the company is oriented towards society	<input type="checkbox"/> <input type="checkbox"/>
40	S - ev	Possibilities for career improvement	<input type="checkbox"/> <input type="checkbox"/>
41	S - ew	Possibilities for job rotation	<input type="checkbox"/> <input type="checkbox"/>
42	S - fq	A manager who provides clarity in guidelines and goals	<input type="checkbox"/> <input type="checkbox"/>
43	S - fr	A manager who provides clarity in priorities	<input type="checkbox"/> <input type="checkbox"/>
44	S - fs	A manager who takes necessary decisions for his/her employees	<input type="checkbox"/> <input type="checkbox"/>
45	S - ga	A manager who trusts his/her employees	<input type="checkbox"/> <input type="checkbox"/>
46	S - gb	A manager who is accessible for suggestions from his/her employees	<input type="checkbox"/> <input type="checkbox"/>
47	S - gc	A manager who treats his/her employees with respect	<input type="checkbox"/> <input type="checkbox"/>
48	S - gz	Attending training	<input type="checkbox"/> <input type="checkbox"/>
49	S - ha	Information about training opportunities	<input type="checkbox"/> <input type="checkbox"/>
50	S - hb	Relevant training opportunities	<input type="checkbox"/> <input type="checkbox"/>
51	S - hc	Opportunities for personal development	<input type="checkbox"/> <input type="checkbox"/>
52	S - hf	Opportunities for development of personal capacities	<input type="checkbox"/> <input type="checkbox"/>

Notes:
(1) Numbered item
(2) Reference used

Table A (Continued)
Scoring Format for Observers
On Condition 1 – Perceived Significance of the Goal

Appendices

#	Ref.	Item	
Following items are directly or indirectly related to: Condition 2: in serving as an important actor, or an 'important person'			The item could <input type="checkbox"/> <input type="checkbox"/> could not serve as an important actor, or an 'important person'
(1)	(2)		
1	S - H	The content of my work	<input type="checkbox"/>
2	S - J	My work-performance	<input type="checkbox"/>
3	S - r	The extent in which my work is interesting	<input type="checkbox"/>
4	S - s	The extent in which my work is relevant	<input type="checkbox"/>
5	S - u	The extent in which my work is challenging	<input type="checkbox"/>
6	S - am	Guidelines and procedures in my work	<input type="checkbox"/>
7	S - ap	Responsibilities I have in my work	<input type="checkbox"/>
8	S - aq	Authority to make decisions in my work	<input type="checkbox"/>
9	S - ar	Incentives in my work	<input type="checkbox"/>
10	S - av	Personal objectives I have in my work	<input type="checkbox"/>
11	S - aw	The possibilities to attain personal objectives in my work	<input type="checkbox"/>
12	S - bh	The satisfaction of attaining personal objectives in my work	<input type="checkbox"/>
13	S - bJ	The satisfaction of having priorities provided	<input type="checkbox"/>
14	S - bk	The company mission/vision statement(s)	<input type="checkbox"/>
15	S - bL	The company goals	<input type="checkbox"/>
16	S - bn	Top management leadership	<input type="checkbox"/>
17	S - bo	Top management providing guidelines and goals	<input type="checkbox"/>
18	S - bp	Top management providing priorities	<input type="checkbox"/>
19	S - bq	Top management taking adequate decisions	<input type="checkbox"/>
20	S - bt	Top management communicating adequately	<input type="checkbox"/>
21	S - bu	Top management stimulating my performance	<input type="checkbox"/>
22	S - bv	Top management expressing recognition	<input type="checkbox"/>
23	S - bw	Top management delegating adequately	<input type="checkbox"/>
24	S - bx	Top management expressing adequate interest in performance appraisal	<input type="checkbox"/>
25	S - by	Top management emphasizing team building	<input type="checkbox"/>
26	S - bz	Top management having a personal relationship with me	<input type="checkbox"/>
27	S - cb	Top management being approachable and receptive for suggestions	<input type="checkbox"/>
28	S - cc	Top management expressing respect towards me	<input type="checkbox"/>

Notes:
 (1) Numbered item
 (2) Reference used

Table B
 Scoring Format for Observers
 On Condition 2 – Perceived Significance of the Actor-Intervener

Continued, p. 2. ...

#	Ref.	Item	
Following items are directly or indirectly related to: Condition 2: in serving as an important actor, or an 'important person'			The item could <input type="checkbox"/> <input type="checkbox"/> could not serve as an important actor, or an 'important person'
(1)	(2)		
29	S - cf	The extent in which I express recognition towards top management	<input type="checkbox"/> <input type="checkbox"/>
30	S - cg	The extent in which I express trust towards top management	<input type="checkbox"/> <input type="checkbox"/>
31	S - ch	The extent in which I express respect towards top management	<input type="checkbox"/> <input type="checkbox"/>
32	S - ci	The extent in which I aim at having a personal relationship with top management	<input type="checkbox"/> <input type="checkbox"/>
33	S - cJ	The extent in which I communicate towards top management	<input type="checkbox"/> <input type="checkbox"/>
34	S - ck	The extent in which I am accessible for suggestions from top management	<input type="checkbox"/> <input type="checkbox"/>
35	S - cp	The company authority structure	<input type="checkbox"/> <input type="checkbox"/>
36	S - dd	The company quality program	<input type="checkbox"/> <input type="checkbox"/>
37	S - de	The approach the company takes in quality awareness	<input type="checkbox"/> <input type="checkbox"/>
38	S - df	The extent in which the company obtains results from quality programs	<input type="checkbox"/> <input type="checkbox"/>
39	S - dn	The extent in which the company is oriented towards society	<input type="checkbox"/> <input type="checkbox"/>
40	S - ev	Possibilities for career improvement	<input type="checkbox"/> <input type="checkbox"/>
41	S - ew	Possibilities for job rotation	<input type="checkbox"/> <input type="checkbox"/>
42	S - fq	A manager who provides clarity in guidelines and goals	<input type="checkbox"/> <input type="checkbox"/>
43	S - fr	A manager who provides clarity in priorities	<input type="checkbox"/> <input type="checkbox"/>
44	S - fs	A manager who takes necessary decisions for his/her employees	<input type="checkbox"/> <input type="checkbox"/>
45	S - ga	A manager who trusts his/her employees	<input type="checkbox"/> <input type="checkbox"/>
46	S - gb	A manager who is accessible for suggestions from his/her employees	<input type="checkbox"/> <input type="checkbox"/>
47	S - gc	A manager who treats his/her employees with respect	<input type="checkbox"/> <input type="checkbox"/>
48	S - gz	Attending training	<input type="checkbox"/> <input type="checkbox"/>
49	S - ha	Information about training opportunities	<input type="checkbox"/> <input type="checkbox"/>
50	S - hb	Relevant training opportunities	<input type="checkbox"/> <input type="checkbox"/>
51	S - hc	Opportunities for personal development	<input type="checkbox"/> <input type="checkbox"/>
52	S - hf	Opportunities for development of personal capacities	<input type="checkbox"/> <input type="checkbox"/>

Notes:
 (1) Numbered item
 (2) Reference used

Table B (Continued)
 Scoring Format for Observers
 On Condition 2 – Perceived Significance of the Actor-Intervener

Appendices

#	Ref.	Item	
Following items are directly or indirectly related to: Condition 3: in serving as a means to provide assistance or support			The item could <input type="checkbox"/> <input type="checkbox"/> could not be serving as a means to provide assistance or support
(1)	(2)		
1	S - H	The content of my work	<input type="checkbox"/>
2	S - J	My work-performance	<input type="checkbox"/>
3	S - r	The extent in which my work is interesting	<input type="checkbox"/>
4	S - s	The extent in which my work is relevant	<input type="checkbox"/>
5	S - u	The extent in which my work is challenging	<input type="checkbox"/>
6	S - am	Guidelines and procedures in my work	<input type="checkbox"/>
7	S - ap	Responsibilities I have in my work	<input type="checkbox"/>
8	S - aq	Authority to make decisions in my work	<input type="checkbox"/>
9	S - ar	Incentives in my work	<input type="checkbox"/>
10	S - av	Personal objectives I have in my work	<input type="checkbox"/>
11	S - aw	The possibilities to attain personal objectives in my work	<input type="checkbox"/>
12	S - bh	The satisfaction of attaining personal objectives in my work	<input type="checkbox"/>
13	S - bJ	The satisfaction of having priorities provided	<input type="checkbox"/>
14	S - bk	The company mission/vision statement(s)	<input type="checkbox"/>
15	S - bL	The company goals	<input type="checkbox"/>
16	S - bn	Top management leadership	<input type="checkbox"/>
17	S - bo	Top management providing guidelines and goals	<input type="checkbox"/>
18	S - bp	Top management providing priorities	<input type="checkbox"/>
19	S - bq	Top management taking adequate decisions	<input type="checkbox"/>
20	S - bt	Top management communicating adequately	<input type="checkbox"/>
21	S - bu	Top management stimulating my performance	<input type="checkbox"/>
22	S - bv	Top management expressing recognition	<input type="checkbox"/>
23	S - bw	Top management delegating adequately	<input type="checkbox"/>
24	S - bx	Top management expressing adequate interest in performance appraisal	<input type="checkbox"/>
25	S - by	Top management emphasizing team building	<input type="checkbox"/>
26	S - bz	Top management having a personal relationship with me	<input type="checkbox"/>
27	S - cb	Top management being approachable and receptive for suggestions	<input type="checkbox"/>
28	S - cc	Top management expressing respect towards me	<input type="checkbox"/>

Notes:
 (1) Numbered item
 (2) Reference used

Table C
 Scoring Format for Observers
 On Condition 3 – Perceived Support

Continued, p. 2. ...

#	Ref.	Item	
Following items are directly or indirectly related to: Condition 3: in serving as a means to provide assistance or support			The item could <input type="checkbox"/> <input type="checkbox"/> could not be serving as a means to provide assistance or support
(1)	(2)		
29	S - cf	The extent in which I express recognition towards top management	<input type="checkbox"/> <input type="checkbox"/>
30	S - cg	The extent in which I express trust towards top management	<input type="checkbox"/> <input type="checkbox"/>
31	S - ch	The extent in which I express respect towards top management	<input type="checkbox"/> <input type="checkbox"/>
32	S - ci	The extent in which I aim at having a personal relationship with top management	<input type="checkbox"/> <input type="checkbox"/>
33	S - cj	The extent in which I communicate towards top management	<input type="checkbox"/> <input type="checkbox"/>
34	S - ck	The extent in which I am accessible for suggestions from top management	<input type="checkbox"/> <input type="checkbox"/>
35	S - cp	The company authority structure	<input type="checkbox"/> <input type="checkbox"/>
36	S - dd	The company quality program	<input type="checkbox"/> <input type="checkbox"/>
37	S - de	The approach the company takes in quality awareness	<input type="checkbox"/> <input type="checkbox"/>
38	S - df	The extent in which the company obtains results from quality programs	<input type="checkbox"/> <input type="checkbox"/>
39	S - dn	The extent in which the company is oriented towards society	<input type="checkbox"/> <input type="checkbox"/>
40	S - ev	Possibilities for career improvement	<input type="checkbox"/> <input type="checkbox"/>
41	S - ew	Possibilities for job rotation	<input type="checkbox"/> <input type="checkbox"/>
42	S - fq	A manager who provides clarity in guidelines and goals	<input type="checkbox"/> <input type="checkbox"/>
43	S - fr	A manager who provides clarity in priorities	<input type="checkbox"/> <input type="checkbox"/>
44	S - fs	A manager who takes necessary decisions for his/her employees	<input type="checkbox"/> <input type="checkbox"/>
45	S - ga	A manager who trusts his/her employees	<input type="checkbox"/> <input type="checkbox"/>
46	S - gb	A manager who is accessible for suggestions from his/her employees	<input type="checkbox"/> <input type="checkbox"/>
47	S - gc	A manager who treats his/her employees with respect	<input type="checkbox"/> <input type="checkbox"/>
48	S - gz	Attending training	<input type="checkbox"/> <input type="checkbox"/>
49	S - ha	Information about training opportunities	<input type="checkbox"/> <input type="checkbox"/>
50	S - hb	Relevant training opportunities	<input type="checkbox"/> <input type="checkbox"/>
51	S - hc	Opportunities for personal development	<input type="checkbox"/> <input type="checkbox"/>
52	S - hf	Opportunities for development of personal capacities	<input type="checkbox"/> <input type="checkbox"/>

Notes:
 (1) Numbered item
 (2) Reference used

Table C (Continued)
 Scoring Format for Observers
 On Condition 3 – Perceived Support

Appendices

#	Ref.	Item	
		Following items are directly or indirectly related to: Condition 4: defining if we have a 'match' or share a 'common language', with comparable criteria	The item could <input type="checkbox"/> <input type="checkbox"/> could not assist in defining if we have a 'match' or share a 'common language'
(1)	(2)		
1	S - H	The content of my work	<input type="checkbox"/>
2	S - J	My work-performance	<input type="checkbox"/>
3	S - r	The extent in which my work is interesting	<input type="checkbox"/>
4	S - s	The extent in which my work is relevant	<input type="checkbox"/>
5	S - u	The extent in which my work is challenging	<input type="checkbox"/>
6	S - am	Guidelines and procedures in my work	<input type="checkbox"/>
7	S - ap	Responsibilities I have in my work	<input type="checkbox"/>
8	S - aq	Authority to make decisions in my work	<input type="checkbox"/>
9	S - ar	Incentives in my work	<input type="checkbox"/>
10	S - av	Personal objectives I have in my work	<input type="checkbox"/>
11	S - aw	The possibilities to attain personal objectives in my work	<input type="checkbox"/>
12	S - bh	The satisfaction of attaining personal objectives in my work	<input type="checkbox"/>
13	S - bJ	The satisfaction of having priorities provided	<input type="checkbox"/>
14	S - bk	The company mission/vision statement(s)	<input type="checkbox"/>
15	S - bL	The company goals	<input type="checkbox"/>
16	S - bn	Top management leadership	<input type="checkbox"/>
17	S - bo	Top management providing guidelines and goals	<input type="checkbox"/>
18	S - bp	Top management providing priorities	<input type="checkbox"/>
19	S - bq	Top management taking adequate decisions	<input type="checkbox"/>
20	S - bt	Top management communicating adequately	<input type="checkbox"/>
21	S - bu	Top management stimulating my performance	<input type="checkbox"/>
22	S - bv	Top management expressing recognition	<input type="checkbox"/>
23	S - bw	Top management delegating adequately	<input type="checkbox"/>
24	S - bx	Top management expressing adequate interest in performance appraisal	<input type="checkbox"/>
25	S - by	Top management emphasizing team building	<input type="checkbox"/>
26	S - bz	Top management having a personal relationship with me	<input type="checkbox"/>
27	S - cb	Top management being approachable and receptive for suggestions	<input type="checkbox"/>
28	S - cc	Top management expressing respect towards me	<input type="checkbox"/>

Notes:
(1) Numbered item
(2) Reference used

Table D
Scoring Format for Observers
On Condition 4 – Perceived (Mis)-Match in Mutual Perceptions

Continued, p. 2. ...

#	Ref.	Item	
		Following items are directly or indirectly related to: Condition 4: defining if we have a 'match' or share a 'common language', with comparable criteria	The item could <input type="checkbox"/> <input type="checkbox"/> could not assist in defining if we have a 'match' or share a 'common language'
(1)	(2)		
29	S - cf	The extent in which I express recognition towards top management	<input type="checkbox"/> <input type="checkbox"/>
30	S - cg	The extent in which I express trust towards top management	<input type="checkbox"/> <input type="checkbox"/>
31	S - ch	The extent in which I express respect towards top management	<input type="checkbox"/> <input type="checkbox"/>
32	S - ci	The extent in which I aim at having a personal relationship with top management	<input type="checkbox"/> <input type="checkbox"/>
33	S - cj	The extent in which I communicate towards top management	<input type="checkbox"/> <input type="checkbox"/>
34	S - ck	The extent in which I am accessible for suggestions from top management	<input type="checkbox"/> <input type="checkbox"/>
35	S - cp	The company authority structure	<input type="checkbox"/> <input type="checkbox"/>
36	S - dd	The company quality program	<input type="checkbox"/> <input type="checkbox"/>
37	S - de	The approach the company takes in quality awareness	<input type="checkbox"/> <input type="checkbox"/>
38	S - df	The extent in which the company obtains results from quality programs	<input type="checkbox"/> <input type="checkbox"/>
39	S - dn	The extent in which the company is oriented towards society	<input type="checkbox"/> <input type="checkbox"/>
40	S - ev	Possibilities for career improvement	<input type="checkbox"/> <input type="checkbox"/>
41	S - ew	Possibilities for job rotation	<input type="checkbox"/> <input type="checkbox"/>
42	S - fq	A manager who provides clarity in guidelines and goals	<input type="checkbox"/> <input type="checkbox"/>
43	S - fr	A manager who provides clarity in priorities	<input type="checkbox"/> <input type="checkbox"/>
44	S - fs	A manager who takes necessary decisions for his/her employees	<input type="checkbox"/> <input type="checkbox"/>
45	S - ga	A manager who trusts his/her employees	<input type="checkbox"/> <input type="checkbox"/>
46	S - gb	A manager who is accessible for suggestions from his/her employees	<input type="checkbox"/> <input type="checkbox"/>
47	S - gc	A manager who treats his/her employees with respect	<input type="checkbox"/> <input type="checkbox"/>
48	S - gz	Attending training	<input type="checkbox"/> <input type="checkbox"/>
49	S - ha	Information about training opportunities	<input type="checkbox"/> <input type="checkbox"/>
50	S - hb	Relevant training opportunities	<input type="checkbox"/> <input type="checkbox"/>
51	S - hc	Opportunities for personal development	<input type="checkbox"/> <input type="checkbox"/>
52	S - hf	Opportunities for development of personal capacities	<input type="checkbox"/> <input type="checkbox"/>

Notes:
(1) Numbered item
(2) Reference used

Table D (Continued)
Scoring Format for Observers
On Condition 4 – Perceived (Mis)-Match in Mutual Perceptions

Appendix XXXIV *An Abbreviated Overview of the Analysis of Competencies*

The dissertation aims at providing insights into the Process of Motivation, to unveil elementary processes involved in addressing Motivation.

In a series of Fundamental Assumptions, the complex interaction of one person influencing the other was reduced to an Actor-Intervener addressing a Process of Motivation within an Individual through a Process of Interference.

The Process of Interference was assumed to be sequential, and to consist of three Determinants: Conditions, necessary for an Intervention to occur within a Process of Motivation, Competencies enabling these Conditions, and Instruments that provide the means for these Competencies to take effect on these enabling Conditions. An inductive inference was to lead to a description of these Determinants, and outcomes observed within the context of results obtained from literature supplemented by empirical research provided in this dissertation.

Appendix XXXIV is to provide a summary of the inductive inference leading to the identification of Competencies.

In the analysis of Competencies a distinction is made between Extrinsic and Intrinsic settings, providing an overview of Extrinsic Intervention Competencies as differentiated from Intrinsic Intervention Competencies.

The overview consists of two Sections:

- *Section A: containing 'Assumptions for an Analysis of Competencies'*
- *Section B: providing 'An Analysis of Competencies'*

The overview is a summary from a full overview that is to appear in literature¹.

¹ M.A. Mennes. (2018b, *to be published*). On Attitudinal and Technical Competencies in Management of Motivation. *The Internal Series on Motivation, Part V*, Amsterdam: Amsterdam University Press.

Section A
Assumptions for an Analysis of Competencies

Preceding the analysis, a number of additional Assumptions are to restrict the Stage of Observation from which the Process of Interference, in its constituent Determinants is to be analyzed, as defined in Chapter 1.6.

In the inductive inference leading to isolating the Competencies initiating the Conditions within this Process of Interference, a number of Assumptions are made. To this end, a following structure is used in Section A:

- Assumptions on Defining the Stage of Observation are presented in Section A.1.*
- Assumptions on Restricting the Stage of Observation are presented in Section A.2.*
- Attributes defining the outcome of the Stage of Observation are presented in Section A.3.*
- Conclusions are presented in Section A.4.*

A.1. Defining the Stage of Observation
A Choice in Perspective

Initially, in the analysis of the Process of Motivation, the concept of Perspective was introduced. In defining the stage of observation, it was found in Appendix I, Section A.1.1. and Section A.1.2., that a substantial number of different Perspectives applied, each highlighting a different aspect of the Process.

With reference to Appendix XXIV, Section A.1.2., from all eight available options, it was assumed that for an analysis of the Process of Interference the Perspective of the Actor-Intervener was to be chosen. Four options in Perspectives were relevant. From these, based on the Problem Statement defined in Chapter 2.5, the Observed Perspective of the Individual 'as should be' or the 'β-Perspective Soll-State' was chosen.

For an analysis of Competencies, it is assumed that a same rationale applies.

A.2. Restricting the Stage of Observation

A.2.1. Restricting the Stage of Observation: Demarcating Relevant Area's

In order to provide cues for optimally addressing Motivation in a Process of Interference, the Perspective of an Actor-Intervener, is to reveal Competencies enabling the Conditions necessary for an optimal Interference to occur.

A number of additional restrictions are needed to enable an adequate analysis.

A first restriction is in defining relevant area's of observation.

As found in Appendix XXIV, Section B.2.7., in Management of Motivation two Modalities can be observed, each with distinct advantages and disadvantages as perceived from the Perspective of an Actor-Intervener:

- An Extrinsic Modality in Intervention Strategies: Intervention Strategies, with high Control and limited Productivity, observed in four distinct levels: Intervention levels 1 through 4;
- An Intrinsic Modality in Intervention Strategies: Intervention Strategies, with high Productivity and limited Control, with four distinct levels: Intervention levels 5 through 8.

Given that in the analysis the Perspective of the Actor-Intervener, is chosen, as elaborated on in Appendix XXIV, Section A.1.2., and given that both Modalities in addressing Motivation have their distinct advantages and disadvantages as perceived from this Perspective, it is assumed that the inductive inference also, is to pursue two distinct modes in the analysis of Competencies:

- An analysis of Competencies enabling Conditions for Intervention within an Extrinsic Modality;
- An analysis of Competencies enabling Conditions for Intervention within an Intrinsic Modality.

A.2.2. Restricting the Stage of Observation: Conceptualizing Extrinsic Intervention Competencies

An Extrinsic Modality of Intervention Strategies consisted of four levels of Intervention in addressing Motivation from a Perspective where Control predominates. As elaborated on in Appendix XXIV, Section B.2.7., from these four levels, Intervention level 4 was assumed to provide the most favorable scenarios for Conditions to occur in the Process of Motivation. *As a result, it is assumed level 4 provides an optimal entry towards an analysis of Competencies that would enable Conditions within an Extrinsic setting.*

Of the three Phases of interest from the Perspective of an Actor-Intervener, at Intervention level 4, Phases 1 and 3 of the Process of Motivation are being addressed. An Actor-Intervener is assumed to be directive in the formulation of an objective, or Goal, in

a Phase of Expectancies, and to play a predominant role in defining levels of Achievement and Failure, Satisfaction and Frustration within a Phase of Internally Evoked Self-Assessment, as described in Appendix XXIV, Section B.1.4.

As stated in Chapter 2.3.2., a Competency is a Determinant within the Process of Interference that is assumed theoretically to contain specific characteristics, or properties, in actions or activities that initiate the Conditions enabling an effect to occur within the Process of Motivation. Given the initial definition, it follows, that if we are to define the Competencies that would enable Conditions within an Extrinsic setting, we are to define the specific characteristics, or properties, in actions or activities that would initiate Conditions enabling Intervention in the Process of Motivation, while addressing Phases 1 and 3. Consequently, for an analysis of Competencies within an Extrinsic setting, we are to define characteristics that would initiate Significance in the Goal, or objective set, Significance of the Actor-Intervener, a Match in Mutual Perceptions and Support, while addressing Phases 1 and Phases 3 in the Process of Motivation. *These specific characteristics, or properties, in actions or activities will be referred to henceforth as 'Extrinsic Intervention Competencies'.*

In addition, in the analysis of these Extrinsic Intervention Competencies, the Process of Motivation is to be observed on the Phases that are primarily involved and need to be addressed in particular for each Condition to enable an optimal Management of Motivation.

In summary, then, in observing Extrinsic Modalities of Intervention, the analysis of Extrinsic Intervention Competencies will be aimed at defining characteristics, or properties, in actions or activities that would initiate Significance in the objective set, and in perception of the Actor-Intervener, a Match in Mutual Perceptions and Support, as the primal Conditions enabling Intervention in the Process of Motivation, while addressing a Phase of Expectancies and a Phase of Internally Evoked Self-Assessment.

A.2.3. Restricting the Stage of Observation: Conceptualizing Intrinsic Intervention Competencies

To manage the Process of Motivation it was found in Appendix XXIV, Section B.2.7., that eight entries or levels could be followed, with four Extrinsic levels aimed at Control, at the expense of Productivity, and four Intrinsic levels aimed at Productivity while Control was less prominent. From these four levels, it was found Intervention level 8 would provide the most favorable scenarios for Conditions to enable Intervention at an Intrinsic level in the Process of Motivation. *It is therefore assumed that level 8 provides an optimal entry towards an analysis of Competencies that would enable Conditions within an Intrinsic setting.*

As described in Appendix XXIV, Section B.1.8., addressing Motivation at level 8, was found to provide highest results in terms of effects of an Intervention on the Process of Motivation. Surprisingly, these highest results were achieved with an Intervention

Strategy that withholds addressing any Phase in the Process of Motivation. This supreme autonomy for an Individual to define one's own parameters within the Process of Motivation was found to yield highest Productivity. In consequence however, for an Actor-Intervener it meant a severe restriction in Control.

Given the definition mentioned earlier, of a Competency as stated Chapter 2.3.2., it follows, within an Intrinsic setting, that we are to define the specific characteristics, or properties, in actions or activities that would initiate Conditions enabling Intervention in the Process of Motivation, while supreme autonomy is given to the Individual in defining the distinct Phases within the Process of Motivation. *These specific characteristics, or properties, in actions or activities will be referred to henceforth as 'Intrinsic Intervention Competencies'.*

In addition, in the analysis of Intrinsic Intervention Competencies, the Process of Motivation is to be observed on the Phases that are primarily involved and need to be addressed for each Condition to enable an optimal Management of Motivation.

In summary, then, in observing Intrinsic Modalities of Intervention, the analysis of Intrinsic Intervention Competencies will aim at defining characteristics, or properties, in actions or activities that would initiate Significance in the Goal, or objective set, Significance of the Actor-Intervener, a Match in Mutual Perceptions and Support, as the primal Conditions enabling Intervention in the Process of Motivation, while the addressing of any Phase within the Process of Motivation is prohibited, hence providing supreme autonomy to the Individual in defining the parameters of the Process of Motivation.

A.3. *Defining the Outcome from the Stage of Observation Attributes*

The analysis presented in Section B. is to yield a number of specific results, or 'Attributes', as defined in Chapter 1.6.

Within the constraints defined by subsequent Assumptions, these Competencies,

- *... are to be analyzed distinctly within an Extrinsic and an Intrinsic setting,*
- *... according to each specific Condition,*
- *... by observing characteristics, or properties, in actions or activities that would initiate these Conditions within the Process of Motivation.*

Thus, following Attributes must be obtained from the analysis of Competencies:

- *The analysis must provide insights by means of an analysis of Competencies that are assumed to contain specific characteristics, or properties, in actions or activities that initiate the Conditions enabling an effect to occur within the Process of Motivation;*
- *The analysis must identify which distinct characteristics of these Competencies are essential in initiating Conditions considered optimal in both an Extrinsic and Intrinsic setting, enabling a distinction between Extrinsic and Intrinsic Intervention Competencies;*
- *Within these settings, the analysis must identify distinct characteristics of specific Competencies associated to each of the four previously identified Conditions;*
- *The analysis is to generate a maximal indication for design of a subsequent instrumentation, with a minimal set of specific characteristics, or properties within identified Competencies;*
- *The analysis must ultimately provide insights, into the characteristics, or properties, in actions or activities of specific Competencies that are best suited to address distinct Conditions for Interference, within both Extrinsic and Intrinsic settings, as observed within the Process of Motivation.*

When these Attributes are met, it is assumed the analysis in the inductive inference has provided theoretical insights called for in an analysis of Competencies.

A.4. Conclusions

Following the earlier Assumptions made, suggesting a 'Shift in Perspective' towards the Actor-Intervener with the intention to change the process towards a desired state, or a ' β -Perspective Soll-State', a number of further Assumptions were made preceding an inductive analysis of Competencies in the Process of Interference.

It was assumed earlier, in Appendix XXIV, Section B.2.7., that from this Perspective in the Intervention between an Actor-Intervener and an Individual, two groups, or Modalities could be observed: an Extrinsic Modality and an Intrinsic Modality.

Given that both Modalities in addressing Motivation had their distinct advantages and disadvantages as perceived from a chosen Perspective of an Actor-Intervener, it was assumed that the inductive inference also, was to pursue two distinct modes in the analysis of Competencies:

- An analysis of Competencies enabling Conditions for Intervention within an Extrinsic Modality;*
- An analysis of Competencies enabling Conditions for Intervention within an Intrinsic Modality.*

Following Appendix XXIV, Section B.2.7., it was assumed within the four Intervention levels the Extrinsic Modality consisted of, Intervention level 4 was to provide the most favorable scenarios for Conditions to occur in the Process of Motivation. As a result, it was assumed level 4 was to provide an optimal entry towards an analysis of Competencies that would enable Conditions within an Extrinsic setting.

Furthermore, it was assumed within the four Intervention levels the Intrinsic Modality consisted of, Intervention level 8 would provide the most favorable scenarios for Conditions to occur in an Intrinsic Modality. Likewise, it was assumed level 8 was to provide an optimal entry towards an analysis of Competencies that would enable Conditions within an Intrinsic setting.

Thus, it was assumed, the inductive inference was to pursue two distinct modes in the analysis of Competencies:

- An analysis of so-called 'Extrinsic Intervention Competencies', defining specific characteristics, or properties, in actions or activities that would enable Conditions within an Extrinsic setting at Intervention level 4;*
- An analysis of so-called 'Intrinsic Intervention Competencies', defining specific characteristics, or properties, in actions or activities that would enable Conditions within an Intrinsic setting at Intervention level 8.*

For the analysis specific requirements, or Attributes, were defined. In meeting these Attributes, it was assumed the analysis in the inductive inference would have provided the theoretical insights called for in an analysis of Competencies

Section B
An Analysis of Competencies

Based on the Assumptions made in Section A, an inductive inference is made leading to isolating the Competencies initiating the Conditions within the Process of Interference, to adequately address the Process of Motivation.

The analysis is to proceed according to a following structure:

- *An Identification of Extrinsic Intervention Competencies is presented in Section B.1.*
- *An Identification of Intrinsic Intervention Competencies is presented in Section B.2.*
- *Final Observations are presented in Section B.3.*
- *An analysis of Attributes is presented in Section B.4.*
- *Conclusions are presented in Section B.5.*

B.1. An Identification of Competencies Extrinsic Intervention Competencies

The vast universe of available options in which the Individual and an Actor-Intervener interact was reduced to an 8x8 matrix of Intervention Strategies. Within this matrix, two distinct levels were assumed to provide the most favorable circumstances, or scenarios for optimal Conditions to take effect. Level 4 was assumed to be favorable within Extrinsic Modalities of Intervention, where an Actor-Intervener from a 'β-Perspective Soll-State' would prefer high levels of Control at the expense of a limited Productivity.

In observing Extrinsic Modalities of Intervention, the analysis of Extrinsic Intervention Competencies is to be aimed at defining characteristics, or properties, in actions or activities that would initiate the four Conditions, while addressing Phases 1 and 3, a Phase of Expectancies and a Phase of Internally Evoked Self-Assessment, within the Process of Motivation.

We are to proceed in four consecutive steps, with specific analyses according to the four principal Conditions to be initiated:

- In Section B.1.1.: Competencies initiating Significance in the Goal,
- In Section B.1.2.: Competencies initiating Significance in the Actor-Intervener,
- In Section B.1.3.: Competencies initiating Support,
- In Section B.1.4.: Competencies initiating a Match in Mutual Perceptions.

As defined in the Attributes, Section A.3., the analysis of the Extrinsic Intervention Competencies is to generate a maximal indication for design of a subsequent instrumentation, with a minimal set of specific characteristics, or properties within identified Competencies

B.1.1. Competencies initiating Significance in the Goal

It appeared that any success in actions or activities initiating Significance in the Goal, or objective set by the Individual depended on the 'carousel' of Conditions found in Appendix XXIV, Section B., supplemented by findings from Chapter 3.3. and Appendix I, Section B. Initiating Significance in the Goal, or objective set depended on Perceived Significance of the Actor-Intervener, Perceived Support from the Actor-Intervener and a Match in standards between the objective set by the Individual and those of the Actor-Intervener.

Creating Significance in the Goal, or objective set by the Individual can not be obtained in itself. One cannot enforce someone to perceive an objective as Significant unless specific Conditions apply. First and foremost, the Actor-Intervener must, at least to some degree, be held Significant in the eyes of the Individual. Perceived Significance, in turn, was assumed earlier to depend heavily on Conditions of Matching standards between

the Individual and an Actor-Intervener and Perceived Support. Thus, in observing relevant actions or activities to instigate Significance in the Goal, or objective set, Perceived Significance of the Actor-Intervener has to be established first, actions and activities initiating a Match in Mutual Perceptions and Perceived Support are to supplement these primary actions and activities.

Imposing one's own standards, following an Extrinsic Modality at level 4, by explicitly addressing a Phase of Expectancies and a Phase of Internal Self-Assessment, was expected to have no mediating effects on these outcomes.

Thus, if one is to determine the actions or activities that initiate Significance in an objective set, irrespective of any Phase being addressed, it was found one has to aim primarily at the Extrinsic Intervention Competencies initiating Significance in Perception of the Actor-Intervener, and indirectly in the Conditions enabling this status quo, i.e. Perceived Support and a Perceived Match in Mutual Perceptions between the Individual and the Actor-Intervener.

B.1.2. Competencies initiating Significance in the Actor-Intervener

Same conclusions were made in attempts at isolating Competencies initiating a perception of Significance of the Actor-Intervener and measures necessary to become Significant in the eyes of the Individual.

To become Significant depends on previous experiences, either with a specific Actor, or, more in general, with interactions from the past. Within the context of the Process of Motivation, assigning Significance depends on previous Processes of Motivation, or previous cycles within one Process. As found earlier in Appendix XXIV, Section B., specific Conditions seemed to be essential in this re-occurring process: Perceived Significance of the Goal, or objective set, Perceived Support from the Actor-Intervener and a Match in Mutual Perceptions between those set by the Individual and those set by the Actor.

It was assumed that actions or activities interfering with an objective of high Significance are perceived as having a higher potential Impact than actions or activities interfering with an objective of only modest Importance. Significance of the Goal is a Condition in itself for perceiving interference as having certain Impact, and consequently is a *conditio sine qua non* for Perceived Significance in the Actor-Intervener as originator of the actions or activities. High Impact generates a high probability for Perceived Significance of an Actor-Intervener, low Impact generates a low perception of Significance. In addition, it was found in Appendix XXIV, Section B., that actions or activities initiating this sense of Perceived Significance depend, in turn, on Perceived Support and a Perceived Match in Mutual Perceptions. The more an Actor-Intervener provides Support and initiates actions or activities that match, or appeal to the Individual, the more likely the Individual will be inclined to attach Significance to the Actor-Intervener. But again, it was assumed that these actions or activities are only likely to have Impact when addressing an objective perceived as Significant.

Imposing one's standards, following an Extrinsic Modality at level 4, did not bring about a change in scenario. Addressing a Phase of Expectancies or a Phase of Internal Self-Assessment does not in itself generate Perceived Significance of the Actor-Intervener. On the contrary, it was found that imposing these standards had rather a detrimental effect on the way the Individual perceives the Actor-Intervener.

Thus, in determining the actions or activities that initiate Significance of the Actor-Intervener in the eyes of the Individual, it was found that Perceived Significance of the Goal, or objective is the conditio sine qua non, supplemented by actions or activities aimed at providing Support by the Actor-Intervener and at enhancing Perceptions of a Match in standards with the Individual.

And so, it appears Significance in the objective set is critical for Perceived Significance of the Actor-Intervener to emerge in the eyes of the Individual. Unfortunately Significance in the objective set could not be initiated by an Actor-Intervener. As such, it appears that both Significance in the objective set, and Perceived Significance of an Actor-Intervener are the 'exclusive domain' of the Individual that can only be reached indirectly through Competencies aimed at Support and at a Match in Mutual Perceptions.

B.1.3. Competencies initiating Support

One can not enforce Significance in a Goal, or objective, nor can Significance of an Actor-Intervener be implemented at will in an Individual, least of all in objectives that are being imposed. Significance in an objective, and Significance in the Perception of an Actor-Intervener were mutually dependent, the one depending heavily on the other. And this interdependency on obtaining effects, in turn, was related to two additional, essential Conditions: Perceptions of Support and a Match in Mutual Perceptions between an Actor-Intervener and an Individual.

What, then, are the actions and activities needed to obtain a perception of Support in the Individual?

The Extrinsic Intervention Competencies needed to obtain Perceptions of Support are assumed to have an impact on all aspects of the Process of Motivation and to affect all distinct Stages or Phases. If we are to define the characteristics, or properties, in actions and activities that are to initiate Perceptions of Support, while imposing external standards, we are to observe and analyze the impact of these actions or activities on all aspects of the Process of Motivation.

According to the Attributes defined earlier in Section A.3., however, we are to generate a maximal indication for design of a subsequent instrumentation, with a minimal set of specific characteristics, or properties within identified Competencies. This requires a modest approach in defining these actions and activities. The Process of Motivation consisted of 24 distinct Stages, summarized in Chapter 3.3.1. into 8 Phases. If we could further reduce these elements, defined as Stages or Phases within the Process of

Motivation, to their minimal essentials, we would have obtained the reduction called for in the Attributes mentioned in Section A.3.

Referring to Conclusions made in Mennes (2016, in press), notably Chapter 3.3.5., the Process of Motivation could be further reduced to four essential elements, or 'Constituents':

- *Creation or Consolidation: In the three initial Phases of the Process of Motivation, the genesis of the Process takes place in the formulation of an objective in a Phase of Expectancies. The attunement leads in a number of cases to Goal-oriented activities in a Phase of Effort, leading to an analysis of Achievement and Failure in a Phase of Internally Evoked Self-Assessment. In subsequent cycles Creation evolves into Consolidation, where these initial Phases are assumed to be 'cocooned' into a consolidated status quo of Motivation.*
- *Confrontation: External influences on the Process are introduced in a Phase of Reality.*
- *Restoration: These external influences are dealt with in three subsequent Phases aimed at enhancing influences perceived as positive, and reducing influences perceived as negative. Mechanisms of Coping predominate in Phases of Restoration.*
- *Corroboration: And these previous Phases, in turn, lead to a 'general assessment' of the effects of the external influences, leading in a subsequent cycle of the Process of Motivation to amendments made in Phases of Consolidation.*

Thus, in summarizing and reducing the Process of Motivation to its essentials, the outcome of Phases of Creation or Consolidation are interfered with in a Confrontation with Reality, which is neutralized in Phases of Restoration, leading to a final assessment of intended adjustments in Phases of Corroboration.

If we could define the characteristics, or properties, of actions and activities that would initiate Perceptions of Support through an analysis of the impact on each of these four Constituents in which the Process of Motivation is reduced to its essentials, we would have obtained a minimal set of Extrinsic Intervention Competencies initiating Perceptions of Support.

We are to define, then, actions or activities enabling Perceived Support by the Individual in the first three Phases of the Process of Motivation, that constitute the group of Creation, or Consolidation, where the Actor-Intervener defines the standards for both the Goal, or objective and its assessments. These actions or activities need to provide an understanding in the Individual that initial Phases in the Process of Motivation are being acknowledged. The expressions of esteem, appreciation, respect, worth, pride, dignity, confidence and trust are the specific characteristics, or properties in actions or activities to be initiated by the Actor-Intervener, that are assumed to induce perceptions of Support in the Individual. *We are to define these actions and activities as 'Competencies aimed at expressing Unconditional Support' that are meant to express Support by an Actor-*

Intervener in the first initial Phases of the Process of Motivation as defined by the Individual.

Actions or activities enabling Perceived Support in the Confrontation in a Phase of Reality, are, at first sight, primarily aimed at expressing sympathy, understanding or solidarity. However, these expressions are implicitly referring to the previous group of initial Phases, i.e. the group of Creation, or Consolidation. According to Chapter 3.3.1.4. and Appendix I, Section B.1.4., a Phase of Reality is aimed exclusively at assessing or registering the event, or group of events that is perceived by the Individual as interfering with the Process of Motivation as it unfolds in the initial first three Phases. Any expression of Support generating a positive effect on the Individual implicitly refers to an expression of Support towards one or more of the previous Phases of the Process of Motivation. Acknowledging the importance of these Phases vis-à-vis the Confrontation with Reality, is likely to be perceived as supportive by the Individual, much more than an expression of understanding or solidarity by an Actor-Intervener supporting an assessment made of the situation, or Reality, by the Individual. Consequently, if we are to define the actions or activities optimally enabling Support in a Confrontation with Reality, an Actor-Intervener is to provide Unconditional Support addressing Phases constituting the group of Creation, or Consolidation, i.e. actions and activities defined earlier as 'Competencies aimed at expressing Unconditional Support'.

Following Confrontation, the Process of Motivation proceeds into Restoration. As in a Confrontation with Reality, Support from an Actor-Intervener as perceived by the Individual is likely to generate more effect when these expressions of Support are aimed at providing Unconditional Support for the settings previously made by the Individual in a Phase of Expectancies, a Phase of Effort and a Phase of Internal Self-Assessment, than for expressing Support aimed at sympathizing with an assessment of discrepancy, or with an assessment of effectiveness of initial parameters, or with an intent to change these parameters by the Individual, in a Phase of Impact, a Phase of Externally Evoked Self-Assessment, or a Phase of Anticipated Change, respectively. As a consequence, again, in defining actions or activities optimally enabling Support in Phases of Restoration, an Actor-Intervener is likely to be perceived as providing Support by an Individual if these actions or activities are aimed at initial Phases constituting the group of Creation, or Consolidation, i.e. actions and activities defined earlier as 'Competencies aimed at expressing Unconditional Support'.

In a fourth group, Corroboration, the Stages of the Process of Motivation are grouped handling the outcomes of perceptions or feelings of Support and non-Support. In agreement with previous findings, it is assumed that expressing sympathy with perceptions of Support or non-Support expressed by the Individual in the distinct Stages comprising Corroboration, will yield less effective results, than actions or activities aimed at expressing sympathy with the objective, the Effort, the assessments of results made previously by an Individual that are the object of concern in his expression of Perceived Support or non-Support that is characteristic of the Stages in a Phase of Dedication, the group of Corroboration consist of. As in the previous two groups, therefore, actions and activities aimed at providing Unconditional Support rather for the initial Phases of

Motivation, implicitly expressed in Support of the Individual in Stages comprising a Phase of Dedication, are assumed to yield highest results in addressing Corroboration.

In defining characteristics, or properties, in actions or activities that would initiate perceptions of Support by an Individual, then, Extrinsic Intervention Competencies seem to have highest effects when aimed at the first group of Phases, the Process of Motivation consisted of, i.e. the group of Creation, or Consolidation. Expressing Support or sympathy with these three initial Phases, was assumed to initiate more results than expressing sympathy with a Confrontation of Reality, or with the Phases succeeding the Confrontation aimed at Restoration with the effects of Interference and intrusion with these first three Phases, or with effects assessed in a group of Corroboration.

This recurrent emphasis on providing Support for the first group of Creation, or Consolidation calls for a further diversification, or specification of actions or activities to be initiated within these Phases. Originally, these actions or activities were defined as 'Competencies aimed at expressing Unconditional Support' by an Actor-Intervener for the first initial Phases of the Process of Motivation. If we are to provide more specific characteristics, or properties, we could diversify the actions or activities aimed at providing Support according to each of the separate Phases, the group of Creation, or Consolidation consists of. The emphasis that appears to be situated at these first three Phases of the Process of Motivation in expressing Support, justifies such a further diversification transcending the initial classification in four groups.

Defining actions or activities, then, aimed at providing Support by an Actor-Intervener for parameters defined by an Individual in Stages comprising a Phase of Expectancies, would consist of Unconditional Support for the Individual in the Goal, or objective defined and in the accompanying parameters. Expressions of esteem, appreciation and respect would cover these actions or activities initiated by an Actor-Intervener. We are to define the Competency aimed at expressing Unconditional Support by an Actor-Intervener for a Phase of Expectancies as defined by an Individual as an act of 'Respect'.

Actions or activities aimed at providing Support by an Actor-Intervener for the Effort invested by an Individual in a Phase of Effort would consist of Unconditional Support for the investment made, irrespective of outcomes in terms of Achievement or Success, Satisfaction or Frustration. These actions or activities were captured earlier in expressions of worth, pride and dignity. We are to define the Competency aimed at expressing Unconditional Support by an Actor-Intervener for a Phase of Effort as defined by an Individual as an act of expressing 'Dignity'.

Finally, actions or activities aimed at providing Support for the assessments made by an Individual in a Phase of Internally Evoked Self-Assessment, would consist of Unconditional Support for the objective assessments made in terms of Achievement and Failure, and subjective assessments made in terms of Satisfaction and Frustration. Earlier these actions or activities were captured in expressions of confidence and trust. Let us, finally, define the Competency aimed at Expressing Unconditional Support by an

Actor-Intervener for a Phase of Internally Evoked Self-Assessment as defined by an Individual as an act of 'Trust'.

Three Intervention Competencies, then, are needed to initiate perceptions of Support by an Actor-Intervener in the Individual. Respect, Dignity and Trust have been isolated as the Intervention Competencies initiating the fourth Condition that enables Intervention in the Process of Motivation. As these three Competencies are more oriented at an inclination or an attitude in the Actor-Intervener, a clear distinction can be made to differentiate these three Competencies from the ones aimed at providing a Match, as covered in the next Section B.1.4. These three Competencies, Respect, Dignity and Trust aimed at obtaining Support by an Actor-Intervener in the eyes of an Individual are defined as so-called 'Attitudinal Competencies'.

In the Extrinsic Modality of Intervention the Actor-Intervener, in addressing a Phase of Expectancies and a Phase of Internal Self-Assessment, imposes his own parameters on the Individual. The Individual is pressed to follow an objective as pre-defined by the Actor-Intervener, and to apply his standards in evaluating its effects. As a final statement in defining the Intervention Competencies associated with an Extrinsic Modality, it follows that not all Competencies apply at this level of Intervention. One can not provide Unconditional Support for the expression of the Individual, while at the same time dictating the very standards by which these expressions are to be formulated or assessed. In Extrinsic Modalities of Intervention at level 4, the Actor-Intervener prescribes both the objective to be set in a Phase of Expectancies, and the standards of evaluation in a Phase of Internally Evoked Self-Assessment. It follows that from the three Extrinsic Competencies aimed at providing Support, only Dignity applies at this level.

Thus, in the Extrinsic Modality of Intervention at level 4, where the Actor-Intervener defines the standards in a Phase of Expectancies and a Phase of Internal Self-Assessment, from the available options Respect, Dignity and Trust, we obtain a single 'Attitudinal Competency' aimed at providing Support:

- *An Attitudinal Competency 'Dignity'.*

B.1.4. Competencies initiating a Match in Mutual Perceptions

One can not enforce Significance. Two remaining Conditions, however, seem to play a mediating role: Perceptions of Support and a Match in Mutual Perceptions between an Actor-Intervener and an Individual.

What are the actions and activities needed to obtain a Match in Perceptions?

The Extrinsic Intervention Competencies needed to convey a Perceptions of a Match, while an Actor-Intervener imposes his external standards both in the objective to be set and in the assessment of results, affect all aspects of the Process of Motivation and influences all distinct Stages and Phases.

Following the analysis of Competencies initiating Support, in the previous Section B.1.3., a distinction in four groups, or Constituents, is made, within the Model of Motivation to accommodate the Attribute defined earlier in Section A.3., where a maximal indication for design of a subsequent instrumentation was to be generated with a minimal set of specific characteristics, or properties within identified Competencies. Referring to Mennes (2016, in press), notably Chapter 3.3.5., the four Constituents reducing the 8 Phases of the Model of Motivation to their essentials, included: Creation or Consolidation, Confrontation, Restoration and Corroboration. As defined earlier, we would have obtained a minimal set of Extrinsic Intervention Competencies initiating a Match in Mutual Perceptions, if we are to define the characteristics, or properties, of actions and activities that would initiate these perceptions through an analysis of each of these four Constituents, thereby dramatically reducing the analysis.

If an Actor-Intervener is to facilitate a Match, the actions or activities need to be technical in nature, actively providing cues for an optimal Match to occur. For the first three Phases in the Process of Motivation this implies providing a framework, as it were, for a Process of Motivation to be initiated. An Actor-Intervener is to define the preconditions upon which the Process of Motivation can be initiated, by setting a Goal, defining the Effort needed, and assessing outcomes by the Individual. Providing clarity in procedural standards, providing the enabling circumstances in tools and materials, such as proper contracts, adequate pay, or housing, besides proper furniture, computers and software, are actions or activities that would facilitate the occurrence of Matching Perceptions. *We are to define these actions and activities as 'Competencies aimed at Providing Extrinsic Preconditions' for a Process of Motivation to be successfully initiated with a Match in Mutual Perceptions.*

Given the insights into the initiating Preconditions, the Actor-Intervener provides clarity in the standards he wishes the Individual to perceive Reality. Given the Extrinsic Modality of Intervention, it is the Actor-Intervener who provides the cues for a Reality that has to Match the one perceived by the Individual, and that has to provide the criteria for assessment to be made by the Individual. Providing clarity in Goals, by means of key performance indicators, or communicating priorities are all actions and activities aiming at providing a Match in Mutual Perceptions in a Phase of Reality, where standards of an Actor-Intervener are imposed upon the Individual. Within the Extrinsic setting, the Actor-Intervener dictates the course the Process of Motivation should take. As such, outcomes are imposed. *We are to define these actions and activities as 'Competencies aimed at Clarifying Extrinsic Outcomes' that are meant to facilitate a Match in Mutual Perceptions of Reality both of the Actor-Intervener and the Individual.*

Following a Phase of Reality in Confrontation, the Process of Motivation proceeds into Restoration. In none of these Phases parameters are changed. Actions and activities aimed at enabling a Match in Perceptions especially in Mechanisms of Coping between an Actor-Intervener and an Individual would be aimed at facilitating handling the effects of Reality, using standards defined by an Actor-Intervener. Actions and activities are aimed at conveying how the Individual is to take adequate measures to initiate a successful Coping strategy. Within an Extrinsic setting, this would include providing a form of assistance in re-evaluating the Goal defined earlier in a Phase of Expectancies, and in re-

evaluating Achievement and Failure, Satisfaction and Frustration according to standards provided by the Actor-Intervener. From a positive perspective these actions or activities aimed at conveying these evaluative standards from an Actor-Intervener to the Individual would include praise, appreciation, agreement, consensus, compliance, eventually resulting in delegation of tasks and responsibilities and specifically acknowledging the Individuals' contribution¹. Actions or activities aimed at providing assistance in a more negative context include corrective, criticizing, or disapproving measures². *We are to define these actions and activities as 'Competencies aimed at Providing Active Assistance' that are meant to facilitate a Match in Mutual Perceptions especially in Mechanisms of Coping between the Actor-Intervener and the Individual. Special notice is to be made of perceptions of Support or non-Support that are likely to emerge with the Individual, that are considered a secondary outcome of the Extrinsic Intervention Competency.*

Corroboration includes the Stages in a Phase of Dedication, where it handles in varying degrees the outcomes of perceptions or feelings of Support and non-Support. Actions or activities enabling a Match to occur in these perceptions or feelings, include providing feedback in various degrees on performance, on outcomes, on consequences. The Extrinsic Modality of Intervention at level 4 implies that not only feedback is provided on the suitability of Goals, but also and especially, on the results obtained using standards of the Actor-Intervener. Thus, these feedback-related activities elaborate on criteria defined earlier in Competencies aimed at Clarifying Extrinsic Outcomes. *Let us define these actions and activities as 'Competencies aimed at Providing Active Feedback' that are meant to facilitate a Match in Perceptions in assessments of Support and non-Support in the group of Corroboration, both by the Actor-Intervener and the Individual*³.

Four Extrinsic Intervention Competencies, then, are needed to obtain a Match in Mutual Perceptions. As these Competencies aimed at clarifying a Match or Mismatch in Perceptions are more oriented at a practical or 'technical' approach, providing clarity in procedural standards, in criteria, means and desired outcomes, a distinction can be made to differentiate these four Competencies from the ones isolated earlier that were aimed at

¹ These positive actions and activities aimed at conveying standards by an Actor-Intervener are expected to be perceived by an Individual as providing opportunities, challenges, responsibilities that can be easily categorized as expressions of Support. However, these perceptions of Support are considered to be a secondary outcome of actions or activities aimed primarily at enabling a Match in Perceptions in assistance with Mechanisms of Coping by an Actor-Intervener towards an Individual.

² Conversely, actions and activities aimed at assigning a negative connotation in the assistance with Mechanisms of Coping as provided by an Actor-Intervener, would likely generate perceptions of disagreement, denial, rejection, opposition, but these outcomes are considered secondary, where the actions or activities are primarily aimed at aligning standards

³ Again, in observing the group of Corroboration, a distinction needs to be made between actions and activities of Support and non-Support themselves, and the perceptions or feelings resulting from these actions or activities. The current objective is to capture, not these actions or activities initiating Support or non-Support, but rather the actions or activities clarifying whether a Match exists in these perceptions or feelings between an Actor-Intervener and an Individual.

Appendices

providing Support, as covered in Section B.1.3. These Competencies aimed at obtaining a Match in Mutual Perceptions between an Actor-Intervener and an Individual are defined as so-called 'Technical Competencies'.

Thus, in the Extrinsic Modality of Intervention at level 4, where the Actor-Intervener defines the standards in a Phase of Expectancies and a Phase of Internal Self-Assessment, we obtain four distinct, 'Technical Competencies' aimed at providing a Match in Mutual Perceptions:

- *A Technique of Providing Extrinsic Preconditions,*
- *A Technique of Clarifying Extrinsic Outcomes,*
- *A Technique of Providing Active Assistance,*
- *A Technique of Providing Active Feedback.*

B.2. An Identification of Competencies Intrinsic Intervention Competencies

Within a matrix of 8x8 Intervention Strategies, representing the vast universe of available options for Intervention, two levels were assumed to provide the most favorable circumstances, or scenarios for optimal Conditions to take effect. Within an Intrinsic Modality, level 8 was assumed to provide highest results in terms of effects of an Intervention on the Process of Motivation. These highest results were achieved with Intervention Strategies that avoided addressing any Phase in the Process of Motivation. However, high levels of Productivity were obtained at the expense of only limited Control.

In observing Intrinsic Modalities of Intervention, the analysis of Intrinsic Intervention Competencies is to be aimed at defining characteristics, or properties, in actions or activities that would initiate the four essential Conditions for effective Intervention, while providing supreme autonomy for an Individual to define one's own parameters within the Process of Motivation.

We are to proceed in four consecutive steps, with specific analyses according to the four principal Conditions to be initiated:

- In Section B.2.1.: Competencies initiating Significance in the Goal,
- In Section B.2.2.: Competencies initiating Significance in the Actor-Intervener,
- In Section B.2.3.: Competencies initiating Support,
- In Section B.2.4.: Competencies initiating a Match in Mutual Perceptions.

In Intrinsic Intervention Competencies it appears the same actions or activities are undertaken, but in the Intrinsic Modality not the Actor-Intervener, but rather the Individual becomes the primal source for providing the standards in the expression of these actions or activities.

B.2.1. Competencies initiating Significance in the Goal

As stated earlier in Section B.1.1., Significance in the Goal, or objective set by the Individual can not be obtained in itself. Significance can not be enforced. However, a perception to some degree of Significance of the Actor-Intervener, in the eyes of the Individual would greatly assist in conveying a sense of Significance in the objective by the Actor-Intervener. And Perceived Significance, in turn, was found in Section B.1.3 and Section B.1.4., to depend heavily on Conditions of Support and on Matching standards between the Individual and an Actor-Intervener.

Within an Intrinsic setting it was found that actions or activities could play a role in instigating Significance of the objective, but their role appear to be supplemental in two respects. First, actions or activities that are aimed at obtaining a Match in Mutual Perceptions between an Actor-Intervener and an Individual are likely to contribute to

initiating Significance in an objective. The more the objective matches, or appeals to the Individual, the more the Individual will be inclined to attach Significance in the objective he sets for himself. Secondly, it was found in Section B.1.4. that initiating a Match would assist and underline perceptions of Significance of the Actor-Intervener by the Individual, helping, in turn, to initiate Significance in the objective set by the Individual. Support plays a similar twofold role in initiating Significance in the objective. Providing Support by the Actor-Intervener assists, first, in obtaining perceptions of Significance of an Actor-Intervener, and these perceptions, in turn, can assist in initiating Significance by the Actor in an objective set by the Individual.

Perceived Significance is the condition sine qua non, supplemented by actions or activities aimed at providing Support by the Actor-Intervener and at enhancing Perceptions of a Match in standards with the Individual. In the Intrinsic Modality of Intervention, however, these supplemental actions were found to yield higher results than observed earlier in the Extrinsic Modality. At this level, the Actor-Intervener would allow for the highest possible freedom in defining the essential parameters of Motivation. Defining parameters was left to the Individual, resulting in the best possibly Match that could be obtained in addressing Motivation. Supplemental effects were therefore expected to substantially enhance perceptions of Significance of the Actor-Intervener. Hence, anticipating on findings provided in Section B.2.4., the Intrinsic Modality is expected to provide better grounds for these supplemental effects to occur. As will be found in Section B.2.3., same effects are expected to occur in providing Support. As found in Section B.1.3., Support focuses heavily on the first three Phases of The Process of Motivation. In providing a highest possible freedom in defining these initial Phases to the Individual, an Actor-Intervener is likely to also obtain highest effects on Support provided, in comparison to an Extrinsic Modality.

In short then, no concrete actions or activities can initiate by themselves Significance in the Goal, or objective set by an Individual. Even in an Intrinsic Modality of Intervention one can not enforce someone to perceive an objective as Significant. However, a number of supplemental Conditions can greatly assist in instigating Significance. As found, the Actor-Intervener must, at least to some degree, be held Significant in the eyes of the Individual. And Perceived Significance of the Actor-Intervener, in turn, was found to depend heavily on Conditions of Perceived Support and a Match in Mutual Perceptions between the Individual and an Actor-Intervener. Moreover, both Conditions of Support and a Match, themselves, are helpful in initiating a sense of Significance in the Goal, or objective set by the Individual. The Intrinsic Modality of Intervention, where the definition of essential parameters was transferred from the Actor-Intervener to the Individual, appeared to have great enforcing effects on both these supplemental Conditions.

B.2.2. Competencies initiating Significance in the Actor-Intervener

Same conclusions were made in defining the Competencies to initiate a perception of Significance of the Actor-Intervener. There are no direct actions or activities that can, by themselves, instigate a perception of Significance of an Actor-Intervener in the Individual. There is no panacea for becoming Significant. However, as previously seen in Section B.1.2., it was assumed that to become Significant would depend on previous experiences with a specific Actor-Intervener, or, more in general, with interactions from the past. Assigning Significance depends on previous Processes of Motivation, or previous cycles within one Process. As found earlier, three Conditions seem to play an important role: Perceived Significance in the objective set, Perceived Support from the Actor-Intervener, and a Match in standards between those set by the Individual and those set by the Actor.

As seen, assigning Significance to an Actor-Intervener depended first on the objective the Individual is relating to in his perceptions. Significance occurs when things perceived have 'meaning', and these things are perceived as such when we can relate to past experience, or previous Processes of Motivation, or Motivational cycles that once centered around an objective. We relate, it is assumed, from a personal setting determined by an objective defined either in the present, or stemming from the past. When these objectives, form past or present, are perceived as Significant, actions or activities that affect these objectives, stemming from an Actor-Intervener will generate higher Impact. As a consequence, chances increase that the Actor-Intervener as the originator of these actions or activities is likely to be perceived as Significant. These perceptions of Significance are greatly assisted if a Match is perceived in these actions or activities with one's own standards. If an Actor-Intervener initiates actions or activities that match, or appeal to the Individual, the more likely the Individual will be inclined to attach Significance to the Actor-Intervener. And if these actions or activities are perceived as providing Support, the probability of a perception of Significance of the Actor-Intervener is further enhanced.

As in the Extrinsic Modality, it appears that Intrinsic Competencies can only generate indirectly both Significance in the Goal, or objective set, and Perceived Significance of an Actor-Intervener by an Individual. However, where the Intrinsic setting provides the Individual with maximal freedom in defining both the objective, the Effort invested and in assessing the outcomes, the probability increases considerably for positive effects to occur in instigating both Support and a Match, as will be observed in Section B.2.3. and Section B.2.4. Perceived Support will appear to be more fitting with the Individual's needs, and occurrence of a Match in Mutual Perceptions is maximized. As a consequence, within an Intrinsic setting, the probability increases of these supplemental Competencies to generate Significance in Perception of an Actor-Intervener by an Individual.

In short, and in agreement to previous observations from Section B.1.2., if we are to define actions or activities aimed at initiating Significance in the Actor-Intervener, Perceived Significance of the Goal, or objective is primarily essential, supplemented by actions or activities aimed at providing Support by the Actor-Intervener and at enhancing

Perceptions of a Match in Mutual Perceptions with the Individual. An Intrinsic setting would greatly enhance effects of both Conditions, as compared to a previous Extrinsic setting. One can not impose to be perceived as Significant. But an Intrinsic Modality of Intervention optimizes the setting for obtaining this status.

With these repeated observations, then, it appears that both Significance in the objective set, and Perceived Significance of an Actor-Intervener are exclusively defined by the Individual, with only limited influence of two mediating Competencies aimed at Perceived Support and a Match in Mutual Perceptions.

B.2.3. Competencies initiating Support

We are to define actions and activities needed to obtain a perception of Support in the Individual. As seen earlier, Competencies needed to achieve perceptions of Support have an impact on all aspects of the Process of Motivation. If we are to define the characteristics, or properties, in actions and activities that are to initiate Support, we are to observe and analyze the impact of these actions or activities on all aspects of the Process of Motivation.

According to the Attributes defined earlier in Section A.3., these actions or activities must generate a maximal indication for design of a subsequent instrumentation, with a minimal set of specific characteristics, or properties within identified Competencies. As presented earlier in Section B.1.3., a minimal set of Competencies can be achieved by observing the Process of Motivation in its most essential components and analyzing the actions or activities needed to initiate a Perception of Support within these elementary components. Following the observations made previously, and referring to Mennes (2016, in press), notably Chapter 3.3.5., the 8 distinct Phases in the Process of Motivation can be reduced into 4 essential Constituents: Creation or Consolidation, Confrontation, Restoration and Corroboration. If we could define the characteristics, or properties, of actions and activities that would initiate a Perception of Support, through an analysis of the impact on each of these four essential groups within the Process of Motivation, we would have obtained a minimal set of Intrinsic Intervention Competencies initiating Support.

It was found in the earlier observations made in Section B.1.3., that in the essential components of the Process of Motivation captured in the groups of Confrontation, Restoration and Corroboration, a recurrent pattern appeared indicating a predominance of the group of Creation or Consolidation in instigating Support in the Individual. Intervention Competencies seemed to have highest effects when aimed at the first group of Phases the Process of Motivation consisted of. Expressing Support or sympathy with these three initial Phases, was assumed to initiate more results than expressing sympathy with a Confrontation of Reality, or with the Phases succeeding the Confrontation aimed at Restoration with the effects of Interference and intrusion with these first three Phases, or with effects assessed in a group of Corroboration.

Actions or activities initiating Support in Confrontation in a Phase of Reality, are, at first sight, primarily aimed at expressing sympathy, understanding or solidarity. However, it was found that explicit expressions of Support for the parameters the Confrontation is directed at, i.e. the first three Phases of the Process of Motivation, is assumed to be perceived as more supportive to an Individual than an expression of Support by an Actor-Intervener for an assessment made of the situation per se, i.e. of the Confrontation itself in expressions of sympathy or solidarity. Likewise, in Restoration, where Support from an Actor-Intervener is likely to generate more effect when aimed at acknowledging the initial Phases themselves as defined by the Individual. Expressing sympathy for Mechanisms of Coping is likely to be perceived as less relevant by the Individual, than expressing explicit Support for the parameters at which these Mechanisms of Coping are aimed at. Similarly, in a fourth group of Corroboration, expressing sympathy with perceptions of Support or non-Support expressed by the Individual will have less impact on Perceived Support by the Individual, than actions or activities from an Actor-Intervener aimed at expressing sympathy with the parameters themselves, defined by the Individual in the first three Phases of the Process of Motivation, that are the object of concern in his expression of Perceived Support or non-Support. Expressing sympathy with one's expressions, or with the source these expressions are stemming from, is likely to yield higher results in terms of Perceived Support by the Individual.

In defining appropriate actions or activities, then, needed to enable a perception of Support by the Individual, the first three initial Phases of the Process of Motivation appear to be essential. As discussed earlier, this recurrent emphasis on providing Support for the first group of Creation, or Consolidation calls for a diversification by specifying the actions or activities that are to be initiated within each separate Phase, the group consists of.

Earlier, in Section B.1.3., these Competencies aimed specifically at a Phase of Expectancies, a Phase of Effort and a Phase of Internally Evoked Self-Assessment were defined as 'Respect', 'Dignity' and 'Trust'. Expressing Unconditional Support by an Actor-Intervener, acknowledging the objective set by the Individual was defined as 'Respect'. Unconditional Support for the Effort deemed necessary to achieve this objective as perceived by the Individual was defined as 'Dignity'. Unconditional Support for the assessments made by the Individual following these investments in a Phase of Internally Evoked Self-Assessment was defined as 'Trust'. Respect, Dignity and Trust are the specific characteristics, or properties in actions or activities to be initiated by an Actor-Intervener, that are assumed to induce perceptions of Support in the Individual. They are the very foundation for perceptions of Support to emerge.

Within the Intrinsic Modality of Intervention, where the Individual is provided with various degrees of autonomy, the effects on Support are bound to be more prominent than the effects observed earlier in an Extrinsic Modality of Intervention. At level 8, these effects are expected to provide the circumstances or scenarios most favorable for perceptions of Support. Not only is the Individual provided with Unconditional Support in the formulation of his objective, also a Phase of Effort and a Phase of Internally Evoked Self-Assessment are left to be defined according to his terms. At level 8 of the Intrinsic Modality of Intervention, all three Intrinsic Competencies, Respect, Dignity and Trust are

aimed at initiating Perceived Support in the Individual by an Actor-Intervener. Productivity is at its highest. Control, however, is at its lowest.

Thus, in the Intrinsic Modality of Intervention at level 8, where the Actor-Intervener provides supreme autonomy to the Individual in defining the parameters of the Process of Motivation, we obtain three 'Attitudinal Competencies' aimed at providing Support:

- *An Attitudinal Competency 'Respect',*
- *An Attitudinal Competency 'Dignity',*
- *An Attitudinal Competency 'Trust'.*

B.2.4. Competencies initiating a Match in Mutual Perceptions

In the analysis of actions or activities that would facilitate a Match in Mutual Perceptions to occur between an Actor-Intervener and an Individual, it was assumed, again, that all aspects of the Process of Motivation were to be affected. Following the previous analysis, notably in Section B.1.3., a distinction in four elementary groups is made, with reference to Mennes (2016, in press), notably Chapter 3.3.5., to accommodate the Attribute defined earlier in Section A.3. Thus, if we could define the characteristics, or properties, of actions and activities that would initiate a perceptions of a Match, through an analysis of the impact on each of these four essential groups within the Process of Motivation, we would have obtained a minimal set of Intrinsic Intervention Competencies initiating a Match in Mutual Perceptions.

Findings appear to be similar to the ones obtained in the Extrinsic setting. However, in comparison to the Extrinsic Modality of Intervention discussed earlier, the Intrinsic Modality seems to provide a distinct advantage as the Actor-Intervener does not impose his own standards, but rather accommodates to the standards of the Individual, thus creating an optimal setting for a Match in Perception to occur.

As found earlier in Section B.1.4., actions or activities enabling a Match in Perception in the three initial Phases of the Process of Motivation, indicated as Phases of Creation, or Consolidation, were technical in nature, actively facilitating a formulation of cues, or information to provide insights in the occurrence of a Match in Mutual Perceptions. For the first three Phases in the Process of Motivation, within an Intrinsic Modality, where the Individual is provided with a maximal autonomy in defining his objective and associated parameters, this implies that a framework is created for a Process of Motivation to be initiated. Not the Actor-Intervener, but the Individual is encouraged within this Intrinsic setting to define his own preconditions upon which the Process of Motivation can be initiated. A specific form of listening is called for, where the Actor-Intervener actively seeks to encourage the Individual to clarify these preconditions, by specifically setting a Goal, by defining accurately the Effort needed, and assessing outcomes by the Individual. Where in an Extrinsic setting these preconditions defined by the Actor-Intervener are *communicated* at several levels, in an Intrinsic setting these preconditions originating from the Individual are sought after through *listening* skills. The information provided, facilitates a Match to occur at the different levels of the Intrinsic

Modality. *We are to define these actions and activities as 'Competencies aimed at Clarifying Intrinsic Preconditions' for a Process of Motivation to be successfully initiated with a Match in Mutual Perceptions.*

Actions or activities enabling a Match in Perception in the Confrontation with Reality are, within an Intrinsic setting, to be aimed at specifying *not the standards of the Actor-Intervener, but rather those of the Individual*. Given the Intrinsic Modality of Intervention, it is the Individual who provides the cues for a perception of Reality. Actions or activities to be initiated by the Actor-Intervener to this end, are aimed at assisting through a process of coaching and confrontation towards self-reflection by the Individual. The Actor-Intervener assists in providing clarity in the standards *of the Individual* that are providing a disruption in the Process of Motivation. *We are to define these actions and activities as 'Competencies aimed at Clarifying Intrinsic Outcomes' that are meant to facilitate a Match in Mutual Perceptions of Reality both of the Actor-Intervener and the Individual.*

When the Process of Motivation proceeds into Restoration, actions and activities of an Actor-Intervener focus especially on assisting in Mechanisms of Coping initiated by the Individual. Actions and activities aimed at enabling a Match in Perceptions between an Actor-Intervener and an Individual are aimed at facilitating handling the effects of Reality, using standards defined *by the Individual*. A Coping strategy set out by the Individual is followed without interference or personal preferences of the Actor-Intervener¹. *We are to define these actions and activities as 'Competencies aimed at Providing Passive Assistance' that are meant to facilitate a Match in Mutual Perceptions especially in Mechanisms of Coping both by the Actor-Intervener and the Individual. As in an Extrinsic setting, special notice is to be made of perceptions of Support (or occasionally non-Support) that are likely to emerge, that are considered a secondary outcome.*

Finally, in the fourth group of essential components within the Process of Motivation, the group of Corroboration, actions or activities aimed at providing a Match are in varying degrees the outcomes of perceptions or feelings of Support and non-Support. We are to observe, not these actions or activities initiating Support or non-Support, but rather the actions or activities clarifying whether a Match exists in these perceptions or feelings between an Actor-Intervener and an Individual. Actions or activities are aimed at identifying the cues that are provided *by the Individual* of these various perceptions of Support and non-Support. Feedback on performance, outcomes, and results is provided *by the Individual*. Actions or activities initiated by the Actor-Intervener to ascertain that a Match occurs, are aimed at acknowledging and consolidating these cues in various perceptions of Support and non-Support provided by the Individual. *We define these actions and activities as 'Competencies aimed at Providing Passive*

¹ As in the analysis provided in Section B.1.4., these initiatives developed by an Actor-Intervener can be perceived by the Individual as a form of Support. However, as in the analysis of an Extrinsic Modality, within this setting, these perceptions of Support are considered to be a secondary outcome of actions or activities that are primarily aimed at enabling a Match in Perceptions.

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Feedback' that are meant to facilitate a Match in Perceptions in assessments of Support and non-Support in the group of Corroboration, both by the Actor-Intervener and the Individual.

In the Intrinsic Modality of Intervention at level 8, then, where the Individual is provided with highest autonomy in defining his own standards, four 'Technical Competencies' are obtained, aimed at providing a Match in Mutual Perceptions:

- *A Technique of Clarifying Intrinsic Preconditions,*
- *A Technique of Clarifying Intrinsic Outcomes,*
- *A Technique of Providing Passive Assistance,*
- *A Technique of Providing Passive Feedback.*

B.3. Extrinsic and Intrinsic Intervention Competencies Final Observations

Most favorable circumstances or scenarios were sought, where the Conditions defined in Chapter 6. could be initiated by applying proper actions or activities defined as so-called 'Competencies'. From previous Assumptions made, not a single approach was chosen, but rather two, so-called 'Modalities', corresponding to two distinct levels of Intervention found earlier. The one, at an Intervention level 4, was indicated as an Extrinsic approach, the other, at an Intervention level 8, as an Intrinsic approach.

The Extrinsic approach was characterized by prescribing the objective the Individual was to set for himself, by an external Actor-Intervener. The Intrinsic approach was characterized by providing autonomy to the individual in defining the objective, by an External Actor-Intervener.

Competencies have been identified within both Extrinsic and Intrinsic Modalities. Both Competencies appeared to have comparable properties, and the observation could be made that an intermediate Modality could be defined, uniting both into a single approach and retaining best properties in a combination of both Modalities.

All Extrinsic Intervention Competencies were characterized, in varying degrees, by imposing the objective upon the Individual, by an external Actor-Intervener. The effects were observed earlier in Appendix XXIV, Section B.2.7.: from a 'β-Perspective Soll-State' Control was perceived by an Actor-Intervener to be favorable, at the expense however, of a relatively unfavorable Productivity. Effects observed in terms of Productivity were a direct result of imposing the objective. Moreover in the previous analyses made in Section B.1.3. and Section B.2.3., it was found that the approach was perceived by an Individual to be less supportive, hence generating less Productivity. In Intrinsic Intervention Competencies, however, defining the objective was, per definition, left to the Individual. Effects of a limited Control, perceived from a 'β-Perspective Soll-State' of an Actor-Intervener, were much higher in terms of Productivity, as the Effort by the Individual was directed towards an objective formulated according to his own, instead of external standards. Moreover, as found in the previous analyses, where the objective is left to the Individual to be defined, Support is expected to be perceived as higher, hence generating higher Productivity.

All Extrinsic Intervention Competencies were characterized by imposing the objective, all Intrinsic Intervention Competencies, by allowing the objective to be formulated by the individual. Even if the objective is formulated by the Individual on terms inspired by an Actor-Intervener, the distinction between both Modalities was found to generate higher Productivity, either because Effort was invested for one's own cause, rather than imposed externally, or because Support was perceived to be higher. In short, from a standpoint of the Individual, one either perceives an objective as being imposed, in varying degrees of persuasion, or as being left to one's own discretion to be formulated. In the perception of the Individual, there appears to be no intermediate option. The Goal, or objective, per definition, is perceived as either externally imposed, or internally generated, possibly inspired by external influences.

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It follows, in a final, general observation, that both Intrinsic and Extrinsic expressions cannot coincide. Intervention Competencies, per definition, are either directing the objective of the Individual by an Actor-Intervener, or not. There is, per definition, no intermediate approach. Addressing Support, or addressing Motivation, more in general, is either through an Extrinsic or Intrinsic Modality. Both Modalities can not be used simultaneously. Initial Phases in the Process of Motivation are either defined by an Actor-Intervener or by the Individual.

In short, then, the Extrinsic and Intrinsic Intervention Competencies appear to be a dichotomous distinction, allowing no intermediate expression. One can not impose directives, while at the same time provide autonomy. One can not direct and at the same time delegate...

B.4. Attributes

The analysis of Competencies has provided us with insights into actions or activities that would initiate the four Conditions, that were found earlier to be essential in addressing Motivation, within both an Extrinsic and Intrinsic setting.

In initiating the analysis, Assumptions were made in Section A.3., that the analysis of Competencies was to provide a number of specific results.

Following Attributes were defined to this end:

- The analysis was to provide insights by means of an analysis of Competencies that are assumed to contain specific characteristics, or properties, in actions or activities that would initiate the Conditions enabling an effect to occur within the Process of Motivation*
- The analysis was to identify which distinct characteristics of these Competencies were essential in initiating Conditions considered optimal in both an Extrinsic and Intrinsic setting, enabling a distinction between Extrinsic and Intrinsic Intervention Competencies*
- Within these settings, the analysis was to identify distinct characteristics of specific Competencies associated to each of the four previously identified Conditions*
- The analysis was to generate a maximal indication for design of a subsequent instrumentation, with a minimal set of specific characteristics, or properties within identified Competencies*
- The analysis was to provide ultimately insights into the characteristics, or properties, in actions or activities of specific Competencies that are best suited to address distinct Conditions for Interference, within both Extrinsic and Intrinsic settings, as observed within the Process of Motivation.*

The inductive inference has identified the Competencies, in an Extrinsic setting in Section B.1. and in an Intrinsic setting in Section B.2. The analysis of distinct characteristics associated to the four Conditions was made, in the Extrinsic setting in Sections B.1.1. to B.1.4., in the Intrinsic setting in Sections B.2.1. to B.2.4.. The analysis led to Attitudinal and Technical Competencies aimed at addressing Perceived Support and a Match in Mutual Perceptions respectively.

Thus, the analysis has provided the insights called for in the Attributes specified in Section A.3., to define the characteristics, or properties, in actions or activities of specific Competencies that are best suited to address distinct Conditions for Interference, within both Extrinsic and Intrinsic settings, as observed within the Process of Motivation. As such, it is concluded that the inductive inference has provided the theoretical insights called for in an analysis of Competencies.

B.5. Conclusions

The inductive inference leading to the formulation of Competencies identified the essential characteristics initiating these Conditions, with a distinction in both Extrinsic and Intrinsic settings.

Within both the Extrinsic and Intrinsic Modalities of Intervention, only indirect, or supplemental actions or activities could be isolated initiating a first Condition, Perceived Significance of the Goal, or objective set by the Individual. It appeared that no concrete actions or activities can initiate by themselves Significance in the objective set by an Individual. Even in an Intrinsic Modality of Intervention one can not enforce someone to perceive an objective as Significant. However, to some degree, Perceived Significance of the Actor-Intervener could assist in instigating Significance. And Perceived Significance of the Actor-Intervener, in turn, was found to depend heavily on Conditions of Perceived Support and a Match in Mutual Perceptions between the Individual and an Actor-Intervener. Moreover, both Support and a Match in standards, themselves, were helpful in initiating a sense of Significance in the objective set by the Individual. However, although the associated actions or activities were only indirect, or supplemental, the Intrinsic Modality of Intervention appeared to facilitate the effects of these supplemental actions or activities on instigating Significance of the Goal, or the objective.

Same results appeared in defining Competencies initiating Perceived Significance of the Actor-Intervener in the Individual, both within Extrinsic and Intrinsic settings. There are no actions or activities that can, by themselves, instigate a perception of Significance of an Actor-Intervener in the Individual. There appears to be no panacea for becoming Significant. Previous experiences with a specific Actor-Intervener, or, more in general, with interactions from the past were assumed to instigate Significance of the Actor-Intervener and these, were defined primarily by Perceived Significance of the Goal, or objective set, that appeared to be affected only indirectly by Perceived Support from the Actor-Intervener, and a Match in Mutual Perceptions between those set by the Individual and those set by the Actor.

As such, it appeared that both Significance of the Goal, or objective set, and Perceived Significance of an Actor-Intervener were the 'exclusive domain' of the Individual that could only be reached indirectly through Competencies aimed at Perceived Support and Competencies aimed at a Match in Mutual Perceptions.

The importance of both remaining Intervention Competencies aimed at enabling a Condition of Perceived Support and at enabling the Condition of a Perceived Match in Mutual Perceptions, was expressed by assigning an additional distinction to both sets of Competencies, in so-called 'Attitudinal Competencies' and 'Technical Competencies', respectively.

Competencies that were to initiate Conditions of Perceived Support were defined as 'Attitudinal Competencies'. The inductive inference analysis led to identification of a minimal set of three distinct Attitudinal Competencies, providing a maximal indication for design of a subsequent instrumentation. Within an Extrinsic Modality of Intervention, a

single Attitudinal Competency was identified as providing an optimal setting to initiate a Condition of Perceived Support:

- *An Attitudinal Competency 'Dignity'.*

Within an Intrinsic Modality of Intervention, all three Attitudinal Competencies were found to initiate the Condition of Perceived Support:

- *An Attitudinal Competency 'Respect',*
- *An Attitudinal Competency 'Dignity',*
- *An Attitudinal Competency 'Trust'.*

Competencies that were to initiate Conditions of a Perceived Match in Mutual Perceptions, were defined as 'Technical Competencies'. The analysis of actions or activities initiating a Match within an Extrinsic Modality of Intervention led to the identification of four distinct Competencies, combining a maximal indication for design of a subsequent instrumentation, with a minimal set of specific characteristics, or properties within identified Competencies. Within an Extrinsic Modality these Extrinsic Technical Competencies were identified as:

- *A Technical Competency of Providing Extrinsic Preconditions,*
- *A Technical Competency of Clarifying Extrinsic Outcomes,*
- *A Technical Competency of Providing Active Assistance,*
- *A Technical Competency of Providing Active Feedback.*

Whereas, within an Intrinsic Modality of Intervention a comparable set was found:

- *A Technique of Clarifying Intrinsic Preconditions,*
- *A Technique of Clarifying Intrinsic Outcomes,*
- *A Technique of Providing Passive Assistance,*
- *A Technique of Providing Passive Feedback.*

Thus, in an analysis of Attributes specified earlier in Section A.3., it was concluded that the inductive inference provided the theoretical insights called for in an analysis of Competencies.

Appendix XXXV
*An Overview of Supplemental Items
Preliminary Analyses Research Sample*

#	Ref.	Item	Scale
(1)	(2)	(3)	(4)
<u>Captured Conditions</u>			
1	Suppl-a	I am very negative / very positive about the way in which my immediate manager encourages me to perform	8
<u>Condition: Perceived Match</u>			
2	Suppl-b	Please indicate to what extent, in your overall experience, the company goals interfere with your personal goals: The company goals do not interfere at all / are opposed to my goals	15
3	Suppl-c	Given the company as it is, would you be willing to change your personal goals more towards the goals of the company? Yes, to a great extent / No, not at all	7
<u>Condition: Perceived Support</u>			
4	Suppl-d	How would you rate your immediate manager: Extremely negative / Extremely positive	8
5	Suppl-e	I am very satisfied / very dissatisfied with the recognition I get from my immediate manager	5

Notes:

(1) Numbered item

(2) Reference used

(3) For reasons of brevity, explanatory texts included in the original questionnaire have been omitted

(4) Likert-scale used per item

For an overview of descriptive statistics refer to Appendix XXXVII

Appendix XXXVI
*An Overview of Participating Company XXII
Preliminary Analyses Research Sample*

The Preliminary Analyses Research Sample consisted of a single company, observed at three different location, where these units, according to Chapter 2.4.3.3., differing in location, and/or type of industry or mode of operation, are to be considered as distinct companies.

A short description is provided, in addition to Table 7.1. and Table 7.4.

Company XXII

Company XXII was Founded in Australia after the Second World War. By the 1990s, Company XXII had 70,000 employees worldwide. But its bid to become a worldwide player in transportation had led it to diversify very quickly, and it needed to find new investment opportunities.

In 1992, Company XXII combines with the international time-sensitive mail services businesses of the Dutch telecom and postal company, and the postal companies of Canada, France, Germany and Sweden.

In the 1990s, the Dutch national post-and-telecoms company was looking to expand its business overseas. It had had a monopoly in the Netherlands for almost 200 years, but, with the arrival of modern communication technology, it needed to move with the times to protect its traditional mail business. In 1989, it had become a private company giving it more flexibility and freedom to diversify.

This privatized company acquires Company XXII in 1996, heralding a new era for the global post and express industry. In 1998 the privatized company divests its postal division to list independently on worldwide stock exchanges. To consolidate the brand and improve worldwide recognition, it adopts the Company XXII name in 2005.

Company XXII was split-up in May 2011 to become two separate companies on the Amsterdam Stock Exchange.

Within Company XXII research was performed at three locations in The Netherlands.

1. Location 01

Sampling date 12-2004 and 01-2008.

Location 01 is a sorting and main-depot facility within Company XXII.

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2. Location 02

Sampling date 12-2004 and 01-2008.

Location 02 is the largest European main-depot facility within Company XXII.

3. Location 03

Sampling date 12-2004 and 01-2008.

Location 03 are Staff- and HR-Divisions within Company XXII.

Appendix XXXVII
 Descriptive Statistics of Supplemental Items
 Preliminary Analyses Research Sample

#	Ref.	Item	N	Mean	SD	Scale
(1)	(2)	(3)	(4)		(5)	(6)
		<u>Captured Conditions</u>				
1	Suppl-a	Encouragement manager to perform	153	5.83	1.39	8
		<u>Condition: Perceived Match</u>				
2	Suppl-b	Company goal interference	153	5.20	2.53	15
3	Suppl-c	Changing personal goals	153	3.41	1.44	7

#	Ref.	Item	N	Mean	SD	Scale
(1)	(2)	(3)	(4)		(5)	(6)
		<u>Captured Conditions</u>				
1	Suppl-a	Encouragement manager to perform	159	5.82	1.39	8
		<u>Condition: Perceived Support</u>				
4	Suppl-d	Performance manager	159	5.91	1.42	8
5	Suppl-e	Recognition manager	159	2.43	1.03	5

Notes:
 (1) Numbered Competency
 (2) Reference used
 (3) Abbreviated item; for a full overview of items refer to Appendix XXXV
 (4) Respondents per item; as a result of listwise deletion of missing values data consists of an equal number of respondents per item
 (5) Standard Deviation following listwise deletion of missing values
 (6) Likert-scale

Appendix XXXVIII
*Inter-item Correlation Matrix Supplemental Items
 Preliminary Analyses Research Sample*

Item		Inter-Item Correlation (3)			N
(1)	(2)	Item Reference:			
		Suppl-a	Suppl-b	Suppl-c	
Suppl-a	Encouragement manager to perform				153
Suppl-b	Company goal interference	-0.243			153
Suppl-c	Changing personal goals	-0.163	0.225		153

Item		Inter-Item Correlation (3)			N
(1)	(2)	Item Reference:			
		Suppl-a	Suppl-d	Suppl-e	
Suppl-a	Encouragement manager to perform				159
Suppl-d	Performance manager	0.710			159
Suppl-e	Recognition manager	-0.533	-0.459		159

Notes:
 (1) Reference used
 (2) Abbreviated item; for a full overview of items refer to Appendix XXXV
 (3) Significance levels of Inter-item correlations indicated in color:
 ■ Inter-item correlations $p < .05$
 ■ Inter-item correlations $p < .01$
 ■ Inter-item correlations $p < .001$

Appendix XXXIX
 Regression of CAPTURED_CONDITIONS on Condition PERCEIVED_SUPPORT
 Preliminary Analyses Research Sample
 Overview per location

Variables		Regression Analysis (3) (4)			
Ref.	Item	R ²	F	β	t
(1)	(2)		(6)		(6)
2. Condition: Perceived Support					
<u>Total group</u>		.558	98.35 ***		
Suppl-d	Performance manager			.59	9.83 ***
Suppl-e	Recognition manager			-.26	-4.38 ***
<u>Location 01</u>		.681	42.62 ***		
Suppl-d	Performance manager			.67	5.99 ***
Suppl-e	Recognition manager			-.22	-1.96
<u>Location 02</u>		.476	20.43 ***		
Suppl-d	Performance manager			.54	4.27 ***
Suppl-e	Recognition manager			-.24	-1.91
<u>Location 03</u>		.554	40.43 ***		
Suppl-d	Performance manager			.58	6.49 ***
Suppl-e	Recognition manager			-.30	-3.35 ***

Notes:
 (1) Reference used
 (2) Abbreviated item; for a full overview of items refer to Appendix XXXV
 (3) Data sample with listwise deletion of missing values
 (4) Response variable: Suppl-a: Encouragement manager to perform
 Suppl-a is regressed on variables Suppl-d and Suppl-e
 (5) R² = Multiple correlation coefficient F = F statistic of the regression analysis
 β = Standardized beta coefficient t = t statistic of the beta coefficient
 (6) * Statistic significant at the 0.05 level.
 ** Statistic significant at the 0.01 level.
 *** Statistic significant at the 0.001 level.

Appendices

Appendix XL
*An Overview of Supplemental Items
Regression Analyses Research Sample
Extrinsic Attitudinal Competencies*

#	Ref.	Item	Scale
(1)	(2)	(3)	(4)
		<u>Captured Conditions</u>	
	Suppl-a	<i>I am very negative / very positive about the way in which my immediate manager encourages me to perform</i>	5
		<u>Extrinsic Attitudinal Competencies</u>	
1	Suppl-n	<i>I feel my immediate manager does not appreciate enough / highly appreciates my contribution</i>	7
	Suppl-o	<i>My immediate manager appreciates me: Not at all / very much so</i>	5

Notes:

(1) Numbered Competency

(2) Reference used

(3) For reasons of brevity, explanatory texts included in the original questionnaire have been omitted

(4) Likert-scale used per item

For an overview of descriptive statistics refer to Appendix XLI

Appendix XLI
 Descriptive Statistics of Supplemental Items
 Regression Analyses Research Sample
 Extrinsic Attitudinal Competencies

#	Ref.	Item	N	Mean	SD	Scale
(1)	(2)	(3)	(4)		(5)	(6)
		<u>Captured Conditions</u>				
	Suppl-a	Encouragement manager to perform	530	3.64	0.86	5
		<u>Extrinsic Attitudinal Competencies</u>				
1	Suppl-n	Appreciation contribution	530	5.14	1.31	7
	Suppl-o	Appreciation	530	3.82	0.80	5

Notes:

- (1) Numbered Competency
- (2) Reference used
- (3) Abbreviated item; for a full overview of items refer to Appendix XL
- (4) Respondents per item; as a result of listwise deletion of missing values data consists of an equal number of respondents per item
- (5) Standard Deviation following listwise deletion of missing values
- (6) Likert-scale

Appendix XLII
Inter-item Correlation Matrix Supplemental Items
Regression Analyses Research Sample
Extrinsic Attitudinal Competencies

Item		Inter-Item Correlation (3)			N
(1)	(2)	Item Reference:			
		Suppl-a	Suppl-n	Suppl-o	
Suppl-a	Encouragmnt to perform				530
Suppl-n	Appreciation contribution	0.743			530
Suppl-o	Appreciation	0.669	0.754		530

Notes:

- (1) Reference used
- (2) Abbreviated item; for a full overview of items refer to Appendix XL
- (3) Significance levels of inter-item correlations indicated in color:
 - Inter-item correlations $p < .05$
 - Inter-item correlations $p < .01$
 - Inter-item correlations $p < .001$

Appendix XLIII
Inter-item Correlation Matrix Supplemental Items
Regression Analyses Research Sample
Extrinsic Attitudinal Competencies - Overview per location

Item		Inter-Item Correlation (3)			N
(1)	(2)	Suppl-a	Suppl-n	Suppl-o	
Suppl-a	Encouragmnt to perform				242
Suppl-n	Appreciation contribution	0.754			242
Suppl-o	Appreciation	0.640	0.715		242

Notes:

- (1) Reference used
- (2) Abbreviated item; for a full overview of items refer to Appendix XL
- (3) Significance levels of inter-item correlations indicated in color:
 - Inter-item correlations $p < .05$
 - Inter-item correlations $p < .01$
 - Inter-item correlations $p < .001$

Table A.
 Hierarchical Regression Analysis for Location 01

Continued, p. 2. ...

Item		Inter-Item Correlation (3)			N
(1)	(2)	Suppl-a	Suppl-n	Suppl-o	
Suppl-a	Encouragmnt to perform				184
Suppl-n	Appreciation contribution	0.712			184
Suppl-o	Appreciation	0.667	0.794		184

Notes:

- (1) Reference used
- (2) Abbreviated item; for a full overview of items refer to Appendix XL
- (3) Significance levels of inter-item correlations indicated in color:
 - Inter-item correlations $p < .05$
 - Inter-item correlations $p < .01$
 - Inter-item correlations $p < .001$

Table B.
Hierarchical Regression Analysis for Location 02

Continued, p. 3. ...

Item		Inter-Item Correlation (3)			N
(1)	(2)	Suppl-a	Suppl-n	Suppl-o	
Suppl-a	Encouragmnt to perform				104
Suppl-n	Appreciation contribution	0.779			104
Suppl-o	Appreciation	0.718	0.735		104

Notes:

- (1) Reference used
- (2) Abbreviated item; for a full overview of items refer to Appendix XL
- (3) Significance levels of inter-item correlations indicated in color:
 - Inter-item correlations $p < .05$
 - Inter-item correlations $p < .01$
 - Inter-item correlations $p < .001$

Table C.
Hierarchical Regression Analysis for Location 03

Appendix XLIV
 Regression of CAPTURED CONDITIONS on Extrinsic Attitudinal Competencies
 Regression Analyses Research Sample
 Overview per location

Variables		Regression Analysis (3) (4)			
Ref.	Item	R ²	F	β	t
(1)	(2)		(6)		(6)
1.	<u>Attitudinal Competency 1</u>	.589	171.38 ***		
	Suppl-n Appreciation contribution			.61	10.23 ***
	Suppl-o Appreciation			.21	3.48 ***

Notes:

- (1) Reference used
- (2) Abbreviated item; for a full overview of items refer to Appendix XL
- (3) Data sample n = 242 with listwise deletion of missing values
- (4) Response variable: Suppl-a: Encouragement manager to perform
 Suppl-a is regressed on variables Suppl-n and Suppl-o
- (5) R² = Multiple correlation coefficient F = F statistic of the regression analysis
 β = Standardized beta coefficient t = t statistic of the beta coefficient
- (6) * Statistic significant at the 0.05 level.
 ** Statistic significant at the 0.01 level.
 *** Statistic significant at the 0.001 level.

Table A.
 Hierarchical Regression Analysis for Location 01

Continued, p. 2. ...

Variables		Regression Analysis (3) (4)			
Ref.	Item	R ²	F	β	t
(1)	(2)		(6)		(6)
1.	<u>Attitudinal Competency 1</u>	.535	104.15 ***		
	Suppl-n Appreciation contribution			.49	5.92 ***
	Suppl-o Appreciation			.28	3.30 ***

Notes:

(1) Reference used

(2) Abbreviated item: for a full overview of items refer to Appendix XL

(3) Data sample n = 184 with listwise deletion of missing values

(4) Response variable: Suppl-a: Encouragement manager to perform

Suppl-a is regressed on variables Suppl-n and Suppl-o

(5) R² = Multiple correlation coefficient F = F statistic of the regression analysis

β = Standardized beta coefficient t = t statistic of the beta coefficient

(6) * Statistic significant at the 0.05 level.

** Statistic significant at the 0.01 level.

*** Statistic significant at the 0.001 level.

Table B.
Hierarchical Regression Analysis for Location 02

Appendices

Continued, p. 3. ...

Variables		Regression Analysis (3) (4)			
Ref.	Item	R ²	F	β	t (5)
(1)	(2)		(6)		(6)
1.	<u>Attitudinal Competency 1</u>	.653	94.94 ***		
	Suppl-n Appreciation contribution			.55	6.31 ***
	Suppl-o Appreciation			.32	3.67 ***

Notes:

- (1) Reference used
 (2) Abbreviated item: for a full overview of items refer to Appendix XL
 (3) Data sample n = 104 with listwise deletion of missing values
 (4) Response variable: Suppl-a: Encouragement manager to perform
 Suppl-a is regressed on variables Suppl-n and Suppl-o
 (5) R² = Multiple correlation coefficient F = F statistic of the regression analysis
 β = Standardized beta coefficient t = t statistic of the beta coefficient
 (6) * Statistic significant at the 0.05 level.
 ** Statistic significant at the 0.01 level.
 *** Statistic significant at the 0.001 level.

Table C.
 Hierarchical Regression Analysis for Location 03

Appendix XLV
*An Overview of Supplemental Items
 Regression Analyses Research Sample
 Extrinsic Technical Competencies*

#	Ref.	Item	Scale
(1)	(2)	(3)	(4)
		<u>Captured Conditions</u>	
	Suppl-a	<i>I am very negative / very positive about the way in which my immediate manager encourages me to perform</i>	5
		<u>Extrinsic Technical Competencies</u>	
1	Suppl-f	<i>I am very dissatisfied / very satisfied with my current salary</i>	5
	Suppl-g	<i>I am very negative / very positive about the clarity of the guidelines and procedures governing my work</i>	5
2	Suppl-h	<i>I am very negative / very positive about how my manager sets guidelines and objectives for my work</i>	5
	Suppl-i	<i>I am very negative / very positive about how my immediate manager indicates the priorities in my work</i>	5
3	Suppl-j	<i>I am very negative / very positive about the way my immediate manager delegates tasks to me</i>	5
	Suppl-k	<i>I am very negative / very positive about how my immediate manager acknowledges the contribution I make</i>	5
4	Suppl-l	<i>I am given inadequate / adequate feedback about my performance</i>	5
	Suppl-m	<i>I am very negative / very positive with the assistance I receive in finding my personal 'strengths and weaknesses'</i>	5

Notes:

(1) Numbered Competency

(2) Reference used

(3) For reasons of brevity, explanatory texts included in the original questionnaire have been omitted

(4) Likert-scale used per item

For an overview of descriptive statistics refer to Appendix XLVI

Appendix XLVI
Descriptive Statistics of Supplemental Items
Regression Analyses Research Sample
Extrinsic Technical Competencies

#	Ref.	Item	N	Mean	SD	Scale
(1)	(2)	(3)	(4)		(5)	(6)
		<u>Captured Conditions</u>				
		Suppl-a Encouragement manager to perform	505	3.64	0.86	5
		<u>Extrinsic Technical Competencies</u>				
1	Suppl-f	Salary	505	3.29	0.91	5
	Suppl-g	Clarity guidelines/procedures	505	3.50	0.80	5
2	Suppl-h	Indicating objectives	505	3.57	0.85	5
	Suppl-i	Indicating priorities	505	3.50	0.84	5
3	Suppl-j	Delegating tasks	505	3.54	0.88	5
	Suppl-k	Acknowledging contribution	505	3.72	0.90	5
4	Suppl-l	Performance feedback	505	3.63	0.87	5
	Suppl-m	Defining personal strengths	505	3.36	0.92	5

Notes:

(1) Numbered Competency

(2) Reference used

(3) Abbreviated item; for a full overview of items refer to Appendix XLV

(4) Respondents per item; as a result of listwise deletion of missing values data consists of an equal number of respondents per item

(5) Standard Deviation following listwise deletion of missing values

(6) Likert-scale

Appendix XLVII
Inter-item Correlation Matrix Supplemental Items
Regression Analyses Research Sample
Extrinsic Technical Competencies

Item		Inter-Item Correlation (3)						N
(1)	(2)	Item Reference:						
		Suppl-a	Suppl-f	Suppl-g	Suppl-h	Suppl-i	Suppl-j	
Suppl-a	Encouragmnt to perform							505
Suppl-f	Salary	0.288						505
Suppl-g	Clarity guidelines/proc	0.319	0.357					505
Suppl-h	Indicating objectives	0.741	0.295	0.344				505
Suppl-i	Indicating priorities	0.729	0.268	0.326	0.796			505
Suppl-j	Delegating tasks	0.772	0.268	0.283	0.755	0.762		505
Suppl-k	Acknowledging contrib	0.754	0.293	0.257	0.672	0.666	0.713	505
Suppl-l	Performance feedback	0.565	0.311	0.351	0.551	0.555	0.516	505
Suppl-m	Defining pers strengths	0.569	0.286	0.388	0.523	0.544	0.517	505

Item		Inter-Item Correlation (3)			N
(1)	(2)	Item Reference:			
		Suppl-k	Suppl-l	Suppl-m	
Suppl-k	Acknowledging contrib				505
Suppl-l	Performance feedback	0.539			505
Suppl-m	Defining pers strengths	0.473	0.618		505

Notes:

- (1) Reference used
- (2) Abbreviated item; for a full overview of items refer to Appendix XLV
- (3) Significance levels of Inter-item correlations indicated in color:
 - ◻ Inter-item correlations $p < .05$
 - ◻ Inter-item correlations $p < .01$
 - ◻ Inter-item correlations $p < .001$

Appendix XLVIII
*Inter-item Correlation Matrix Supplemental Items
 Regression Analyses Research Sample
 Extrinsic Technical Competencies - Overview per location*

Item		Inter-Item Correlation (3)						N
(1)	(2)	Item Reference:						
		Suppl-a	Suppl-f	Suppl-g	Suppl-h	Suppl-i	Suppl-j	
Suppl-a	Encouragmnt to perform							233
Suppl-f	Salary	0.289						233
Suppl-g	Clarity guidelines/proc	0.266	0.384					233
Suppl-h	Indicating objectives	0.742	0.285	0.269				233
Suppl-i	Indicating priorities	0.700	0.224	0.252	0.799			233
Suppl-j	Delegating tasks	0.758	0.265	0.240	0.754	0.764		233
Suppl-k	Acknowledging contrib	0.714	0.296	0.186	0.684	0.658	0.724	233
Suppl-l	Performance feedback	0.495	0.380	0.397	0.508	0.482	0.470	233
Suppl-m	Defining pers strengths	0.462	0.283	0.388	0.444	0.464	0.447	233

Item		Inter-Item Correlation (3)			N
(1)	(2)	Item Reference:			
		Suppl-k	Suppl-l	Suppl-m	
Suppl-k	Acknowledging contrib				233
Suppl-l	Performance feedback	0.536			233
Suppl-m	Defining pers strengths	0.389	0.611		233

Notes:
 (1) Reference used
 (2) Abbreviated item; for a full overview of items refer to Appendix XLV
 (3) Significance levels of Inter-item correlations indicated in color:
 ■ Inter-item correlations $p < .05$
 ■ Inter-item correlations $p < .01$
 ■ Inter-item correlations $p < .001$

Table A.
 Hierarchical Regression Analysis for Location 01

Continued, p. 2. ...

Item		Inter-Item Correlation (3)						N
(1)	(2)	Item Reference:						
		Suppl-a	Suppl-f	Suppl-g	Suppl-h	Suppl-i	Suppl-j	
Suppl-a	Encouragmnt to perform							178
Suppl-f	Salary	0.298						178
Suppl-g	Clarity guidelines/proc	0.308	0.291					178
Suppl-h	Indicating objectives	0.797	0.365	0.357				178
Suppl-i	Indicating priorities	0.754	0.372	0.334	0.808			178
Suppl-j	Delegating tasks	0.789	0.313	0.238	0.759	0.761		178
Suppl-k	Acknowledging contrib	0.779	0.288	0.252	0.716	0.672	0.707	178
Suppl-l	Performance feedback	0.574	0.244	0.249	0.579	0.544	0.512	178
Suppl-m	Defining pers strengths	0.644	0.354	0.424	0.627	0.579	0.549	178

Item		Inter-Item Correlation (3)			N
(1)	(2)	Item Reference:			
		Suppl-k	Suppl-l	Suppl-m	
Suppl-k	Acknowledging contrib				178
Suppl-l	Performance feedback	0.531			178
Suppl-m	Defining pers strengths	0.523	0.577		178

Notes:
 (1) Reference used
 (2) Abbreviated item; for a full overview of items refer to Appendix XLV
 (3) Significance levels of Inter-item correlations indicated in color:
 ■ Inter-item correlations $p < .05$
 ■ Inter-item correlations $p < .01$
 ■ Inter-item correlations $p < .001$

Table B.
 Hierarchical Regression Analysis for Location 02

Appendices

Continued, p. 3. ...

Item		Inter-Item Correlation (3)						N
(1)	(2)	Item Reference:						
		Suppl-a	Suppl-f	Suppl-g	Suppl-h	Suppl-i	Suppl-j	
Suppl-a	Encouragmnt to perform							94
Suppl-f	Salary	0.212						94
Suppl-g	Clarity guidelines/proc	0.481	0.269					94
Suppl-h	Indicating objectives	0.609	0.085	0.486				94
Suppl-i	Indicating priorities	0.743	0.119	0.497	0.754			94
Suppl-j	Delegating tasks	0.766	0.139	0.541	0.738	0.757		94
Suppl-k	Acknowledging contrib	0.792	0.235	0.428	0.508	0.670	0.689	94
Suppl-l	Performance feedback	0.707	0.201	0.430	0.582	0.749	0.634	94
Suppl-m	Defining pers strengths	0.680	0.092	0.330	0.531	0.693	0.633	94

Item		Inter-Item Correlation (3)			N
(1)	(2)	Item Reference:			
		Suppl-k	Suppl-l	Suppl-m	
Suppl-k	Acknowledging contrib				94
Suppl-l	Performance feedback	0.543			94
Suppl-m	Defining pers strengths	0.593	0.731		94

Notes:

(1) Reference used

(2) Abbreviated item; for a full overview of items refer to Appendix XLV

(3) Significance levels of Inter-item correlations indicated in color:

- Inter-item correlations $p < .05$
- Inter-item correlations $p < .01$
- Inter-item correlations $p < .001$

Table C.
Hierarchical Regression Analysis for Location 03

Appendix XLIX
 Regression of CAPTURED CONDITIONS on Extrinsic Technical Competencies
 Regression Analyses Research Sample
 Overview per location

Variables		Regression Analysis (3) (4)				
Ref.	Item	R ²	ΔR ²	F	β	t
(1)	(2)			(6)		(6)
1.	<u>Step 1: Technical Competency 1</u>	.112		14.49 ***		
	Suppl-f Salary				.22	3.26 ***
	Suppl-g Clarity guidelines/proc				.18	2.71 **
2.	<u>Step 2: Technical Competency 1 and 2</u>	.590	.478	82.14 ***		
	Suppl-f Salary				.07	1.57
	Suppl-g Clarity guidelines/proc				.04	.76
	Suppl-h Indicating objectives				.48	6.63 ***
	Suppl-i Indicating priorities				.29	4.16 ***
3.	<u>Step 3: Technical Competency 1, 2 and 3</u>	.675	.085	78.30 ***		
	Suppl-f Salary				.03	.60
	Suppl-g Clarity guidelines/proc				.05	1.14
	Suppl-h Indicating objectives				.26	3.71 ***
	Suppl-i Indicating priorities				.08	1.17
	Suppl-j Delegating tasks				.30	4.42 ***
	Suppl-k Acknowledging contrib				.25	4.21 ***
4.	<u>Step 4: Technical Competency 1, 2, 3 and 4</u>	.679	.004	59.25 ***		
	Suppl-f Salary				.02	.46
	Suppl-g Clarity guidelines/proc				.03	.65
	Suppl-h Indicating objectives				.26	3.64 ***
	Suppl-i Indicating priorities				.07	.94
	Suppl-j Delegating tasks				.29	4.27 ***
	Suppl-k Acknowledging contrib				.24	3.99 ***
	Suppl-l Performance feedback				.00	.01
	Suppl-m Defining pers strengths				.08	1.49

Notes:

- (1) Reference used
- (2) Abbreviated item; for a full overview of items refer to Appendix XLV
- (3) Data sample n = 233 with listwise deletion of missing values
- (4) Response variable: Suppl-a: Encouragement manager to perform
 Suppl-a is hierarchically regressed on variables Suppl-f to Suppl-m through Steps 1 to 4
- (5) R² = Multiple correlation coefficient ΔR² = Change statistic of R² F = F statistic of the regression analysis
 β = Standardized beta coefficient t = t statistic of the beta coefficient
- (6) * Statistic significant at the 0.05 level.
 ** Statistic significant at the 0.01 level.
 *** Statistic significant at the 0.001 level.

Table A.
 Hierarchical Regression Analysis for Location 01

Continued, p. 2. ...

Variables		Regression Analysis (3) (4)				
Ref.	Item	R ²	ΔR ²	F	β	t (5)
(1)	(2)			(6)		(6)
1.	<u>Step 1: Technical Competency 1</u>	.142		14.48 ***		
	Suppl-f Salary				.23	3.11 **
	Suppl-g Clarity guidelines/proc				.24	3.30 ***
2.	<u>Step 2: Technical Competency 1 and 2</u>	.670	.528	87.96 ***		
	Suppl-f Salary				-.02	-.48
	Suppl-g Clarity guidelines/proc				.01	.29
	Suppl-h Indicating objectives				.54	7.19 ***
	Suppl-i Indicating priorities				.32	4.26 ***
3.	<u>Step 3: Technical Competency 1, 2 and 3</u>	.765	.095	92.73 ***		
	Suppl-f Salary				-.03	-.75
	Suppl-g Clarity guidelines/proc				.04	.93
	Suppl-h Indicating objectives				.27	3.67 ***
	Suppl-i Indicating priorities				.12	1.68
	Suppl-j Delegating tasks				.28	4.28 ***
	Suppl-k Acknowledging contrib				.31	5.47 ***
4.	<u>Step 4: Technical Competency 1, 2, 3 and 4</u>	.780	.015	74.98 ***		
	Suppl-f Salary				-.05	-1.12
	Suppl-g Clarity guidelines/proc				.00	.08
	Suppl-h Indicating objectives				.21	2.91 **
	Suppl-i Indicating priorities				.10	1.45
	Suppl-j Delegating tasks				.26	4.08 ***
	Suppl-k Acknowledging contrib				.29	5.18 ***
	Suppl-l Performance feedback				.03	.64
	Suppl-m Defining pers strengths				.16	3.01 **

Notes:

- (1) Reference used
- (2) Abbreviated item; for a full overview of items refer to Appendix XLV
- (3) Data sample n = 178 with listwise deletion of missing values
- (4) Response variable: Suppl-a: Encouragement manager to perform
Suppl-a is hierarchically regressed on variables Suppl-f to Suppl-m through Steps 1 to 4
- (5) R² = Multiple correlation coefficient ΔR² = Change statistic of R² F = F statistic of the regression analysis
β = Standardized beta coefficient t = t statistic of the beta coefficient
- (6) * Statistic significant at the 0.05 level.
** Statistic significant at the 0.01 level.
*** Statistic significant at the 0.001 level.

Table B.
Hierarchical Regression Analysis for Location 02

Continued, p. 3. ...

Variables		Regression Analysis (3) (4)				
Ref.	Item	R ²	ΔR ²	F	β	t
(1)	(2)			(6)		(6)
1.	<u>Step 1: Technical Competency 1</u>	.239		14.26 ***		
	Suppl-f Salary				.09	.93
	Suppl-g Clarity guidelines/proc				.46	4.81 ***
2.	<u>Step 2: Technical Competency 1 and 2</u>	.580	.342	30.77 ***		
	Suppl-f Salary				.10	1.43
	Suppl-g Clarity guidelines/proc				.11	1.29
	Suppl-h Indicating objectives				.09	.81
	Suppl-i Indicating priorities				.61	5.69 ***
3.	<u>Step 3: Technical Competency 1, 2 and 3</u>	.742	.162	41.73 ***		
	Suppl-f Salary				.04	.67
	Suppl-g Clarity guidelines/proc				.02	.34
	Suppl-h Indicating objectives				-.01	-.05
	Suppl-i Indicating priorities				.23	2.30 *
	Suppl-j Delegating tasks				.29	2.82 **
	Suppl-k Acknowledging contrib				.43	5.21 ***
4.	<u>Step 4: Technical Competency 1, 2, 3 and 4</u>	.772	.030	36.06 ***		
	Suppl-f Salary				.02	.30
	Suppl-g Clarity guidelines/proc				.02	.38
	Suppl-h Indicating objectives				.00	.05
	Suppl-i Indicating priorities				.05	.46
	Suppl-j Delegating tasks				.23	2.39 *
	Suppl-k Acknowledging contrib				.41	5.23 ***
	Suppl-l Performance feedback				.22	2.50 **
	Suppl-m Defining pers strengths				.08	.92

Notes:

- (1) Reference used
 (2) Abbreviated item; for a full overview of items refer to Appendix XLV
 (3) Data sample n = 94 with listwise deletion of missing values
 (4) Response variable: Suppl-a: Encouragement manager to perform
 Suppl-a is hierarchically regressed on variables Suppl-f to Suppl-m through Steps 1 to 4
 (5) R² = Multiple correlation coefficient ΔR² = Change statistic of R² F = F statistic of the regression analysis
 β = Standardized beta coefficient t = t statistic of the beta coefficient
 (6) * Statistic significant at the 0.05 level.
 ** Statistic significant at the 0.01 level.
 *** Statistic significant at the 0.001 level.

Table C.
 Hierarchical Regression Analysis for Location 03

Appendices

Appendix L
*An Overview of Supplemental Items
 Regression Analyses Research Sample
 Intrinsic Attitudinal Competencies*

#	Ref.	Item	Scale
(1)	(2)	(3)	(4)
		<u>Captured Conditions</u>	
	Suppl-a	<i>I am very negative / very positive about the way in which my immediate manager encourages me to perform</i>	5
		<u>Intrinsic Attitudinal Competencies</u>	
1	Suppl-w	<i>I feel my immediate manager has no respect at all / a lot of respect for me</i>	7
2	Suppl-n	<i>I feel my immediate manager does not appreciate enough / highly appreciates my contribution</i>	7
	Suppl-o	<i>My immediate manager appreciates me; Not at all / very much so</i>	5
3	Suppl-x	<i>My immediate manager has a low level / a high level of trust in me</i>	7

Notes:

(1) Numbered Competency

(2) Reference used

(3) For reasons of brevity, explanatory texts included in the original questionnaire have been omitted

(4) Likert-scale used per item

For an overview of descriptive statistics refer to Appendix LI

Appendix LI
Descriptive Statistics of Supplemental Items
Regression Analyses Research Sample
Intrinsic Attitudinal Competencies

#	Ref.	Item	N	Mean	SD	Scale
(1)	(2)	(3)	(4)		(5)	(6)
		<u>Captured Conditions</u>				
		Suppl-a Encouragement manager to perform	527	3.64	0.86	5
		<u>Intrinsic Attitudinal Competencies</u>				
1	Suppl-w	Respect	527	5.30	1.21	7
2	Suppl-n	Appreciation contribution	527	5.14	1.31	7
	Suppl-o	Appreciation	527	3.83	0.80	5
3	Suppl-x	Trust	527	5.42	1.25	7

Notes:
 (1) Numbered Competency
 (2) Reference used
 (3) Abbreviated item; for a full overview of items refer to Appendix L
 (4) Respondents per item; as a result of listwise deletion of missing values data consists of an equal number of respondents per item
 (5) Standard Deviation following listwise deletion of missing values
 (6) Likert-scale

Appendix LII
Inter-item Correlation Matrix Supplemental Items
Regression Analyses Research Sample
Intrinsic Attitudinal Competencies

Item		Inter-Item Correlation (3)					N
(1)	(2)	Suppl-a	Suppl-w	Suppl-n	Suppl-o	Suppl-x	
Suppl-a	Encouragmnt to perform						527
Suppl-w	Respect	0.720					527
Suppl-n	Appreciation contribution	0.745	0.875				527
Suppl-o	Appreciation	0.671	0.770	0.753			527
Suppl-x	Trust	0.688	0.843	0.838	0.731		527

Notes:
 (1) Reference used
 (2) Abbreviated item; for a full overview of items refer to Appendix L
 (3) Significance levels of Inter-item correlations indicated in color:
 ■ Inter-item correlations $p < .05$
 ■ Inter-item correlations $p < .01$
 ■ Inter-item correlations $p < .001$

Appendix LIII
Inter-item Correlation Matrix Supplemental Items
Regression Analyses Research Sample
Intrinsic Attitudinal Competencies - Overview per location

Item		Inter-Item Correlation (3)					N
(1)	(2)	Suppl-a	Suppl-w	Suppl-n	Suppl-o	Suppl-x	
Suppl-a	Encouragmnt to perform						240
Suppl-w	Respect	0.650					240
Suppl-n	Appreciation contribution	0.754	0.855				240
Suppl-o	Appreciation	0.641	0.714	0.715			240
Suppl-x	Trust	0.625	0.796	0.816	0.703		240

Notes:
 (1) Reference used
 (2) Abbreviated item; for a full overview of items refer to Appendix L
 (3) Significance levels of Inter-item correlations indicated in color:
 ■ Inter-item correlations $p < .05$
 ■ Inter-item correlations $p < .01$
 ■ Inter-item correlations $p < .001$

Table A.
 Hierarchical Regression Analysis for Location 01

Appendices

Continued, p. 2. ...

Item		Inter-Item Correlation (3)					N
(1)	(2)	Item Reference:					
		Suppl-a	Suppl-w	Suppl-n	Suppl-o	Suppl-x	
Suppl-a	Encouragmnt to perform						183
Suppl-w	Respect	0.745					183
Suppl-n	Appreciation contribution	0.715	0.910				183
Suppl-o	Appreciation	0.671	0.795	0.793			183
Suppl-x	Trust	0.722	0.888	0.874	0.743		183

Notes:

(1) Reference used

(2) Abbreviated item; for a full overview of items refer to Appendix L

(3) Significance levels of Inter-item correlations indicated in color:

□ Inter-item correlations $p < .05$

■ Inter-item correlations $p < .01$

■ Inter-item correlations $p < .001$

Table B.
Hierarchical Regression Analysis for Location 02

Continued, p. 3. ...

Item		Inter-Item Correlation (3)					N
(1)	(2)	Item Reference:					
		Suppl-a	Suppl-w	Suppl-n	Suppl-o	Suppl-x	
Suppl-a	Encouragmnt to perform						104
Suppl-w	Respect	0.807					104
Suppl-n	Appreciation contribution	0.779	0.834				104
Suppl-o	Appreciation	0.718	0.827	0.735			104
Suppl-x	Trust	0.747	0.847	0.803	0.757		104

Notes:

- (1) Reference used
- (2) Abbreviated item; for a full overview of items refer to Appendix L
- (3) Significance levels of Inter-item correlations indicated in color:
 - ◻ Inter-item correlations $p < .05$
 - ◻ Inter-item correlations $p < .01$
 - ◻ Inter-item correlations $p < .001$

Table C.
Hierarchical Regression Analysis for Location 03

Appendix LIV
 Regression of CAPTURED CONDITIONS on Intrinsic Attitudinal Competencies
 Regression Analyses Research Sample
 Overview per location

Variables		Regression Analysis (3) (4)				
Ref.	Item	R ²	ΔR ²	F	β	t (5)
(1)	(2)			(6)		(6)
1.	<u>Step 1: Attitudinal Competency 1</u> Suppl-w Respect	.422		174.10 ***	.65	13.20 ***
2.	<u>Step 2: Attitudinal Competency 1 and 2</u> Suppl-w Respect Suppl-n Appreciation contribution Suppl-o Appreciation	.591	.169	113.79 ***	-.07 .65 .22	-.80 7.78 *** 3.58 ***
3.	<u>Step 3: Attitudinal Competency 1, 2 and 3</u> Suppl-w Respect Suppl-n Appreciation contribution Suppl-o Appreciation Suppl-x Trust	.592	.000	85.11 ***	-.06 .67 .23 -.04	-.65 7.38 *** 3.59 *** -.46

Notes:
 (1) Reference used
 (2) Abbreviated item; for a full overview of items refer to Appendix L
 (3) Data sample n = 240 with listwise deletion of missing values
 (4) Response variable: Suppl-a: Encouragement manager to perform
 Suppl-a is hierarchically regressed on variables Suppl-w, Suppl-n, Suppl-o and Suppl-x through Steps 1 to 3
 (5) R² = Multiple correlation coefficient ΔR² = Change statistic of R² F = F statistic of the regression analysis
 β = Standardized beta coefficient t = t statistic of the beta coefficient
 (6) * Statistic significant at the 0.05 level.
 ** Statistic significant at the 0.01 level.
 *** Statistic significant at the 0.001 level.

Table A.
 Hierarchical Regression Analysis for Location 01

Continued, p. 2. ...

Variables		Regression Analysis (3) (4)				
Ref.	Item	R ²	ΔR ²	F	β	t (5)
(1)	(2)			(6)		(6)
1.	<u>Step 1: Attitudinal Competency 1</u>	.554		225.09 ***		
	Suppl-w Respect				.75	15.00 ***
2.	<u>Step 2: Attitudinal Competency 1 and 2</u>	.575	.020	80.61 ***		
	Suppl-w Respect				.46	3.78 ***
	Suppl-n Appreciation contribution				.14	1.17
	Suppl-o Appreciation				.19	2.25 *
3.	<u>Step 3: Attitudinal Competency 1, 2 and 3</u>	.585	.010	62.76 ***		
	Suppl-w Respect				.34	2.50 *
	Suppl-n Appreciation contribution				.06	.44
	Suppl-o Appreciation				.18	2.19 *
	Suppl-x Trust				.24	2.12 *

Notes:

(1) Reference used

(2) Abbreviated item; for a full overview of items refer to Appendix L

(3) Data sample n = 183 with listwise deletion of missing values

(4) Response variable: Suppl-a: Encouragement manager to perform

Suppl-a is hierarchically regressed on variables Suppl-w, Suppl-n, Suppl-o and Suppl-x through Steps 1 to 3

(5) R² = Multiple correlation coefficient ΔR² = Change statistic of R² F = F statistic of the regression analysis

β = Standardized beta coefficient t = t statistic of the beta coefficient

(6) * Statistic significant at the 0.05 level.

** Statistic significant at the 0.01 level.

*** Statistic significant at the 0.001 level.

Table B.
Hierarchical Regression Analysis for Location 02

Continued, p. 3. ...

Variables		Regression Analysis (3) (4)				
Ref.	Item	R^2	ΔR^2	F	β	t (5)
(1)	(2)			(6)		(6)
1.	<u>Step 1: Attitudinal Competency 1</u>	.652		190.97 ***		
	Suppl-w Respect				.81	13.82 ***
2.	<u>Step 2: Attitudinal Competency 1 and 2</u>	.692	.040	75.00 ***		
	Suppl-w Respect				.44	3.59 ***
	Suppl-n Appreciation contribution				.33	3.25 **
	Suppl-o Appreciation				.11	1.12
3.	<u>Step 3: Attitudinal Competency 1, 2 and 3</u>	.695	.003	56.35 ***		
	Suppl-w Respect				.39	2.91 **
	Suppl-n Appreciation contribution				.30	2.81 **
	Suppl-o Appreciation				.10	.97
	Suppl-x Trust				.10	.90

Notes:

(1) Reference used

(2) Abbreviated item; for a full overview of items refer to Appendix L

(3) Data sample n = 104 with listwise deletion of missing values

(4) Response variable: Suppl-a: Encouragement manager to perform

Suppl-a is hierarchically regressed on variables Suppl-w, Suppl-n, Suppl-o and Suppl-x through Steps 1 to 3

(5) R^2 = Multiple correlation coefficient ΔR^2 = Change statistic of R^2 F = F statistic of the regression analysis

β = Standardized beta coefficient t = t statistic of the beta coefficient

(6) * Statistic significant at the 0.05 level.

** Statistic significant at the 0.01 level.

*** Statistic significant at the 0.001 level.

Table C.
Hierarchical Regression Analysis for Location 03

Appendix LV
An Overview of Supplemental Items
Regression Analyses Research Sample
Intrinsic Technical Competencies

#	Ref.	Item	Scale
(1)	(2)	(3)	(4)
		<u>Captured Conditions</u>	
	Suppl-a	<i>I am very negative / very positive about the way in which my immediate manager encourages me to perform</i>	5
		<u>Intrinsic Technical Competencies</u>	
1	Suppl-p	<i>I am very negative / very positive about how my immediate manager listens to me</i>	5
	Suppl-q	<i>My immediate manager shows an interest in me: Not at all / very much so</i>	5
	Suppl-r	<i>I feel my immediate manager understands me: Not at all / very much so</i>	5
2	Suppl-s	<i>My immediate manager encourages me to reflect upon my performance: Not at all / very much so</i>	5
3	Suppl-t	<i>I am very negative / very positive about the way my immediate manager is open to my suggestions</i>	5
	Suppl-u	<i>My immediate manager is there for me when I need him / her: Not at all / very much so</i>	5
4	Suppl-v	<i>In my department, agreements are adhered to: No, not at all / yes, very much so</i>	5

Notes:

(1) Numbered Competency

(2) Reference used

(3) For reasons of brevity, explanatory texts included in the original questionnaire have been omitted

(4) Likert-scale used per item

For an overview of descriptive statistics refer to Appendix LVI

Appendix LVI
Descriptive Statistics of Supplemental Items
Regression Analyses Research Sample
Intrinsic Technical Competencies

#	Ref.	Item	N	Mean	SD	Scale
(1)	(2)	(3)	(4)		(5)	(6)
		<u>Captured Conditions</u>				
		Suppl-a Encouragement manager to perform	528	3.65	0.86	5
		<u>Intrinsic Technical Competencies</u>				
1	Suppl-p	Listening	528	3.78	0.94	5
	Suppl-q	Expressing interest	528	3.74	0.85	5
	Suppl-r	Understanding	528	3.73	0.88	5
2	Suppl-s	Encouraging reflection	528	3.61	0.89	5
3	Suppl-t	Receptive for suggestions	528	3.77	0.89	5
	Suppl-u	Supportive when needed	528	3.82	0.90	5
4	Suppl-v	Adhering to agreements	528	3.52	0.98	5

Notes:

(1) Numbered Competency

(2) Reference used

(3) Abbreviated item; for a full overview of items refer to Appendix LV

(4) Respondents per item; as a result of listwise deletion of missing values data consists of an equal number of respondents per item

(5) Standard Deviation following listwise deletion of missing values

(6) Likert-scale

Appendix LVII
Inter-item Correlation Matrix Supplemental Items
Regression Analyses Research Sample
Intrinsic Technical Competencies

Item		Inter-Item Correlation (3)						N
(1)	(2)	Item Reference:						
		Suppl-a	Suppl-p	Suppl-q	Suppl-r	Suppl-s	Suppl-t	
Suppl-a	Encouragmnt to perform							528
Suppl-p	Listening	0.697						528
Suppl-q	Expressing interest	0.685	0.733					528
Suppl-r	Understanding	0.737	0.746	0.760				528
Suppl-s	Encouraging reflection	0.646	0.594	0.623	0.677			528
Suppl-t	Receptive for suggestions	0.711	0.799	0.668	0.702	0.579		528
Suppl-u	Supportive when needed	0.622	0.661	0.715	0.783	0.592	0.621	528
Suppl-v	Adhering to agreements	0.397	0.382	0.368	0.373	0.359	0.386	528

Item		Inter-Item Correlation (3)		N
(1)	(2)	Item Reference:		
		Suppl-u	Suppl-v	
Suppl-u	Supportive when needed			528
Suppl-v	Adhering to agreements	0.325		528

Notes:
 (1) Reference used
 (2) Abbreviated item; for a full overview of items refer to Appendix LV
 (3) Significance levels of Inter-item correlations indicated in color:
 ■ Inter-item correlations $p < .05$
 ■ Inter-item correlations $p < .01$
 ■ Inter-item correlations $p < .001$

Appendix LVIII
*Inter-item Correlation Matrix Supplemental Items
 Regression Analyses Research Sample
 Intrinsic Technical Competencies - Overview per location*

Item		Inter-Item Correlation (3)						N
(1)	(2)	Item Reference:						
		Suppl-a	Suppl-p	Suppl-q	Suppl-r	Suppl-s	Suppl-t	
Suppl-a	Encouragmnt to perform							240
Suppl-p	Listening	0.710						240
Suppl-q	Expressing interest	0.655	0.711					240
Suppl-r	Understanding	0.727	0.752	0.776				240
Suppl-s	Encouraging reflection	0.621	0.626	0.648	0.681			240
Suppl-t	Receptive for suggestions	0.688	0.816	0.652	0.730	0.602		240
Suppl-u	Supportive when needed	0.622	0.695	0.749	0.809	0.591	0.698	240
Suppl-v	Adhering to agreements	0.328	0.353	0.316	0.319	0.266	0.363	240

Item		Inter-Item Correlation (3)		N
(1)	(2)	Item Reference:		
		Suppl-u	Suppl-v	
Suppl-u	Supportive when needed			240
Suppl-v	Adhering to agreements	0.348		240

Notes:
 (1) Reference used
 (2) Abbreviated item; for a full overview of items refer to Appendix LV
 (3) Significance levels of Inter-item correlations indicated in color:
 ■ Inter-item correlations $p < .05$
 ■ Inter-item correlations $p < .01$
 ■ Inter-item correlations $p < .001$

Table A.
 Hierarchical Regression Analysis for Location 01

Continued, p. 2. ...

Item		Inter-Item Correlation (3)						N
(1)	(2)	Item Reference:						
		Suppl-a	Suppl-p	Suppl-q	Suppl-r	Suppl-s	Suppl-t	
Suppl-a	Encouragmnt to perform							184
Suppl-p	Listening	0.658						184
Suppl-q	Expressing interest	0.713	0.742					184
Suppl-r	Understanding	0.730	0.735	0.745				184
Suppl-s	Encouraging reflection	0.638	0.586	0.608	0.666			184
Suppl-t	Receptive for suggestions	0.719	0.787	0.663	0.656	0.541		184
Suppl-u	Supportive when needed	0.619	0.644	0.693	0.747	0.603	0.555	184
Suppl-v	Adhering to agreements	0.398	0.341	0.391	0.373	0.422	0.357	184

Item		Inter-Item Correlation (3)		N
(1)	(2)	Item Reference:		
		Suppl-u	Suppl-v	
Suppl-u	Supportive when needed			184
Suppl-v	Adhering to agreements	0.283		184

Notes:
 (1) Reference used
 (2) Abbreviated item; for a full overview of items refer to Appendix LV
 (3) Significance levels of Inter-item correlations indicated in color:
 ■ Inter-item correlations $p < .05$
 ■ Inter-item correlations $p < .01$
 ■ Inter-item correlations $p < .001$

Table B.
 Hierarchical Regression Analysis for Location 02

Appendices

Continued, p. 3. ...

Item		Inter-Item Correlation (3)						N
(1)	(2)	Suppl-a	Suppl-p	Suppl-q	Suppl-r	Suppl-s	Suppl-t	
Suppl-a	Encouragmnt to perform							104
Suppl-p	Listening	0.745						104
Suppl-q	Expressing interest	0.682	0.765					104
Suppl-r	Understanding	0.764	0.746	0.742				104
Suppl-s	Encouraging reflection	0.718	0.545	0.615	0.698			104
Suppl-t	Receptive for suggestions	0.730	0.770	0.698	0.729	0.616		104
Suppl-u	Supportive when needed	0.625	0.603	0.672	0.800	0.581	0.574	104
Suppl-v	Adhering to agreements	0.520	0.525	0.360	0.468	0.483	0.456	104

Item		Inter-Item Correlation (3)		N
(1)	(2)	Suppl-u	Suppl-v	
Suppl-u	Supportive when needed			104
Suppl-v	Adhering to agreements	0.337		104

Notes:
 (1) Reference used
 (2) Abbreviated item; for a full overview of items refer to Appendix LV
 (3) Significance levels of Inter-item correlations indicated in color:
 ■ Inter-item correlations $p < .05$
 ■ Inter-item correlations $p < .01$
 ■ Inter-item correlations $p < .001$

Table C.
 Hierarchical Regression Analysis for Location 03

Appendix LIX
 Regression of CAPTURED CONDITIONS on Intrinsic Technical Competencies
 Regression Analyses Research Sample
 Overview per location

Variables		Regression Analysis (3) (4)				
Ref.	Item	R ²	ΔR ²	F	β	t
(1)	(2)			(6)		(6)
1.	<u>Step 1: Technical Competency 1</u>	.595		115.60 ***		
	Suppl-p Listening				.34	5.17 ***
	Suppl-q Expressing interest				.12	1.72
	Suppl-r Understanding				.38	5.13 ***
2.	<u>Step 2: Technical Competency 1 and 2</u>	.606	.011	90.35 ***		
	Suppl-p Listening				.31	4.72 ***
	Suppl-q Expressing interest				.08	1.20
	Suppl-r Understanding				.33	4.29 ***
	Suppl-s Encouraging reflection				.15	2.55 *
3.	<u>Step 3: Technical Competency 1, 2 and 3</u>	.616	.010	62.28 ***		
	Suppl-p Listening				.21	2.68 **
	Suppl-q Expressing interest				.10	1.38
	Suppl-r Understanding				.32	3.72 ***
	Suppl-s Encouraging reflection				.14	2.34 *
	Suppl-t Receptive for suggestions				.18	2.42 *
	Suppl-u Supportive when needed				-.06	-.83
4.	<u>Step 4: Technical Competency 1, 2, 3 and 4</u>	.618	.002	53.60 ***		
	Suppl-p Listening				.21	2.61 **
	Suppl-q Expressing interest				.10	1.34
	Suppl-r Understanding				.32	3.75 ***
	Suppl-s Encouraging reflection				.14	2.33 *
	Suppl-t Receptive for suggestions				.17	2.31 *
	Suppl-u Supportive when needed				-.07	-.93
	Suppl-v Adhering to agreements				.05	1.09

Notes:

- (1) Reference used
- (2) Abbreviated item; for a full overview of items refer to Appendix LV
- (3) Data sample n = 240 with listwise deletion of missing values
- (4) Response variable: Suppl-a: Encouragement manager to perform
 Suppl-a is hierarchically regressed on variables Suppl-p to Suppl-v through Steps 1 to 4
- (5) R² = Multiple correlation coefficient ΔR² = Change statistic of R² F = F statistic of the regression analysis
 β = Standardized beta coefficient t = t statistic of the beta coefficient
- (6) * Statistic significant at the 0.05 level.
 ** Statistic significant at the 0.01 level.
 *** Statistic significant at the 0.001 level.

Table A.
 Hierarchical Regression Analysis for Location 01

Continued, p. 2. ...

Variables		Regression Analysis (3) (4)				
Ref.	Item	R ²	ΔR ²	F	β	t
(1)	(2)			(6)		(6)
1.	<u>Step 1: Technical Competency 1</u>	.603		91.19 ***		
	Suppl-p Listening				.13	1.67
	Suppl-q Expressing interest				.33	4.17 ***
	Suppl-r Understanding				.39	5.11 ***
2.	<u>Step 2: Technical Competency 1 and 2</u>	.624	.020	74.12 ***		
	Suppl-p Listening				.10	1.37
	Suppl-q Expressing interest				.29	3.71 ***
	Suppl-r Understanding				.31	3.87 ***
	Suppl-s Encouraging reflection				.20	3.11 **
3.	<u>Step 3: Technical Competency 1, 2 and 3</u>	.677	.053	61.79 ***		
	Suppl-p Listening				-.13	-1.59
	Suppl-q Expressing interest				.24	3.19 **
	Suppl-r Understanding				.27	3.30 ***
	Suppl-s Encouraging reflection				.17	2.85 **
	Suppl-t Receptive for suggestions				.39	5.40 ***
	Suppl-u Supportive when needed				.02	.35
4.	<u>Step 4: Technical Competency 1, 2, 3 and 4</u>	.678	.002	53.03 ***		
	Suppl-p Listening				-.13	-1.55
	Suppl-q Expressing interest				.23	3.05 **
	Suppl-r Understanding				.26	3.24 ***
	Suppl-s Encouraging reflection				.16	2.57 *
	Suppl-t Receptive for suggestions				.38	5.30 ***
	Suppl-u Supportive when needed				.03	.43
	Suppl-v Adhering to agreements				.04	.92

Notes:

- (1) Reference used
- (2) Abbreviated item; for a full overview of items refer to Appendix LV
- (3) Data sample n = 184 with listwise deletion of missing values
- (4) Response variable: Suppl-a: Encouragement manager to perform
Suppl-a is hierarchically regressed on variables Suppl-p to Suppl-v through Steps 1 to 4
- (5) R² = Multiple correlation coefficient ΔR² = Change statistic of R² F = F statistic of the regression analysis
β = Standardized beta coefficient t = t statistic of the beta coefficient
- (6) * Statistic significant at the 0.05 level.
** Statistic significant at the 0.01 level.
*** Statistic significant at the 0.001 level.

Table B.
Hierarchical Regression Analysis for Location 02

Continued, p. 3. ...

Variables		Regression Analysis (3) (4)				
Ref.	Item	R ²	ΔR ²	F	β	t
(1)	(2)			(6)		(6)
1.	<u>Step 1: Technical Competency 1</u>	.656		63.50 ***		
	Suppl-p Listening				.35	3.52 ***
	Suppl-q Expressing interest				.09	.90
	Suppl-r Understanding				.44	4.53 ***
2.	<u>Step 2: Technical Competency 1 and 2</u>	.713	.057	61.53 ***		
	Suppl-p Listening				.37	4.06 ***
	Suppl-q Expressing interest				.01	.06
	Suppl-r Understanding				.24	2.47 *
	Suppl-s Encouraging reflection				.34	4.45 ***
3.	<u>Step 3: Technical Competency 1, 2 and 3</u>	.721	.008	41.79 ***		
	Suppl-p Listening				.31	3.03 **
	Suppl-q Expressing interest				-.01	-.15
	Suppl-r Understanding				.20	1.65
	Suppl-s Encouraging reflection				.32	4.04 ***
	Suppl-t Receptive for suggestions				.15	1.65
	Suppl-u Supportive when needed				.02	.23
4.	<u>Step 4: Technical Competency 1, 2, 3 and 4</u>	.724	.003	35.97 ***		
	Suppl-p Listening				.27	2.56 *
	Suppl-q Expressing interest				.00	.04
	Suppl-r Understanding				.19	1.58
	Suppl-s Encouraging reflection				.29	3.61 ***
	Suppl-t Receptive for suggestions				.15	1.64
	Suppl-u Supportive when needed				.03	.28
	Suppl-v Adhering to agreements				.07	1.00

Notes:

(1) Reference used

(2) Abbreviated item; for a full overview of items refer to Appendix LV

(3) Data sample n = 104 with listwise deletion of missing values

(4) Response variable: Suppl-a: Encouragement manager to perform

Suppl-a is hierarchically regressed on variables Suppl-p to Suppl-v through Steps 1 to 4

(5) R² = Multiple correlation coefficient ΔR² = Change statistic of R² F = F statistic of the regression analysis

β = Standardized beta coefficient t = t statistic of the beta coefficient

(6) * Statistic significant at the 0.05 level.

** Statistic significant at the 0.01 level.

*** Statistic significant at the 0.001 level.

Table C.
Hierarchical Regression Analysis for Location 03

Appendix LX *An Abbreviated Overview of the Analysis of Instruments*

The dissertation aims at providing insights into the Process of Motivation, to unveil elementary processes involved in addressing Motivation.

In a series of Fundamental Assumptions, the complex interaction of one person influencing the other was reduced to an Actor-Intervener addressing a Process of Motivation within an Individual through a Process of Interference.

The Process of Interference was assumed to be sequential, and to consist of three Determinants: Conditions, necessary for an Intervention to occur within a Process of Motivation, Competencies enabling these Conditions, and Instruments that provide the means for these Competencies to take effect on these enabling Conditions. An inductive inference was to lead to a description of these Determinants, and outcomes observed within the context of results obtained from literature supplemented by empirical research provided in this dissertation.

Appendix LX is to provide a summary of the inductive inference leading to the identification of Instruments.

In the analysis of Instruments a restriction is made aimed only at inference of an instrumentation enabling Intrinsic Intervention Competencies.

The overview consists of two Sections:

- *Section A: containing 'Assumptions for an Analysis of Instruments'*
- *Section B: providing 'An Analysis of Instruments'*

For an overview of the inductive analysis leading to the definition of Instruments reference is made to an overview that is to appear in literature¹.

¹ M.A. Mennes. (2019, *to be published*). Instruments in Management of Motivation. *The Internal Series on Motivation, Part VI*. Amsterdam: Amsterdam University Press.

Section A
Assumptions for an Analysis of Instruments

Preceding the analysis a number of additional Assumptions are to restrict the Stage of Observation from which the Process of Interference, in its constituent Determinants is to be analyzed.

In the inductive inference leading to defining an adequate Instrument enabling the Competencies initiating the Conditions within this Process of Interference, following Assumptions are presented structuring Section A:

- *Assumptions on Defining the Stage of Observation are presented in Section A.1.*
- *Assumptions on Restricting the Stage of Observation are presented in Section A.2.*
- *Attributes defining the outcome of the Stage of Observation are presented in Section A.3.*
- *Conclusions are presented in Section A.4.*

A.1. Defining the Stage of Observation
A Choice in Perspective

Initially, in the analysis of the Process of Motivation, the concept of Perspective was introduced. In defining the stage of observation, it was found in Appendix I, Section A.1.1. and Section A.1.2., that a substantial number of different Perspectives applied, each highlighting a different aspect of the Process.

With reference to Appendix XXIV, Section A.1.2., from all eight available options, it was assumed that for an analysis of the Process of Interference the Perspective of the Actor-Intervener was to be chosen. Four options in Perspectives were relevant. From these, based on the Problem Statement defined in Chapter 2.5, the Observed Perspective of the Individual 'as should be' or the 'β-Perspective Soll-State' was chosen.

For an analysis of Instruments, it is assumed that a same rationale applies.

A.2. Restricting the Stage of Observation

A.2.1. Restricting the Stage of Observation: Demarcating Relevant Area's

The 'β-Perspective Soll-State' observes the Individual from a viewpoint of how an Instrument should address the Process of Motivation as Perceived by an Actor-Intervener. In this choice of Perspective no Actor-related opinions, or intentions, or 'meta-evaluative' considerations on these intentions are considered to be relevant.

The intention is to change the Process of Motivation towards a desired state as defined by the Actor-Intervener. Within the choice made for an Intrinsic Modality in Management of Motivation, the desired state as defined by an Actor-Intervener is expressed by supreme autonomy to the Individual in expressing a Goal, or objective, an Effort and in evaluating the outcomes in terms of objective and subjective assessments. Control is minimal, with Productivity assumed to be maximal.

This Perception of a desired state defined by a complete autonomy is to be reflected in an Instrument that is to facilitate the Competencies defined in Chapter 7.2.2., in Appendix XXXIV, Section B.2., and in Mennes (2016, *in press*), notably in Chapter 9.3.2., to initiate Conditions that would address the Process of Motivation within an Individual towards this desired state. In short, we are to describe the Instruments that are to facilitate Competencies inducing change as desired by an Actor-Intervener.

A number of additional Assumptions are needed in order to isolate an Instrumentation that optimally meets these intentions.

A first step in defining the Instrumentation is to isolate and determine the setting wherein the Competencies, as defined within an Intrinsic Modality of Intervention, could be expressed to their full potential. This optimal setting is to be traced and analyzed and will provide, in turn, insights into the Instrumentation needed, as an enabling framework, to obtain such a setting.

A.2.2. Restricting the Stage of Observation: Conceptualizing Properties of an Optimal Setting

If we are to define Instruments that are to facilitate the Competencies necessary to optimally enable Conditions for an Intervention to occur in the Process of Motivation, a first step consists of analyzing an optimal setting that is assumed to be most favorable for these Intrinsic Competencies.

A number of previous Fundamental Assumptions, notably made in Chapter 2.3.1., restrict the setting in which the Intrinsic Intervention Competencies are to be expressed. The setting is to be confined to a unidirectional Interaction of an Actor-Intervener addressing an Individual. Thus, the Instrument is not to be aimed at groups, and will not make use of media used to address the Individual through indirect means, e.g. by social

media, by e-mail or through Intra-, or Internet. The setting is previously defined as a direct unidirectional Interaction.

Within these pre-confined boundaries, the analysis of an optimal setting is assumed to include the following four so-called 'Properties':

- *Specification*: a definition of tools, techniques or utilities that enable a specific Intrinsic Intervention Competency to be expressed;
- *Organization*: a definition of structures or procedures that enable a specific Intrinsic Intervention Competency to be deployed;
- *Valuation*: a definition of means, or measures that enable a specific Intrinsic Intervention Competency to be examined and evaluated in its effects;
- *Preservation*: a definition of means, or measures that enable a specific Intrinsic Intervention Competency to be measured, tested and secured.

It is assumed that when each of these four Properties is most favorable for each of the Intrinsic Competencies, an optimal setting has been achieved.

Following the assessment of an optimal setting, characteristics and properties are to be defined for an Instrumentation enabling such an optimal setting.

Two distinct Intrinsic Intervention Competencies are to be observed in the analysis for an optimal Instrumentation:

- Intrinsic Attitudinal Competencies: Competencies aimed at initiating Perceived Support;
- Intrinsic Technical Competencies: Competencies aimed at facilitating a Match in Mutual Perceptions.

A.2.3. Restricting the Stage of Observation: Conceptualizing Intrinsic Attitudinal Instruments

In defining an adequate Instrumentation that is to facilitate Intrinsic Competencies, a first step consisted of analyzing an optimal setting assumed to be most favorable for these Intrinsic Competencies. The analysis was to include four Properties, defining in each the appropriate qualities for obtaining an optimal setting.

In a subsequent step the Instrumentation is defined enabling these qualities for each Property, so that an optimal setting for Intrinsic Competencies is obtained.

As stated in Chapter 2.3.2., an Instrument is a Determinant within the Process of Interference that is assumed theoretically to contain specific characteristics, or properties in its design that facilitate a Competency, which, in turn, could initiate the Conditions enabling an effect to occur within the Process of Motivation.

It is assumed the Instrument is to facilitate a Competency by creating an optimal setting defined in four distinct Properties. It follows, that if we are to define the Instruments that would facilitate Intrinsic Competencies, we are to define the specific

characteristics, or properties in its design that enable the occurrence of an optimal setting in its four distinct Properties.

From this Assumption, we can conceptualize the outcome of the analysis of Instruments.

We are to define characteristics, or properties in Instruments that enable the occurrence of an optimal setting, in its distinct Properties: Specification, Organization, Valuation and Preservation, thus facilitating Intrinsic Competencies, which, in turn, could initiate Conditions for an effect to occur within the Process of Motivation.

Following the distinction made into Attitudinal and Technical Competencies, an analysis of Instruments can be conceptualized as follows: We are to define characteristics, or properties in Instruments that enable the occurrence of an optimal setting in Specification, Organization, Valuation and Preservation, as observed for each of the three Intrinsic Attitudinal Competencies:

- An Attitudinal Competency 'Respect'
- An Attitudinal Competency 'Dignity'
- An Attitudinal Competency 'Trust'

These specific characteristics, or properties, in Instruments that are assumed to facilitate Intrinsic Attitudinal Competencies, will be referred to henceforth as 'Intrinsic Attitudinal Instruments'.

A.2.4. Restricting the Stage of Observation: Conceptualizing Intrinsic Technical Instruments

In parallel, and following the Assumptions set forth in Section A.2.3., we can conceptualize the outcome of the analysis of Instruments as obtained for the Intrinsic Technical Competencies.

We are to define characteristics, or properties in Instruments that enable the occurrence of an optimal setting in Specification, Organization, Valuation and Preservation, as observed for each of the four Intrinsic Technical Competencies:

- A Technique of Clarifying Intrinsic Preconditions
- A Technique of Clarifying Intrinsic Outcomes
- A Technique of Providing Passive Assistance
- A Technique of Providing Passive Feedback

These specific characteristics, or properties, in Instruments that are thus to facilitate Intrinsic Technical Competencies, will be referred to henceforth as 'Intrinsic Technical Instruments'.

A.3. Defining the Outcome from the Stage of Observation Attributes

The analysis in Section B. is to generate specific results, or 'Attributes' defined earlier in Chapter 1.6.

In the Assumption that an Instrument is to facilitate a Competency by creating an optimal setting, we are to define the characteristics, or properties in Instruments that enable the occurrence of such an optimal setting.

In order, then, to identify these characteristics within the constraints defined by subsequent Assumptions, these Instruments,

- ... are to be analyzed within the four distinct Properties defined as: Specification, Organization, Valuation and Preservation,*
- ... in conjunction with each specific Competency, both Intrinsic Attitudinal and Intrinsic Technical,*
- ... by observing characteristics, or properties in the design of these Instruments that would create an optimal setting facilitating these Competencies, which, in turn, would initiate the Conditions enabling an effect to occur within the Process of Motivation.*

As a result, then, following Attributes must be obtained from the analysis of Instruments:

- The analysis must provide insights by means of an analysis of Instruments that are assumed to contain specific characteristics, or properties in their design that facilitate a Competency, which, in turn, initiate the Conditions enabling an effect to occur within the Process of Motivation.*
- The analysis must identify which distinct characteristics in these Instruments are essential in creating an optimal setting, defined according to four Properties: Specification, Organization, Valuation and Preservation*
- Within these four Properties, the analysis must identify distinct characteristics, or properties within Instruments that are facilitating both the three Intrinsic Attitudinal Competencies, and the four Intrinsic Technical Competencies*
- The analysis must ultimately provide insights, into the characteristics, or properties, in the design of Instruments that are best suited to facilitate Competencies, which, in turn, can optimally initiate the Conditions for addressing Motivation.*

When these Attributes are met, it is assumed the analysis in the inductive inference has provided theoretical insights in the Instruments that are assumed to provide an optimal setting facilitating Competencies and enabling Conditions that were found to be essential for Interference in the Process of Motivation.

A.4. Conclusions

Following the earlier 'Shift in Perspective' towards the Actor-Intervener with the intention to change the process towards a desired state, a number of further Assumptions were made preceding the final inductive analysis of Instruments in the Process of Interference.

It was assumed that a first step in defining the Instrumentation was to isolate and determine the setting wherein the Competencies, as defined within an Intrinsic Modality of Intervention, could be expressed to their full potential. We were to define the characteristics, or properties in Instruments that enable the occurrence of such an optimal setting.

Within these pre-confined boundaries, the analysis of an optimal setting was assumed to include the following four so-called 'Properties':

- Specification: a definition of tools, techniques or utilities that enable a specific Intrinsic Intervention Competency to be expressed;*
- Organization: a definition of structures or procedures that enable a specific Intrinsic Intervention Competency to be deployed;*
- Valuation: a definition of means, or measures that enable a specific Intrinsic Intervention Competency to be examined and evaluated in its effects;*
- Preservation: a definition of means, or measures that enable a specific Intrinsic Intervention Competency to be measured, tested and secured.*

It was assumed that when each of these four Properties was most favorable for each of the Intrinsic Competencies, an optimal setting would have been achieved.

Two distinct Intrinsic Intervention Competencies were to be observed in the analysis for an optimal Instrumentation:

- Intrinsic Attitudinal Competencies: the analysis was to define characteristics, or properties in Instruments that enable the occurrence of an optimal setting in Specification, Organization, Valuation and Preservation, as observed for each of the three Intrinsic Attitudinal Competencies:*
- Intrinsic Technical Competencies: the analysis was to define characteristics, or properties in Instruments that enable the occurrence of an optimal setting in Specification, Organization, Valuation and Preservation, as observed for each of the four Intrinsic Technical Competencies:*

For the analysis specific requirements, or Attributes, were defined. In meeting these Attributes, it was assumed the analysis in the inductive inference would have provided a successful identification of Instruments essential for Interference in the Process of Motivation.

Section B
An Analysis of Instruments

Based on the Assumptions made in Section A, an inductive inference is made leading to defining an adequate Instrument enabling the Competencies initiating the Conditions within the Process of Interference, to adequately address the Process of Motivation.

For each of the four Properties, an analysis is made of both Intrinsic Attitudinal Competencies and Intrinsic Technical Competencies, of their most favorable status, followed by an analysis of characteristics, or properties in Instruments that are expected to enable this status.

The inductive inference process is structured accordingly:

- An analysis of Instruments enabling the occurrence of an optimal setting for the Property 'Specification' is provided in Section B.1.*
- An analysis of Instruments enabling the occurrence of an optimal setting for the Property 'Organization' is provided in Section B.2.*
- An analysis of Instruments enabling the occurrence of an optimal setting for the Property 'Valuation' is provided in Section B.3.*
- An analysis of Instruments enabling the occurrence of an optimal setting for the Property 'Preservation' is provided in Section B.4.*
- In a series of Final Observations, results from the analysis are clustered in Section B.5., resulting in the identification of two distinct Instruments*
- An analysis of Attributes is presented in Section B.6.*
- Conclusions are presented in Section B.7.*

B.1. An Identification of Instruments Instruments Enabling Specification

It was assumed an Instrument was to facilitate a Competency by creating an optimal setting. A first Property of an optimal setting is defined as 'Specification'. We are to observe the instrumentation that would enable an optimal Specification as observed for each Intrinsic Intervention Competency.

In the analysis of Instruments enabling Specification a distinction is made in:

- Intrinsic Attitudinal Instruments creating an optimal setting facilitating Intrinsic Attitudinal Competencies, covered in Section B.1.1.
- Intrinsic Technical Instruments creating an optimal setting facilitating Intrinsic Technical Competencies, covered in Section B.1.2.

B.1.1. Intrinsic Attitudinal Instruments

The Property of a setting indicated as 'Specification' was a definition of the tools, techniques or utilities that would enable a specific Intrinsic Intervention Competency to be expressed. We are to define an optimal Specification for the Intrinsic Attitudinal Competency 'Respect'. The Attitudinal Competency 'Respect' was defined in Appendix XXXIV, Section B.2.3., as actions or activities aimed at initiating perceptions of Support in Phase 1 of Creation, or Consolidation, i.e. a Phase of Expectancies, by providing Unconditional Support for the Goal, or objective defined by the Individual. These actions or activities were captured in expressions of 'esteem' and 'acknowledgment'. Tools, techniques or utilities are to be defined that would enable an optimal expression of Unconditional Support for the Goal, or objective as defined by the Individual. It is assumed that the compelling effect obtained from an attitude of Respect can only be experienced by an act of Respect itself. Experiencing Respect induces the expression of Respect in return. From this perspective, it is assumed tools, techniques or utilities are to be aimed at providing exposure to the experience of Respect.

In analyzing which tools, techniques or utilities provide exposure to Respect, it is assumed that creating a setting

Which instruments are there that provide exposure to Respect? As the aim is only to provide exposure, we can create a setting outside of the Interaction between the Actor-Intervener and the Individual, which greatly simplifies the approach to follow in the attempt. Two options appear most suitable: observing a person experiencing Respect, and experiencing Respect oneself. Observing Respect can be obtained through means of multimedia, by presenting fragments of appropriate motion pictures. Experiencing Respect can be achieved within a same setting by means of role-playing, and providing guidelines facilitating the experience. The Instrument enabling exposure to Respect in both options is greatly facilitated within a training setting. Thus, in defining characteristics, or properties in Instruments that enable the occurrence of an optimal setting for the Property 'Specification', the tools, techniques or utilities enabling the

expression of the Attitudinal Competency 'Respect', would consist of a training setting enabling exposure to both observing Respect and the experience of Respect, supplemented by a structured format captured in an interview with a pre-defined content and phrasing, progressively changed into an unstructured format.

Both remaining Intrinsic Attitudinal Competencies are assumed to follow a same approach. In observing an optimal Specification, in terms of tools, techniques or utilities enabling the expression of 'Dignity', both observation and experience are assumed to be the principal ingredients for an instrumentation. The Attitudinal Competency 'Dignity' was defined in Appendix XXXIV, Section B.2.3., as actions or activities aimed at initiating perceptions of Support in Phase 2 of Creation, or Consolidation, i.e. a Phase of Effort, by providing Unconditional Support for the Effort invested by the Individual. These actions or activities were captured in expressions of 'worth' and 'pride'. As with Respect, it is assumed that experiencing Dignity induces the expression of Dignity in return. And tools and techniques are to be aimed at providing exposure to the experience of Dignity. Rather than designing an instrumentation, a setting enabling the experience is sought after, in the assumption that a subsequent expression of Dignity by the Actor-Intervener, would carry the essential ingredients experienced previously in the exposure.

As with Respect, the Instrument providing exposure to Dignity is *training*: both observing Dignity by means of multimedia, and experiencing Dignity within a role-play is expected to induce a tendency to express the experience subsequently by an Actor-Intervener vis-à-vis the Individual. Therefore, the tools, techniques or utilities that would enable the expression of Dignity will follow a same rationale as previously described for Respect: the Instrument aimed at enabling an optimal Specification is to consist of a training setting, where effects are observed and experienced.

Finally, a same analysis applies in defining an optimal Specification, in tools, techniques or utilities enabling the expression of 'Trust'. Trust was defined in Appendix XXXIV, Section B.2.3., as actions or activities aimed at initiating perceptions of Support in Phase 3 of Creation, or Consolidation, i.e. a Phase of Internally Evoked Self-Assessment, by providing Unconditional Support for the objective and subjective assessments made by the Individual. These actions or activities were captured in expressions of 'confidence' and 'belief'. Tools and techniques enabling such an expression, even if they would exist, would take away an element of spontaneity, genuineness and sincerity essential in the act of expressing Trust. Rather than defining such an instrument, a combination is sought that unites exposure to the experience of Trust, with an instrumentation providing a framework for a subsequent expression of the experience by an Actor-Intervener. A training setting provides a framework for both observing and experiencing Trust by means of multimedia and role-play. As in the previous cases, tools, techniques or utilities that would enable the expression of Trust, would consist of a training setting enabling exposure.

We then obtain as Instruments facilitating the Intrinsic Attitudinal Competencies Respect, Dignity and Trust by creating an optimal setting for the Property 'Specification', a training setting aimed at experiencing exposure, where effects are observed and experienced, The instrumentation is to enable the optimal expression of the Intrinsic

Attitudinal Competencies observed in esteem, appreciation and respect, in worth, pride and dignity and in confidence and trust.

B.1.2. Intrinsic Technical Instruments

'Specification' was defined as the Property of a setting where the tools, techniques or utilities were defined that would enable a specific Intrinsic Intervention Competency to be expressed. We are to define an optimal Specification for the first of Intrinsic Competencies, a Technique of Clarifying Intrinsic Preconditions. The Intrinsic Technical Competency was defined in Appendix XXXIV, Section B.2.4., as actions or activities aimed at initiating perceptions of a Match in Phases 1, 2 and 3 of Creation, or Consolidation, providing Clarity in Preconditions as defined by the Individual. In an Intrinsic setting, it was found these preconditions originating from the Individual were sought after through listening skills of the Actor-Intervener. Optimal tools, techniques or utilities are to be defined that would enable an optimal expression of listening skills in Clarifying Intrinsic Preconditions as defined by the Individual. The Actor-Intervener is to be encouraged into listening and exploring the mindset of the Individual. A tool or technique to optimally listen and explore is the interview: a questioning with an optimal phrasing, where the Actor-Intervener refrains from providing personal information and seeks to obtain the preconditions perceived by the Individual as necessary in personally formulating his objective in Phase 1 of the Process of Motivation and its adjacent parameters in Phases 2 and 3. A sequence in questions and answers leading to insights for the Individual into these implicit preconditions is initiated and conducted by the Actor-Intervener.

What instruments are needed to achieve this? A number of options emerge. As the setting is confined by initial Assumptions from Chapter 2.3.1., to a unidirectional Interaction between the Actor-Intervener and the Individual. Thus, the Actor-Intervener is to initiate the Interaction. Instruments enabling the Interaction would include both the setting and the interview itself. Defining a clear Specification of the setting, i.e. the arrangement of the seating, the general entourage, would turn the Interaction into a rigid event that could interfere with the Intrinsic Modality meant to be aimed at having the Individual determine the terms for the Interaction. Instead an instrumentation could be restricted to a set of guidelines for an optimal environment, as described under the Organization of the setting, in Section B.2.2., defining a clear Specification of the interview, i.e. the content and phrasing of relevant questions is assumed will greatly assist the Actor-Intervener in expressing the Intrinsic Technical Competency. Again, however, the structuring of the interview through a pre-defined content and phrasing could interfere with the Intrinsic setting. Gradually changing the content of the interview from a heavily structured sequence into an interview with a loosely structured content, would diminish interference. Thus, the Actor-Intervener could use a heavily structured format in first interviews to be conducted, and gradually gaining experience in the methodology, could turn the structured instrumentation progressively into an unstructured format. This progressive format is to be integrated in a final design of the instrumentation with reference to Appendix LXI, Section B. We are to define characteristics, or properties in

Instruments that enable the occurrence of an optimal setting for the Property 'Specification': the tools techniques or utilities that would enable a Technique of Clarifying Intrinsic Preconditions will consist of a structured interview with a pre-defined content and phrasing, progressively changed into an unstructured format as the Actor-Intervener gradually gains experience in the methodology.

As the remaining Intrinsic Technical Competencies bear close resemblance to the Technique of Clarifying Intrinsic Preconditions, a same analysis is made into defining an adequate instrumentation. We are to define an optimal Specification for a Technique of Clarifying Intrinsic Outcomes. The Intrinsic Technical Competency was defined in Appendix XXXIV, Section B.2.4., as actions or activities aimed at initiating perceptions of a Match in a Phase 4 of Confrontation, by assisting through a process of coaching and confrontation towards self-reflection by the Individual. Initiating self-reflection into the standards defined by the Individual that are providing a disruption in the Process of Motivation is greatly assisted by the methodology of an interview. In defining tools, techniques or utilities that would enable coaching and confrontation, a structured interview with an optimal phrasing would guide the Actor-Intervener through this process and would assist in minimizing personal interventions from the Actor that would disrupt self-reflection in the Individual.

An optimal instrumentation to assist in this interview is confined by restrictions set earlier. Orchestrating the Interaction between the Actor-Intervener and the Individual, Instruments are to preserve the integrity of the Intrinsic Modality by following an approach that minimizes interference with the Individual. In obtaining an optimal match between the structured approach that greatly assists the Actor-Intervener in the interview, and the unstructured setting that enables autonomy of the Individual in defining his own standards, an Instrument is to be designed that is to combine both extremes into a single format. The progressive setting where a structured format is gradually changed into an open format, ensures an optimal assistance of the Actor-Intervener and a maximum freedom of the Individual. The tools, techniques or utilities that would enable a Technique of Clarifying Intrinsic Outcomes follows a same line of reasoning as for the previous Competency: it is to consist of a structured interview with a pre-defined content and phrasing, progressively changed into an unstructured format following a gradual experience with the methodology by an Actor-Intervener.

A same analysis applies in defining an optimal Specification, in terms of tools, techniques or utilities enabling a Technique of Providing Passive Assistance. The Intrinsic Technical Competency was defined in Appendix XXXIV, Section B.2.4., as actions or activities aimed at initiating perceptions of a Match in Phases 5, 6 and 7 of Restoration, meant to facilitate handling the effects of Reality, using standards defined by the Individual. Assistance by an Actor-Intervener in Mechanisms of Coping set out by the Individual without interference or personal preferences of the Actor-Intervener, again, is greatly facilitated by a structured interview within the restrictions previously defined as an Interaction initiated by the Actor-Intervener and aimed at the Individual. A guided format provides a framework for the Actor-Intervener to refrain from personal interference within the dialogue initiated with the Individual and would provide key-questions to enable an optimal setting for the Interaction to take place.

An optimal instrument for this interview would involve both the setting and the interview itself. As the Intrinsic Modality calls for a minimum in interference the setting within which the interview is to be held, is left open, while focusing entirely on defining a clear Specification of the interview, i.e. the content and phrasing of relevant questions. Changing the rigidity of a heavily structured content gradually into an unstructured format that allows for an optimal interpretation of the Individual, provides the instrumentation that enables the assistance in Mechanisms of Coping the Intrinsic Technical Competency is aimed at. As such, the tools, techniques or utilities that would enable a Technique of Providing Passive Assistance will follow a same rationale as previously described: the Instrument aimed at enabling an optimal Specification is to consist of a structured interview that is to gradually progress into an unstructured format following the development in experience with the methodology by an Actor-Intervener.

Finally, the Property of a setting indicated as 'Specification' consisted of tools, techniques or utilities that would enable a Technique of Providing Passive Feedback. The Technique was defined in Appendix XXXIV, Section B.2.4., as actions or activities aimed at initiating perceptions of a Match in Phase 8 of Corroboration, meant to identify the cues that are provided by the Individual of perceptions of Support and non-Support. These actions or activities initiated by the Actor-Intervener were expressed in recognizing and consolidating these perceptions. The analysis would follow a same rationale as proposed for the previous Intrinsic Technical Competencies. A structured interview would guide the Actor-Intervener through an optimal approach in assisting both in refraining from personal interference and in consolidating perceptions of Support and non-Support as expressed by the Individual.

An optimal instrumentation to assist in this interview would follow a same rationale as proposed for the previous Intrinsic Technical Competencies. In focusing on the interview itself rather than the general setting, a progressive format from a heavily structured into an unstructured format ensures the Intrinsic setting is preserved. Finally, the Instrument aimed at enabling an optimal Specification as a definition of the tools, techniques or utilities that would enable a Technique of Providing Passive Feedback, is to consist of a structured interview gradually progressing into an unstructured format as defined for previous Intrinsic Technical Competencies.

In short, then, in defining tools, techniques or utilities that would enable an optimal expression of the specific Intrinsic Technical Competencies observed: listening, confronting, assisting, acknowledging, it was found the structured interview would provide an adequate basis. The Instrument par excellence enabling a structured interview is a sequential listing of the content of the interview in writing. However, it was found the structuring of the interview through a pre-defined content and phrasing could interfere with the Intrinsic setting. Gradually changing the content of the interview from a heavily structured sequence into an interview with a loosely structured content would diminish this interference.

B.2. An Identification of Instruments Instruments Enabling Organization

In the Assumption that an Instrument is to facilitate a Competency by creating an optimal setting, we are to define the characteristics, or properties in Instruments that enable the occurrence of such an optimal setting. To this aim, in the analysis the optimal setting is observed in its distinct Properties.

A second Property consists of Organization. In the analysis of Instruments enabling Organization a distinction is made in:

- Intrinsic Attitudinal Instruments creating an optimal setting for Intrinsic Attitudinal Competencies, covered in Section B.2.1.
- Intrinsic Technical Instruments creating an optimal setting for Intrinsic Technical Competencies, covered in Section B.2.2.

B.2.1. Intrinsic Attitudinal Instruments

We are to observe the instrumentation that would enable an optimal Organization as observed for each Intrinsic Technical Competency. The Property 'Organization' was a definition of structures or procedures that enable a specific Intrinsic Intervention Competency to be deployed. We are to define an optimal Organization for the Intrinsic Attitudinal Competency 'Respect'. 'Respect' was defined in Appendix XXXIV, Section B.2.3., as actions or activities aimed at initiating perceptions of Support in Phase 1 of Creation, or Consolidation, i.e. a Phase of Expectancies, by providing Unconditional Support for the objective defined by the Individual. These actions or activities were captured in expressions of esteem, appreciation and respect. We are to define the structures or procedures that would enable an optimal expression of Respect for the Individual. Rather than proceeding into an ambitious attempt at defining an instrumentation of tools or techniques enabling Respect, a different course was chosen in Section B.1.1. aimed at providing exposure to the experience of Respect. Following the approach we are to define structures or procedures enabling such an exposure. As a principle vehicle a training setting was chosen to provide exposure both in observing, and in experiencing Respect. Within a training setting the structure or procedure enabling a clearly defined exposure to Respect is by creating a specific momentum. Within the training, the exposure must be given a clear and specific place, or location within the design of the training. In addition to a structural position, a procedure underlining the exposure is to provide a clear description or interpretation of what is been observed. This calls for specific qualities of a trainer, capable of clarifying the mostly subconscious mechanisms accompanying Respect, and of identifying and analyzing the way it manifests itself. Creating a specific momentum within the design of the training and providing clarification are the principle structures and procedures in enabling exposure.

However, as the expression of Respect remains implicit and subtle, and limited to the confinement of the Interaction of an Actor-Intervener and an Individual, a series of attitudinal guidelines would greatly assist clarification and interpretation. As a structured

interview is suggested to assist in the Intrinsic Technical Instruments, as elaborated on in Section B.1.2., the structured interview could be used to assist in providing these guidelines, enabling a targeted clarification. Thus, the structured interview, used as a format for a Technical Instrument, can be extended and used as assistance in clarification of attitudinal guidelines captured within the structured format of the interview. However, the structuring of an interview through a pre-defined content and phrasing could interfere with the Intrinsic Modality where the Individual is to be provided with maximum freedom in the expression of an objective, and only Unconditional Support is to be given by the Actor-Intervener. The Instrument, therefore, is to gradually change in content from a structured sequence into an open-content format. The progressive format is to be integrated in a final instrumentation to be further operationalized, with reference to Appendix LXI, Section B.

Where the expression of Respect is less explicit and blends throughout the entire interview, specific assistance with clear explanations of the text and its underlying rationale, are expected to assist the Actor-Intervener in optimally expressing the Attitudinal Competency. This calls for a structured clarification and explanation of the text of the structured interview. As a procedure this clarification and explanation could be integrated within the training session aimed at exposure. Thus, the training session aimed at providing exposure, is to include clarification and explanation to ensure an adequate expression of Respect in the structured interview as a principal instrument. In defining structures or procedures enabling an Intrinsic Attitudinal Competency Respect, it was assumed exposure was to be facilitated. To this end, in a training setting, the design is to include a clear momentum together with description and interpretation of both the observation and experience of the expression of Respect. Besides exposure, it was assumed the expression of Respect by means of a structured interview was to be assisted by a structured clarification and explanation of the text, to be integrated within the training session.

As the remaining two Attitudinal Competencies have close resemblance in nature to Respect, a same reasoning applies. The instrumentation that is to facilitate through structures and procedures the expression of Dignity, follows a same two-fold approach: enabling exposure both in observation and experience by means of a training setting, by creating a clear momentum within the design of the training and providing clarification, and by enabling the expression of Dignity by means of a structured interview, in providing background information and explanation of the text used in the interview format. To this end, the training setting is to include a specific dedicated section.

Structures and procedures enabling the expression of Trust are to follow a same rationale. The instrumentation to be used is by creating both momentum and clarification within the training setting, and by providing background information in the expression of Trust by means of a structured interview.

In summary, then, in defining the characteristics, or properties in Instruments that enable the occurrence of an optimal setting for the Property 'Organization', the structures or procedures enabling the Intrinsic Attitudinal Competencies Respect, Dignity and Trust were identified. Following the observations made in Section B.1.1., to provide exposure

rather than defining a tool or technique for the Attitudinal Competencies, the structure and procedure enabling exposure was assumed in creating a specific momentum within the design of the training and providing clarification, in description or interpretation of what was been observed. Following the rationale provided in Section B.1.2., that providing an adequate framework by means of an interview, would enable the Actor-Intervener to gradually develop skills to express Respect, Dignity and Trust, it was assumed that providing a structured textual clarification and explanation within the structured interview, would optimize the expression of the Attitudinal Competencies. As a procedure this clarification and explanation is to be integrated within the training session aimed at exposure.

B.2.2. Intrinsic Technical Instruments

The Property 'Organization' was defined as structures or procedures that enable a specific Intrinsic Intervention Competency to be expressed. We are to define an optimal definition of structures or procedures enabling the first of Intrinsic Competencies, a Technique of Clarifying Intrinsic Preconditions, to be adequately expressed. The Intrinsic Technical Competency was defined in Appendix XXXIV, Section B.2.4., as actions or activities aimed at initiating perceptions of a Match in Phases 1, 2 and 3 of Creation, or Consolidation, providing Clarity in Preconditions as defined by the Individual. We are to define structures or procedures facilitating Clarifying Intrinsic Preconditions expressed through listening skills. As indicated earlier in Section B.1.1., Instruments enabling the Interaction would include both the setting and the interview itself. Restrictions to the setting are to include guidelines for conducting the dialogue, such as procedures for conducting the dialogue, for its duration, procedures regarding confidentiality and handling of information emerging from the dialogue, and procedures to be followed after completion of the dialogue. Besides these procedural guidelines structuring the setting, Instruments are to be defined aimed at structures and procedures enabling the interview itself. Within the confinements set earlier in Chapter 2.3.1., that the Interaction was to take place within a unidirectional setting of an Actor-Intervener addressing the Process of Motivation of an Individual, an optimal structure or procedure of the interview is assumed to facilitate the Intervention. As stated in Chapter 3 that the Process of Motivation proceeds through a distinct sequence of Stages and Phases, it follows that a structure or procedure articulating this sequence facilitates this Process. There appear to be two aspects in the expression of a sequence. First, every element is to be observed as a distinct entity. As such, within the confinements of a dialogue between an Actor-Intervener and an Individual there is to be an arrangement in clearly defined parts. Second, every element is to be observed according to its position relative to the other elements. As such, the dialogue is to proceed according to the sequence determined by the Process of Motivation.

An Instrument that is to facilitate this structured sequence is, again, a structured interview introduced earlier in Section B.1.2. There appear to be no practical alternatives within the restrictions set earlier in Chapter 2.3.1., describing the Interaction. The interview is to be arranged in distinct parts, each part consisting in content and sequence of phrasing, of the relevant questions that are to express a Technique of Clarifying

Intrinsic Preconditions. Following the distinct sequence of the Process of Motivation, the interview is to explicitly start with this first Intrinsic Technique. An operationalization of the content and sequence of phrasing to be used, is presented in a final design of the instrumentation, with reference to Appendix LXI, Section B. We are to define characteristics, or properties in Instruments that enable the occurrence of an optimal setting for the Property 'Organization': the structures or procedures that would enable a Technique of Clarifying Intrinsic Preconditions. It is assumed that a structured interview with a pre-defined content and phrasing is to follow a specific sequence, arranged in distinct parts. The first part of the structured interview is to consist in content and sequence of phrasing of the relevant questions that are to express a Technique of Clarifying Intrinsic Preconditions.

As the Property Organization with its arrangement in distinct parts and its emphasis on a predefined sequence in each of these Property parts, provides less intrusion in the Intrinsic setting than observed previously for the Property Specification, it is recommended to preserve the suggested structure in the progressive de-emphasis from a structured format of the interview into an open format as recommended in Section B.1.2.

The observations can be extrapolated to the remaining three Intrinsic Technical Competencies. The instrumentation providing an optimal structure or procedure enabling a Technique of Clarifying Intrinsic Outcomes follows a same rationale, positioning great emphasis on arranging the content and phrasing mentioned in Section B.1.2. into a distinct part of the structured interview thus enabling an optimal expression of the Technique. In addition, the part is to follow directly after the first part covering the Technique of Clarifying Intrinsic Preconditions to preserve the integrity of the sequential structure in the Process of Motivation.

Following this rationale, an optimal structure or procedure for the expression of a Technique of Providing Passive Assistance is to be captured in a distinct part of the structured interview, following the part covering a Technique of Clarifying Intrinsic Outcomes.

The structuring in distinct parts with a strict sequence reflecting the Process of Motivation is to proceed into a final part explicitly covering a Technique of Providing Passive Feedback.

Summarizing, in defining structures or procedures enabling an optimal expression of the four Intrinsic Technical Competencies, the structured interview format proposed earlier in Section B.1.2. is to be followed. It was found that in the content and phrasing an arrangement in clearly distinct parts, each part according to each Technique, would facilitate each Intrinsic Technical Competency. By following the sequence determined by the Process of Motivation, these effects are assumed to be further enhanced. Within the progressive change in the interview from a heavily structured format into an open format as proposed in Section B.1.2., it is recommended to preserve the sequential structure presented, as interference in the Intrinsic setting is assumed to be minimal.

B.3. An Identification of Instruments Instruments Enabling Valuation

An Instrument is to facilitate a Competency by creating an optimal setting, defined in four distinct Properties.

A third Property consists of Valuation. We are to define the characteristics, or properties in Instruments that enable the occurrence of an optimal Valuation. In the analysis of Instruments enabling Valuation a distinction is made in:

- Intrinsic Attitudinal Instruments creating an optimal setting for Intrinsic Attitudinal Competencies, covered in Section B.3.1.
- Intrinsic Technical Instruments creating an optimal setting for Intrinsic Technical Competencies, covered in Section B.3.2.

B.3.1. Intrinsic Attitudinal Instruments

In Section A.2.2., the Property of a setting indicated as 'Valuation' was a definition of means, or measures that would enable a specific Intrinsic Intervention Competency to be examined and evaluated in its effects. We are to define the means, or measures that would enable examination and evaluation of the Intrinsic Attitudinal Competency 'Respect'. 'Respect' was defined in Appendix XXXIV, Section B.2.3., as actions or activities aimed at initiating perceptions of Support in a Phase of Expectancies, by providing Unconditional Support for the objective defined by the Individual. We are to define means, or measures that would enable the observation and evaluation of effects of Respect, i.e. of a perception of Unconditional Support for the objective set, as perceived by the Individual. There appears to be a difficulty in evaluating the effects of Unconditional Support, or the effects of Respect. Respect, and the effects it evokes, appears to be hardly ever evaluated explicitly in relations, and when it is, it seems to emerge only within the context of conflicting communications. Contrary to the effects of Intrinsic Technical Competencies, one tends avoiding evaluating explicitly the effects of Intrinsic Attitudinal Competencies. Especially within an Intrinsic setting, where the Individual is given a maximum of autonomy in the expression of initial Phases of the Process of Motivation, an explicit evaluation of the effects of perceived Respect tends to disrupt the very nature of the Intrinsic Modality. Following exposure to Respect, suggested in Section B.1.1., it was assumed that a subsequent expression of Respect by the Actor-Intervener, would carry the essential ingredients experienced previously in the exposure. The training setting could be used to verify and evaluate not only the extent at which the exposure has actually led to an adequate expression of Respect, as will be covered in Section B.4.1, but also of the effects observed. This way, the examination and evaluation of an adequate expression of Respect and its effects is transferred to the training setting, to be carried out by the trainer. A number of underlying Assumptions are made in this approach. First, it is assumed as stated earlier, that exposure to Respect, leads to the expression of Respect. Second, in the assumption that an adequate expression of Respect by the Actor-Intervener within a training setting is expected to be indicative of successful subsequent expressions of Respect thereafter, it is expected that a single,

isolated evaluation of effects in training is to be an adequate Intrinsic Attitudinal Instrument for Valuation of the effects of the Intrinsic Attitudinal Competency 'Respect'. Having a structured interview as a framework facilitating a process of learning the expression of Respect, as suggested in Section B.2.1., the training setting is to include experimentation with the structured interview and combined with the evaluation by the trainer of the expression of Respect by the Actor-Intervener¹. In defining characteristics, or properties in Instruments that enable the occurrence of an optimal Valuation, an examination and evaluation of the effects of Respect, in terms of a perception of Unconditional Support for the objective defined by the Individual, is transferred to the training setting. Valuation is to consist of an explicit evaluation of the expression of Respect and its effects by the trainer of the Actor-Intervener, combined with the opportunity to experiment using the structured interview suggested in previous occasions.

However, following the progressive change from a structured to an unstructured format in the interview, the expression of Respect and its effects can become less prominent as mentioned in Section B.2.1. A correct Valuation is to include a subsequent re-evaluation within a training setting, following a series of repeated Interactions where the Actor-Intervener has obtained a certain amount of experience in the expression of Respect. As such, one or more follow-up sessions are to be programmed following the principal training session.

As in previous occasions, a same line of reasoning applies for the Intrinsic Attitudinal Competency 'Dignity'. A Valuation of the effects of Dignity, i.e. the perception of Unconditional Support for the Effort invested as experienced by the Individual, is transferred within the training setting to the trainer to preserve the integrity of the Intrinsic setting. On the underlying Assumption that a single evaluation within the training setting can be extrapolated to subsequent Interactions outside of this setting, an evaluation is made by the trainer of the extent at which exposure to Dignity has actually led to a potential expression of Dignity in the Actor-Intervener vis-à-vis the Individual, and of the effects of Dignity. To enable experimentation and practice, the structured interview can be used to provide a reference and framework.

The same applies for the Attitudinal Competency 'Trust'. To avoid an imposed Valuation by the Individual of the effects of Trust, i.e. the perception of Unconditional Support expressed by the Actor-Intervener for the objective and subjective evaluations of the Individual in a Phase of Internally Evoked Self-Assessment, the Valuation is transferred to the trainer within the training setting. The framework provided by the structured interview is to serve as a means of practice.

¹ Strictly speaking, the Property Valuation aimed at observing the effects of a Competency does not contain the element of practice or experimentation as these are aimed explicitly at improving the Competency itself and to a lesser degree at improving its effects. As such, practice and experimentation are better covered in the Property Preservation, Section B.4., that is focused on assessment of the Competency itself. However, both topics are included at this stage, as both are closely related to feedback and evaluation provided by a trainer within the training setting.

Summarizing, in defining the characteristics, or properties in Instruments that enable the occurrence of an optimal setting for the Property 'Valuation', means and measures were observed enabling an Intrinsic Attitudinal Competency to be examined and evaluated in its effects. However, evaluation of Respect, Dignity and Trust, let alone of its effects as perceived by the Individual, appeared to be foreign to common practice in an Interaction. In order to preserve the integrity of the Intrinsic setting evaluation was transferred to the training setting, calling for an explicit evaluation by the trainer of these Attitudinal Competencies. To assist in experimentation and practice the structured interview proposed in Section B.1.2. was to serve as a framework. In order to maintain an adequate expression of Respect, Dignity and Trust following a progressive change from a structured to an unstructured format in the interview, the evaluation is to be extended beyond the training setting, to one or more subsequent follow-up sessions.

B.3.2. Intrinsic Technical Instruments

Valuation was the Property of a setting defining means, or measures that would enable an Intrinsic Intervention Competency to be examined and evaluated in its effects. We are to observe the instrumentation that would enable an optimal Valuation, and the first of Intrinsic Competencies to be analyzed is a Technique of Clarifying Intrinsic Preconditions. The Intrinsic Technical Competency was defined in Appendix XXXIV, Section B.2.4., as actions or activities aimed at initiating perceptions of a Match in initial Phases of the Process of Motivation providing clarity in preconditions as defined by the Individual. We are to define means, or measures that would enable the observation and evaluation of effects of a Technique of Clarifying intrinsic Preconditions, i.e. of the Preconditions as expressed by the Individual. Means, or measures that would enable the evaluation of these Preconditions, are assumed to be two-fold: first in the evaluation of the Preconditions themselves as expressed by the Individual, second in the verification of these answers by the Actor-Intervener. Within the instrumentation of a structured interview in progressive format, an optimal evaluation is enabled by a phrasing of questions that is to be aimed at obtaining an explicit and precise answer from the Individual. To this end, the phrasing is to be aimed at a specific state of affairs, using examples as provided by the Individual, and including questions quantifying the experience of the Individual in clear assessable terms. In the verification of these answers, the Actor-Intervener is to use keywords as provided by the Individual to verify and optimize the assessment. To assist in this verification, the Instrument is to provide a clear format where these keywords are to be confirmed in writing, providing a documented structure for the interview. Thus, the format of phrasing is to be aimed at obtaining a verifiable, possibly quantifiable output, which is to be confirmed in writing. In defining characteristics, or properties in Instruments that enable an optimal Valuation, we seek means and measures that would enable a Technique of Clarifying Intrinsic Preconditions to be examined and evaluated in its effects. To this end, the structured interview in progressive format is to consist of a phrasing of questions aimed at obtaining an explicit, and precise answer from the Individual, including questions providing quantifiable output. To assist in verification, keywords are used and confirmed in writing, providing a documented structure for the interview.

It is recommended to preserve essential questions and the documented structure in writing in the progressive de-emphasis from a structured format of the interview into an open format as recommended in Section B.1.2.

In parallel to the analysis made in Section B.2.2., a same approach applies for defining an instrumentation assisting the remaining three Intrinsic Technical Competencies. We are to define measures enabling the observation and evaluation of effects of a Technique of Clarifying Intrinsic Outcomes, i.e. of the Intrinsic Outcomes as expressed and perceived by the Individual. An instrumentation enabling an evaluation of these Intrinsic Outcomes, is assumed to be two-fold, both in including questions specifically aimed at concrete situations quantifying the experience of the Individual in clear assessable terms, and secondly, in verifying through keywords the answers provided optimizing the assessment. To assist in the evaluation, a format in writing is to be used, providing a documented structure for the interview.

A same line of reasoning applies for the instrumentation aimed at evaluating the effects of a Technique of Providing Passive Assistance, i.e. the uncovering of Mechanisms of Coping as expressed by the Individual. Assisting in the expression and evaluation of a Coping strategy, the structured interview is to evaluate the chosen strategy in clear assessable terms and to verify the evaluation using a format in writing.

A same format in writing, providing a documented structure to questions aimed at specification and verification is the Intrinsic Technical Instrument providing assistance to observing and evaluating the outcomes of a Technique of Providing Passive Feedback, i.e. of factors, or situations that are perceived by the Individual as providing or frustrating Support.

In short, then, the structured interview in progressive format, suggested in Section B.1.2., is further deployed into an instrumentation enabling a specific Intrinsic Intervention Competency to be examined and evaluated in its effects. In optimizing Valuation, the structured interview in clearly distinct, successive parts as proposed in Section B.2.2., is to further include questions specifically aimed first, at concrete situations quantifying the experience of the Individual in clear assessable terms, and second, at verifying through keywords the answers provided optimizing the assessment. To assist in the evaluation, a format in writing is to be used, providing a documented structure for the interview. This format is to be preserved in the progressive change of the interview from a heavily structured format into an open format as proposed in Section B.1.2.

B.4. An Identification of Instruments Instruments Enabling Preservation

An Instrument is to facilitate a Competency by creating an optimal setting, defined in four distinct Properties.

Tools, techniques and methods have been traced: a combination was to be made of a training setting and a structured interview with a pre-defined content and phrasing that was to progressively change into an unstructured format. Structures and procedures were defined, dividing the training setting into distinct parts, and segmenting the interview both in its structured and in its progressive format, enabling exposure and clarification. Subsequently, the instrumentation enabling Attitudinal and Technical Competencies to adequately address the Process of Motivation was to consist of a means of Valuation of the effects of these Competencies. Both in the training setting and in the structured interview, measures were defined to evaluate these effects, either by the Actor-Intervener or indirectly by means of an independent trainer.

A fourth and final Property of an optimal setting most favorable for both Intrinsic Technical and Attitudinal Competencies would allow for an instrument aiming at Preservation. Where Valuation is aimed at evaluating the effects of a Competency on the Individual, Preservation focuses at evaluating the Competency itself, as expressed by the Actor-Intervener.

In this final analysis of Instruments enabling Preservation a distinction is made in:

- Intrinsic Attitudinal Instruments creating an optimal setting for Intrinsic Attitudinal Competencies, covered in Section B.4.1.
- Intrinsic Technical Instruments creating an optimal setting for Intrinsic Technical Competencies, covered in Section B.4.2.

B.4.1. Intrinsic Attitudinal Instruments

Where Valuation aimed at evaluating effects, Preservation aims at evaluating the Competency itself, as expressed by the Actor-Intervener. Preservation defines means, or measures that enable a specific Intrinsic Intervention Competency to be measured, tested and secured. Where in Section B.3.1. the effects of Intrinsic Attitudinal Competencies were observed, i.e. the perception of Unconditional Support as perceived by the Individual, we are now to evaluate the expression of the Intrinsic Attitudinal Competencies themselves, i.e. the expression of Respect, Dignity and Trust.

However, as stated in Section B.3.1., there appears to be a difficulty in evaluating Intrinsic Attitudinal Competencies.

One tends to avoid an explicit evaluation of Respect, Dignity and Trust and its effects. In the Intrinsic setting, where the Individual is given a maximum of autonomy, it was assumed an explicit evaluation of the effects of perceived Respect, Dignity and Trust tend to disrupt the very nature of the Intrinsic Modality. As such the Valuation of effects

was transferred to the training setting, to be performed by the trainer. Same Assumptions underlie the Preservation of the expression of Respect, Dignity and Trust themselves, by the Actor-Intervener. Following same Assumptions made in Section B.3.1. the evaluation of the Intrinsic Attitudinal Competencies is transferred to the training setting. Thus, within the training setting, the trainer is to explicitly evaluate both the effects of Respect, Dignity and Trust in terms of observed Support as perceived through the eyes of an Individual, and the articulation of Respect, Dignity and Trust in terms of expressed Support by the Actor-Intervener. It goes without saying that both evaluations by a third party, i.e. a trainer, will tend to coincide¹. As such, both Valuation and Preservation of Intrinsic Attitudinal Competencies is performed by the trainer within the training setting.

In accord with previous observations in Section B.3.1., as the progressive change in the interview from a structured to an unstructured format could jeopardize the expression of the three Attitudinal Competencies, the training setting is to include subsequent re-evaluations. As such, one or more follow-up sessions are to be programmed following the principal training session.

In defining characteristics, or properties in Instruments that enable the occurrence of an optimal Preservation, enabling Intrinsic Attitudinal Competencies to be measured, tested and secured, the Assumptions made in Section B.3.1. led to a transfer of these assessments to the training setting, calling for an explicit evaluation by the trainer. In order to preserve an adequate expression of Respect, Dignity and Trust, these Attitudinal Competencies were to be re-evaluated in subsequent follow-up sessions.

B.4.2. Intrinsic Technical Instruments

Preservation was defined In Section A.2.2., as means, or measures that enable a specific Intrinsic Intervention Competency to be measured, tested and secured. We are to observe the instrumentation that would enable an optimal Preservation of the four Intrinsic Technical Competencies. Valuation has led to successively isolating the Preconditions, the Intrinsic Outcomes, both positive and negative, and to isolating the Mechanisms of Coping, as expressed by the Individual. It has led to isolating the factors, or situations that were perceived by the Individual as providing or frustrating Support. Valuation was aimed at tracing the effects of Competencies on the Individual. Preservation aims at assessing the Competencies themselves, as expressed by the Actor-Intervener. We are to measure, test and secure the expression of these Intrinsic Technical Competencies. However, a major obstacle appears as a consequence of the Intrinsic setting: where the Individual is considered to be central in the addressing of the Process of Motivation, Preservation now aims at observing and evaluating the Actor-Intervener. As a consequence, the observation, the measuring, testing and securing, has to be held at a minimum. Not all four Intrinsic Technical Competencies need to be evaluated in the

¹ As a consequence, part of the analysis of Instruments enabling Preservation was made earlier in Section B.3.1. in an analysis of Instruments enabling Valuation.

expression of the Actor-Intervener within an Intrinsic context. Two criteria are assumed to be relevant in a choice to be made. First, Preservation is to focus on the main property of the Technical Competency, i.e. providing a Match in Mutual Perceptions between an Actor-Intervener and an Individual. A choice must be made in the Technical Competency that provides a best indication of whether a Match has occurred or not. Second, Preservation is to focus on the most important of the four Technical Competencies, not in terms of effects obtained, as all Technical Competencies are considered essential in addressing Motivation, but in terms of relevance of evaluation. As each Technical Competency addresses a specific Property group of the Process of Motivation, and each group consists of Phases that are successively dependent on each other, it follows that Technical Competencies also, depend on each other. And in this interdependency a sequence exists where the one Competency depends on the other. In analyzing first, whether a Match has occurred, this interdependency leads to a sequential preference in the analysis. When a Technique of Clarifying Intrinsic Preconditions achieves an optimal Match, it creates an optimal setting for a successive Technique of Providing Passive Assistance to also obtain a Match. As such, the last of the four Technical Competencies, a Technique of Providing Passive Feedback provides the best indication if a (successive) optimal Match has been reached, and consequently, provides a best indication for evaluating the Intrinsic Technical Competencies as expressed by the Actor-Intervener¹. Moreover, and secondly, the last of the four Techniques appears to be the most important in terms of relevance of evaluation. If Preservation is to reveal that the Actor-Intervener has provided an excellent Passive Feedback, it not only provides an indication of the quality of the other three Techniques in obtaining a Match, it also, by its sequential nature, provides an indication of the quality in the expression of the other three Techniques by the Actor-Intervener. As such, it also appears to be the most important Technique in terms of relevance of evaluation. In observing a Technique of Providing Passive Feedback, a cumulative evaluation is provided in the expression of all Intrinsic Technical Competencies by the Actor-Intervener. The Preservation of a Technique of Providing Passive Feedback as expressed by the Actor-Intervener is to be an integral part of the structured interview, i.e. of the format in writing proposed in Section B.3.2., thus enabling measuring, testing and securing the outcomes as part of the interview. The format is to be preserved in the progressive change towards an open format.

In short, then, in defining characteristics, or properties in Instruments that enable the occurrence of an optimal Preservation, means, or measures were observed that enable a specific Intrinsic Technical Competency to be measured, tested and secured. Where in Valuation the effects were observed, Preservation aimed at assessing the expression of the

¹ The last of the sequential Techniques provides a best indication for achieving a Match in Mutual Perceptions through previous Techniques, but provides no substantial evidence. Although a Mis-Match is unlikely to occur in Techniques of Clarifying Intrinsic Preconditions, of Clarifying Intrinsic Outcomes, or Providing Passive Assistance, when a Technique of Providing Passive Feedback reveals an optimal Match in Perception, the observation in itself does not provide evidence that a Mis-Match may have occurred in these initial Technical Competencies. In an attempt at providing Preservation while preserving the integrity of the Intrinsic setting, a choice for a best indication is considered adequate.

Competency by the Actor-Intervener. In order not to affect the Intrinsic setting centered around the Individual, Preservation focused on the Technique(s) that would provide a best indication first, for the occurrence of a Match in Mutual Perceptions between an Actor-Intervener and an Individual, and second, for the most important of the four Technical Competencies in terms of relevance of evaluation. A Technique of Providing Passive Feedback was isolated as most suitable option for Preservation. As such, the Technique as expressed by the Actor-Intervener is to be evaluated by the Individual as a part of the structured interview proposed earlier. To assist in the evaluation, the format in writing suggested in Section B.3.2. is to be used, providing a documented structure for the evaluation, and enabling measuring, testing and securing of outcomes. The format is to be preserved in the progressive change of the interview from a heavily structured format into an open format as proposed in Section B.1.2.

B.5. An Identification of Instruments A Final Identification

Following the successive observations made in Section B.4., we thus obtain a two-fold instrumentation facilitating the Intrinsic Attitudinal and Technical Competencies. It appears that both Instruments obtained are not to be exclusively used for a single Competency. Rather, the instrumentation found to facilitate the Intrinsic Attitudinal Competency, will also be used to facilitate the Intrinsic Technical Competency, and vice versa. Nonetheless, in the instrumentation a distinction can be made in an Instrument mainly aimed at facilitating Intrinsic Attitudinal Competencies, and an Instrument mainly facilitating Intrinsic Technical Competencies.

Hence, a following distinction is made into an Intrinsic Attitudinal Instrument and an Intrinsic Technical Instrument, although both in varying degrees can be used to facilitate both Competencies:

- 1. An Intrinsic Attitudinal Instrument: a training setting provided for the Actor-Intervener is used as a principal vehicle aimed mainly at facilitating Intrinsic Attitudinal Competencies, with following characteristics, or properties:*
 - 1.1. A differentiation consisting of,*
 - Exposure to Respect, Dignity and Trust through observation using multimedia, providing guidelines facilitating the experience*
 - Exposure to Respect, Dignity and Trust through experiencing using role-playing, providing guidelines facilitating the experience*
 - Description and interpretation of both the observation of and experience in the exposure to Respect, Dignity and Trust*
 - Structured clarification and explanation of the text of the structured interview, with emphasis on attitudinal guidelines used to facilitate the expression of Respect, Dignity and Trust in phrasing*
 - Experimentation and practice using the structured interview as a framework, enabling Valuation and Preservation by the trainer of the Actor-Intervener in the expression of Respect, Dignity and Trust*
 - 1.2. Following a progressive change from a structured to an unstructured format in the interview, one or more subsequent follow-up sessions are to preserve an adequate expression and resulting effect of Respect, Dignity and Trust by the Actor-Intervener with re-evaluations by the trainer.*
- 2. An Intrinsic Technical Instrument: a structured interview provided to the Actor-Intervener aimed mainly at facilitating Intrinsic Technical Competencies, with following characteristics, or properties:*
 - 2.1. Guidelines for conducting the interview, for its duration, for confidentiality issues and procedures to be followed after completion of the dialogue,*

2.2. *A written format, with pre-defined content and phrasing, consisting of,*

- *Clearly defined parts, each part determined in content and phrasing, by each of the four Intrinsic Technical Competencies.*
- *Each part is to follow the sequence determined by the Process of Motivation, i.e. the four successive Technical Competencies in sequential order.*

Each part is to contain:

- *The relevant questions that are to express each of the four Intrinsic Technical Competencies;*
- *Questions enabling to capture accurately the response of the Individual to the four-fold Intrinsic Technical Competencies used by the Actor-Intervener, and aimed at obtaining an explicit and precise answer from the Individual, including questions providing quantifiable output;*
- *A written format capturing the answers of the Individual in keywords;*
- *A verification if a correct registration has been made.*
Thus, resulting in a written document capturing in keywords:
 - *the Preconditions,*
 - *the Intrinsic Outcomes, both positive and negative,*
 - *and Mechanisms of Coping as expressed and perceived by the Individual,*
 - *the factors, or situations that were perceived by the Individual as providing or frustrating Support.*
- *An additional part is to provide a documented structure for the evaluation of a Technique of Providing Passive Feedback as expressed by the Actor-Intervener, enabling measuring, testing and securing of outcomes.*
- *Attitudinal guidelines are to assist and facilitate the expression of Respect, Dignity and Trust in content and phrasing throughout the structured interview*

2.3. *The written format is to be changed into a 'progressive format', gradually turning from a structured into an unstructured format as the Actor-Intervener gradually gains experience in the methodology. The unstructured format is to retain:*

- *The four constituting parts of the structured format.*
- *The sequential order in these parts.*
Each part is to contain all relevant questions in abridged format, resulting in a similar written document as the one obtained in the structured setting.
- *An additional part consistent with the structured format, enabling measuring, testing and securing of outcomes.*
- *Attitudinal guidelines facilitating the expression of Respect, Dignity and Trust in phrasing of questions.*

B.6. Attributes

The analysis of Instruments has given insights into the design of an instrumentation that would facilitate Competencies within an Intrinsic setting, initiating the Conditions assumed essential in addressing Motivation.

To this end, the analysis of Instruments was to provide a number of specific results, summarized in Section A.3.

Following Attributes were defined:

- *The analysis was to provide insights by means of an analysis of Instruments that are assumed to contain specific characteristics, or properties in their design that facilitate a Competency, which, in turn, initiate the Conditions enabling an effect to occur within the Process of Motivation.*
- *The analysis was to identify which distinct characteristics in these Instruments are essential in creating an optimal setting, defined according to four Properties: Specification, Organization, Valuation and Preservation*
- *Within these four Properties, the analysis was to identify distinct characteristics, or properties within Instruments that are facilitating both the four Intrinsic Technical Competencies, and the three Intrinsic Attitudinal Competencies*
- *The analysis was to provide ultimately insights, into the characteristics, or properties, in the design of Instruments that are best suited to facilitate Competencies, which, in turn, can optimally initiate the Conditions for addressing Motivation.*

In Chapter 2.3.2., Instruments were defined as Determinants within the Process of Interference that are assumed theoretically to contain specific characteristics, or properties in their design that facilitate Competencies, which, in turn, are assumed to initiate the Conditions enabling an effect to occur within the Process of Motivation. The inductive inference performed in Section B. has led to identifying these essential characteristics in two Instruments, which appeared both to contain characteristics, or properties interchangeable in facilitating Competencies.

Both Instruments were identified in an analysis of their distinctive abilities to create an optimal setting in facilitating Competencies. To this end four Properties of such an optimal setting were observed: Specification, Organization, Valuation and Preservation, in Section B.1. to B.4., respectively. Thus, both Instruments were found to provide an optimal setting within these four Properties, for both the Intrinsic Technical and Attitudinal Competencies observed.

As the analysis revealed an optimal choice was restricted to two Instruments, a description could gradually be refined as the analysis progressed. As a final outcome, in Section B.5., following Instruments emerged:

- *An Intrinsic Attitudinal Instrument: a training setting provided for the Actor-Intervener, used as a principal vehicle aimed mainly at facilitating Intrinsic Attitudinal Competencies.*
- *An Intrinsic Technical Instrument: a structured interview provided to the Actor-Intervener aimed mainly at facilitating Intrinsic Technical Competencies,*

Thus, the analysis has provided the insights called for in the Attributes specified in Section A.3., to define Instruments that are assumed to provide an optimal setting facilitating Competencies that were found to be essential for Interference to occur in the Process of Motivation. As such, it is concluded that the inductive inference has provided the theoretical insights called for in an analysis of Instruments.

B.7. Conclusions

In the Assumption that an Instrument was to facilitate a Competency by creating an optimal setting, we were to define characteristics, or properties in Instruments that would enable the occurrence of such an optimal setting.

In an analysis of enabling Instruments, an optimal setting was assumed to consist of four distinct Properties, defined as 'Specification', 'Organization', 'Valuation' and 'Preservation'. An instrumentation emerged that was to facilitate both Intrinsic Attitudinal and Intrinsic Technical Competencies.

In a final, summarizing overview, a number of observations are made, enabling a final formulation of an instrumentation facilitating the expression of both Intrinsic Technical and Intrinsic Attitudinal Competencies by creating an optimal setting in the five Properties observed.

The analysis reveals that both instrumentations can be used to mutually optimize the addressing of both Attitudinal and Technical Competencies.

B.7.1. Specification

For an optimal Specification, in tools and techniques enabling the three Attitudinal Competencies a two-fold approach was chosen enabling exposure to the experience of Respect, Dignity and Trust through both observation and experience. The approach called for a specific training setting, where both were to be included, using multimedia and role-playing, and for providing guidelines facilitating the experience. Rather than designing an instrumentation, a training setting enabling the experience was sought after, in the assumption that exposure would carry the essential ingredients needed for expressing the Attitudinal Competencies.

The Intrinsic Technical Instrument enabling Specification, in the form of tools and techniques for the four Technical Competencies was suggested in the form of a structured interview: a questioning with an optimal pre-defined content and phrasing provided in writing to the Actor-Intervener. To avoid interference with the Intrinsic setting, the pre-defined content and phrasing, was to be turned into a so-called 'progressive format', gradually turning into an unstructured format as the Actor-Intervener gradually gained experience in the methodology.

B.7.2. Organization

The Property Organization was a definition of structures and procedures involved. In defining structures or procedures enabling exposure to the three Attitudinal Competencies, the design of a training setting was to include a clear momentum, together with description and interpretation, of both the observation and experience in the

expression of the three Attitudinal Competencies. Moreover, using the structured interview suggested as a basis for an Intrinsic Technical Instrument as a framework, attitudinal guidelines facilitating the expression could be captured within the phrasing provided. Thus, the Intrinsic Attitudinal Instrument consisted of a two-fold approach: a training setting and a structured interview in progressive format.

Besides exposure, it was assumed the expression of Respect by means of a structured interview was assisted by a structured clarification and explanation of the text, to be integrated within the training session. This calls for specific qualities of a trainer, capable of clarifying these mostly subconscious mechanisms.

It was assumed that in the expression of Respect, Dignity and Trust, a sequence was less prominent. As a consequence, there appeared to be a risk that the expression of the three Attitudinal Competencies could become less prominent in a de-emphasis from a structured format of the interview into an open format.

The Intrinsic Technical Instrument consisted both of restrictions to the setting of the interview, including guidelines for conducting the dialogue, for its duration, for confidentiality issues and procedures to be followed after completion of the dialogue, and was to include instrumentation aimed at structures and procedures enabling the interview itself. An optimal structure or procedure of the structured interview was assumed to consist of two aspects. There was to be an arrangement in clearly defined parts, each part consisting in content and sequence of phrasing, of the relevant questions that were to express each Intrinsic Technical Competency, and second, every part was to be observed according to the sequence determined by the Process of Motivation, i.e. in four successive Technical Competencies.

It was recommended to preserve this suggested structure in the progressive de-emphasis from a structured format of the interview into an open format.

B.7.3. Valuation

Both the training setting and the structured interview were used in creating an optimal setting for a Property Valuation: a definition of means or measures that were to examine and measure the effects of Competencies used in addressing Motivation. For enabling an optimal Valuation of the three Intrinsic Attitudinal Competencies, again the training setting was used. The Intrinsic Attitudinal Instrument was transferred to the training setting in order to preserve the Intrinsic setting, calling for an explicit evaluation by the trainer, rather than the Individual, of the effects of the Attitudinal Competencies as expressed by the Actor-Intervener, in terms of Unconditional Support provided for respective Phases 1, 2 and 3 as defined by the Individual. To assist in experimentation and practice the structured interview was to serve as a framework.

In order to maintain an adequate expression and resulting effect of Respect, Dignity and Trust, following a progressive change from a structured to an unstructured format in the interview, the evaluation was to be extended beyond the training setting, to one or

more subsequent follow-up sessions.

The Intrinsic Technical Instrument consisted of a two-fold approach: defining accurately the response of the Individual to the four-fold Intrinsic Technical Competencies used by the Actor-Intervener, and verifying by means of keywords if a correct registration had been made. To this end, within the structured interview the instrumentation would consist of a phrasing of questions aimed at obtaining an explicit and precise answer from the Individual, including questions providing quantifiable output. Thus, evaluating the effects of a Technique of Clarifying intrinsic Preconditions, was to lead to isolating the Preconditions as expressed by the Individual, evaluating the effects of a Technique of Clarifying Intrinsic Outcomes, to isolating the Intrinsic Outcomes, both positive and negative, as expressed and perceived by the Individual, evaluating the effects of a Technique of Providing Passive Assistance, to uncovering the Mechanisms of Coping as expressed by the Individual. And finally, evaluating the effects of a Technique of Providing Passive Feedback, was to lead to isolating the factors, or situations that were perceived by the Individual as providing or frustrating Support. To assist in a verification of these findings, the dialogue was summarized in writing using the keywords given by the Individual, providing a documented structure for the interview.

In the progressive de-emphasis from a structured format of the interview into an open format it was recommended to preserve the essential questions and the documented structure in writing.

B.7.4. Preservation

The Property Preservation mirrored Valuation in that not the effects of Competencies, but rather the expression of Competencies themselves were observed. Preservation was a definition of means or measures enabling these Intrinsic Intervention Competencies to be measured, tested and secured. In agreement with observations made for Valuation, the Intrinsic Attitudinal Instrument was to rely on the training setting, in a transfer towards the trainer for an explicit evaluation of the expression of Attitudinal Competencies by the Actor-Intervener.

To preserve an adequate expression of Respect, Dignity and Trust, especially while progressing from a structured to an unstructured format in the interview, the Attitudinal Competencies were to be re-evaluated in subsequent follow-up sessions.

The Intrinsic Technical Instrument consisted of an addition to the format in writing aimed at evaluating the Actor-Intervener in the expression of a Technique of Providing Passive Feedback, providing a documented structure for the evaluation, and enabling measuring, testing and securing of outcomes.

As with Valuation, it was recommended to preserve the format in a progressive de-emphasis from a structured format of the interview into an open format.

Appendix LXI *An Abbreviated Overview of the Intrinsic Instrumentation*

Appendix LXI is to provide an abbreviated overview of the Intrinsic Instrumentation obtained as an operationalization of the inductive inference as described in Appendix LX. For an in-depth overview, reference is made to an overview that is to appear in literature¹.

The overview consists of two Sections:

- *Section A: containing 'An Abbreviated Overview of the Training Setting'*
- *Section B: providing 'An Abbreviated Overview of the Structured Interview'*

¹ A full overview is expected to appear in 2019: M.A. Mennes. (2019, *in press*). Instruments in Management of Motivation. *The Internal Series on Motivation, Part VI*. Amsterdam: Amsterdam University Press.

Section A
An Abbreviated Overview of the Training Setting
The Training 'Management of Motivation'

In a final identification of Instruments presented in Appendix LX, Section B5., an Attitudinal Instrument was defined as a training setting provided for the Actor-Intervener, with following characteristics, or properties:

- A differentiation consisting of,
 - Exposure to Respect, Dignity and Trust through observation using multimedia,
 - Exposure to Respect, Dignity and Trust through experiencing using role-playing,
 - Description and interpretation of both the observation of and experience in the exposure to Respect, Dignity and Trust
 - Structured clarification and explanation of the text of the structured interview,
 - Experimentation and practice using the structured interview as a framework,
- Following a progressive change from a structured to an unstructured format in the interview, one or more subsequent follow-up sessions to preserve an adequate expression and resulting effect.

Based on these characteristics, or properties, a training setting was designed of which a following abbreviated overview is provided:

Day 1

Exposure to Respect, Dignity and Trust through observation using multimedia:

09.00 – 10.00 Introduction:

Introduction of participants and trainer. Introduction to the Training. The Training "Management of Motivation" is presented as a program that provides participants with an in-depth knowledge of Motivation and hands-on access to the PM Interview instrumentation. The management techniques that are necessary to optimally address Motivation are explored in an experience-based setting.

10.00 – 11.00 Discussion using excerpts from various multimedia:

Using video footage, participants are invited to reflect on attitudinal competencies that are essential in addressing Motivation. The discussion is a first exposure to the Intrinsic Attitudinal Competencies of Respect, Dignity and Trust.

11.00 – 12.30 Motivation:

Introduction into the Model of Motivation that is used to provide a framework for the Training. Interactive program.

12.30 – 13.30 Break

Exposure to Respect, Dignity and Trust through experiencing using role-playing:

13.30 – 16.00 The O d'C Experiment:

Using the Model of Motivation the effects of various management techniques in addressing Motivation are explored, such as Management-by-Objectives, Management Recognition and Bonus Incentives. Participants are invited to join a fictitious expedition. During the experiment participants experience the effects of different management techniques in addressing motivation. Personal differences are explored and effects of different techniques are visualized.

The objective of the O d'C Experiment is to provide a first framework for experiencing the effects of the Intrinsic Attitudinal Competencies of Respect, Dignity and Trust in a subsequent Workshop.

16.00 – 19.00 Workshop

Having experimented with different management techniques of addressing Motivation and their effects, specific competencies are explored in various specific role-play exercises. Participants are invited to experiment using video, where one participant takes the role as a manager; another participant acts as an employee. Feedback on the effects of various interventions is provided primarily by the participant acting in the role of employee, thus reporting on successful or unsuccessful attempts at addressing Motivation.

The objective of the Workshop is for participants to explore, analyze and detect the relevant Intrinsic Competencies, both Attitudinal and Technical, by observing these various cases and their effects.

Day 2

Description and interpretation of both the observation of and experience in the exposure to Respect, Dignity and Trust:

09.00 – 10.00 Theoretical explanation:

Findings from the relevant Intrinsic Competencies, both Attitudinal and Technical, are related to the Model of Motivation, to provide a theoretical explanatory context.

Structured clarification and explanation of the text of the structured interview:

10.00 – 12.30 Introduction to the PM Interview:

Given the insights into the Process of Motivation, and given the experience with the different Intrinsic Competencies effective in addressing Motivation, the Instrument of a structured interview is introduced to assist in the process. The PM Interview provides a framework to develop the specific Intrinsic Competencies, both Attitudinal and Technical, necessary to optimally address Motivation.

Participants are provided with the Instrument and are given all specific details for an optimal use.

12.30 – 13.30 Break

Experimentation and practice using the structured interview as a framework:

13.30 – 14.30 Workshop First round:

Participants are invited to familiarize themselves with the PM Interview and experience effects of the approach.

A first round consists of a first PM Interview with participants acting as interviewer and interviewee.

14.30 – 15.30 Workshop Second Round:

Continued in a second round were participants switch roles as interviewer and interviewee.

15.30 – 16.00 PM Interview Round-up:

Exchange of experiences between participants.

16.00 – 16.30 PM Interview Next steps:

Interactive exploration with participants of a potential 'embedding' of the PM Interview in the company. Translation of findings from the Training 'Management of Motivation' to participants' everyday practices.

16.30 – 17.00 Closure and Evaluation

Summary and short evaluations of participants' findings.

Section B
An Abbreviated Overview of the Structured Interview
The 'Personal Motivation Interview PMI-2.01'

In a final identification of Instruments presented in Appendix LX, Section B.5., a Technical Instrument was defined as a structured interview provided to the Actor-Intervener, with following characteristics, or properties:

- Guidelines for conducting the interview, for its duration, for confidentiality issues and procedures to be followed after completion of the dialogue,
- A written format, with pre-defined content and phrasing, consisting of,
 - Clearly defined parts, each part determined in content and phrasing, by each of the four Intrinsic Technical Competencies.
 - Each part is to follow the sequence determined by the Process of Motivation.
Each part is to contain:
 - The relevant questions that are to express each of the four Intrinsic Technical Competencies;
 - Questions enabling to capture accurately the response of the Individual to the four-fold Intrinsic Technical Competencies used by the Actor-Intervener,
 - A written format capturing the answers of the Individual in keywords;
 - A verification if a correct registration has been made.
 - An additional part is to provide a documented structure for the evaluation of a Technique of Providing Passive Feedback as expressed by the Actor-Intervener, enabling measuring, testing and securing of outcomes.
 - Attitudinal guidelines are to assist and facilitate the expression of Respect, Dignity and Trust in content and phrasing throughout the structured interview

Based on these characteristics, or properties, a structured interview was designed of which a following abbreviated overview is provided¹:

1. The Procedure

The Personal Motivation Interview, PMI-4.10, is a 31-page written document consisting of specific questions and texts that are used as a format that is read by an Actor-Intervener, as a written interview held with an Individual. Within a business environment, the PM Interview is held between a manager and his employee.

¹ The abbreviated overview is based on the 'progressive format' referred to in Appendix LX, Section B.5., gradually turning the structured interview into an unstructured format, retaining its original structure.

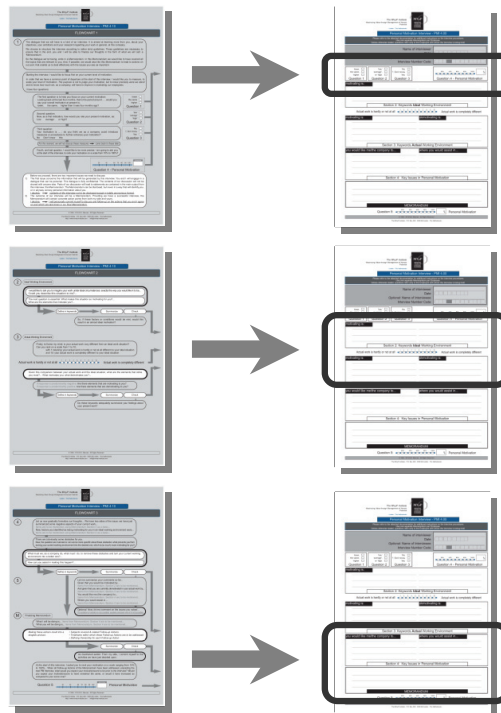
Guidelines for conducting the PM Interview are provided throughout the document in shaded texts.

2. The Structure

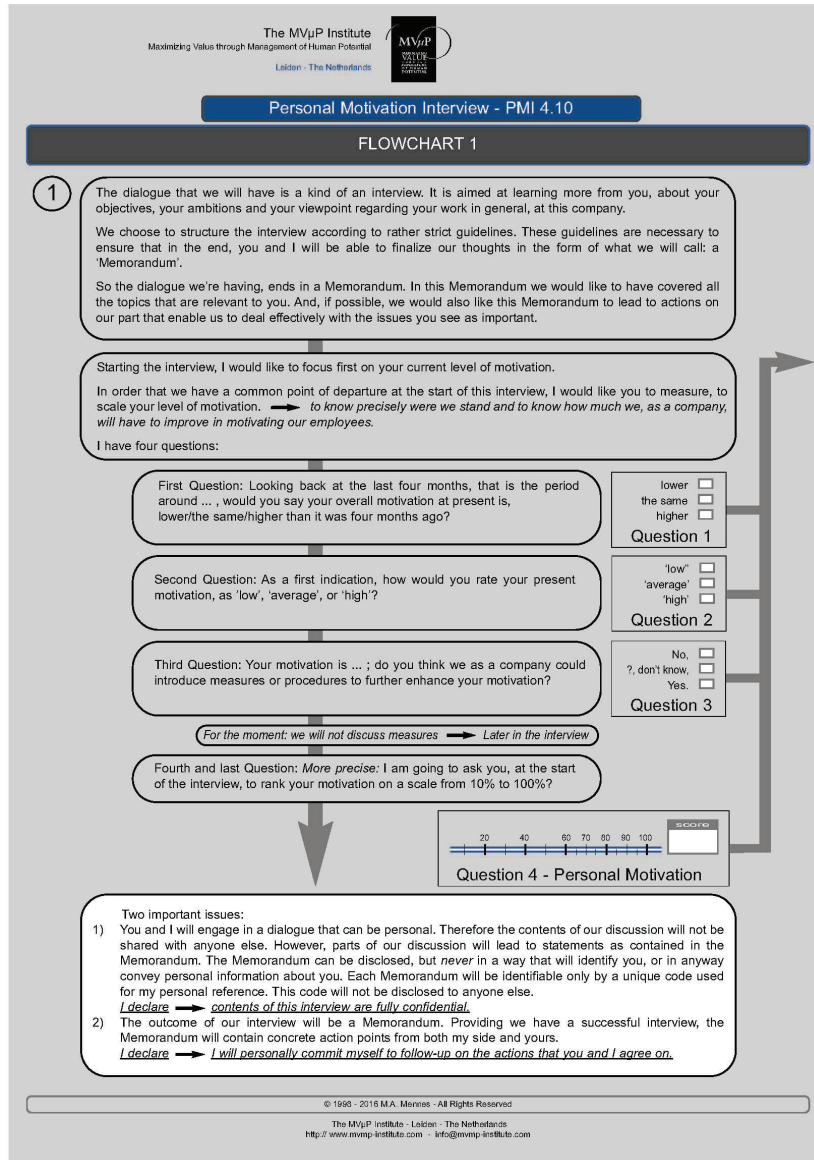
The PM Interview consists of 4 steps or 'Sections', leading to a Plan of Action, formulated as a so-called 'Memorandum'. Each Section is an expression of the four Intrinsic Technical Competencies.

Each Section comprises a number of distinct steps that lead to the identification of keywords. These keywords provide a basis for finalizing the main outcome of the PM Interview: the Memorandum. Thus, the Memorandum is gradually filled-in by the Actor-Intervener throughout the Interview, providing an explicit basis for an Intrinsic approach, or 'Modality' in Management of Motivation.

A summary of the PM Interview is provided in following pages, where arrows in the document refer to distinct Sections within the Memorandum:

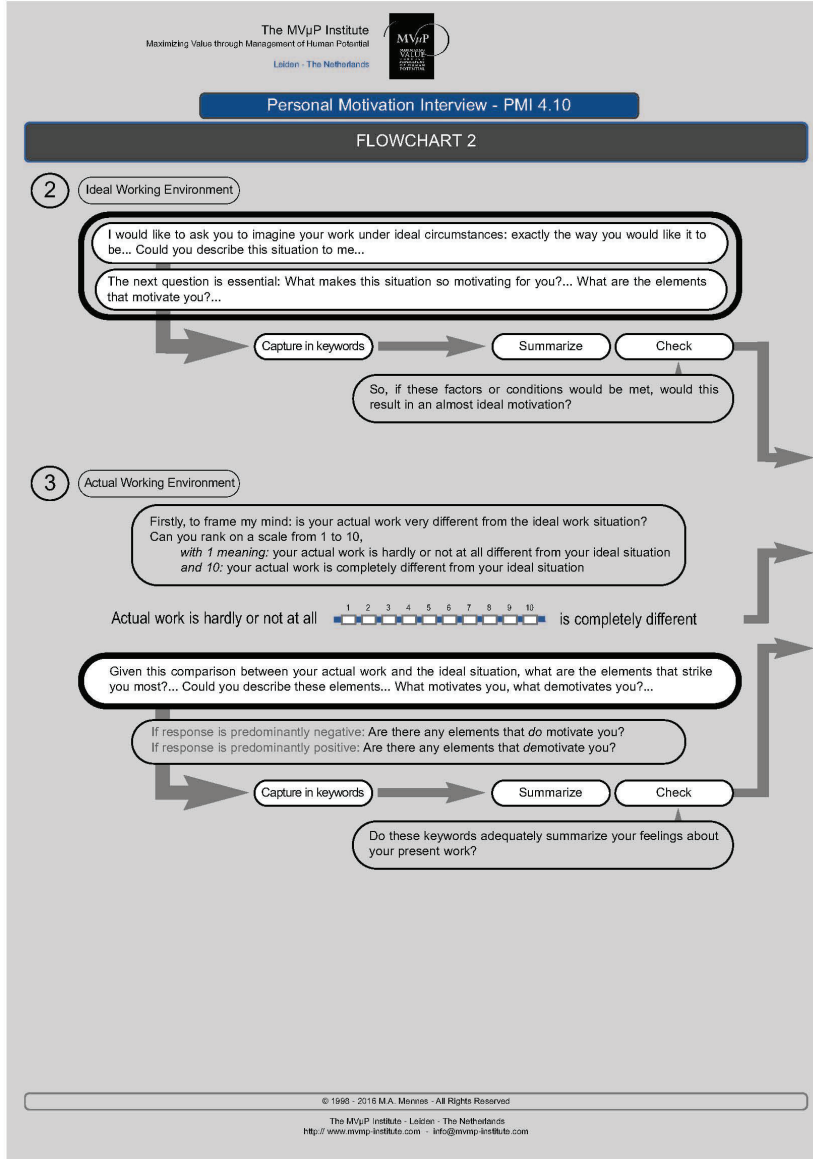


The PM Interview, PMI-4.10.



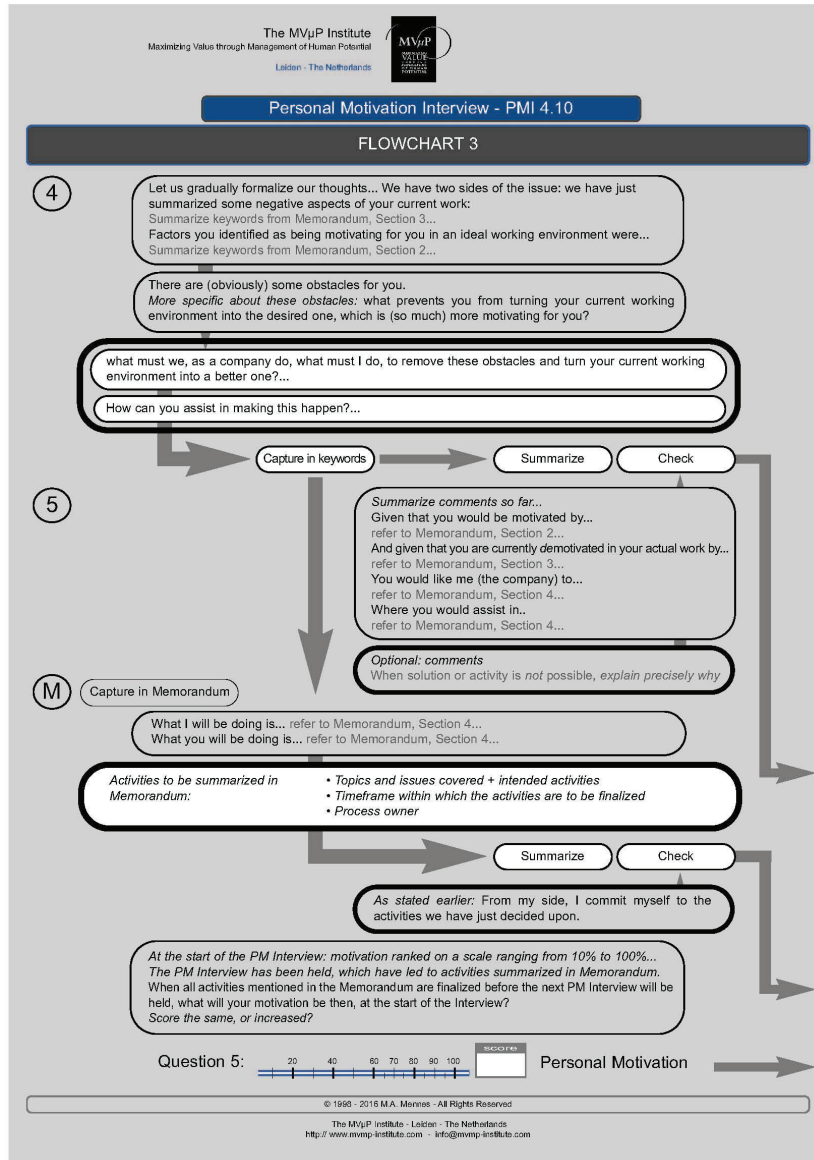
The PM Interview, PMI-4.10.

Continued, p. 2. ...



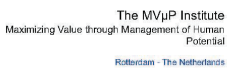

The PM Interview, PMI-4.10.

Continued, p. 3. ...



The PM Interview, PMI-4.10: The 'Memorandum'.

Continued, p. 4. ...

Personal Motivation Interview - PMI 4.00

Please refer to the attached documentation for additional instructions on the interview procedures.
 Use one separate Memorandum per Employee.
 Unless otherwise stated, questions refer only to the Employee with whom the interview is being held.

Name of interviewer _____ Date _____ <i>Optional:</i> Name of Interviewee _____ Interview Number Code _____	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 25%; text-align: center;"> <input type="checkbox"/> lower <input type="checkbox"/> the same <input type="checkbox"/> higher </td> <td style="width: 25%; text-align: center;"> <input type="checkbox"/> 'low' <input type="checkbox"/> 'average' <input type="checkbox"/> 'high' </td> <td style="width: 25%; text-align: center;"> <input type="checkbox"/> No <input type="checkbox"/> ? , don't know <input type="checkbox"/> Yes </td> <td style="width: 25%; text-align: center;"> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center;"> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%; text-align: center;">20%</td> <td style="width: 20%; text-align: center;">40%</td> <td style="width: 20%; text-align: center;">60%</td> <td style="width: 20%; text-align: center;">80%</td> <td style="width: 20%; text-align: center;">100%</td> </tr> <tr> <td style="text-align: center;"> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%;"></td> <td style="width: 20%;"></td> <td style="width: 20%;"></td> <td style="width: 20%;"></td> <td style="width: 20%;"></td> </tr> </table> </td> <td style="width: 20%; text-align: center;">0%</td> <td style="width: 20%; text-align: center;">%</td> </tr> </table> </td> </tr> </table> </td> </tr> </table>	<input type="checkbox"/> lower <input type="checkbox"/> the same <input type="checkbox"/> higher	<input type="checkbox"/> 'low' <input type="checkbox"/> 'average' <input type="checkbox"/> 'high'	<input type="checkbox"/> No <input type="checkbox"/> ? , don't know <input type="checkbox"/> Yes	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center;"> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%; text-align: center;">20%</td> <td style="width: 20%; text-align: center;">40%</td> <td style="width: 20%; text-align: center;">60%</td> <td style="width: 20%; text-align: center;">80%</td> <td style="width: 20%; text-align: center;">100%</td> </tr> <tr> <td style="text-align: center;"> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%;"></td> <td style="width: 20%;"></td> <td style="width: 20%;"></td> <td style="width: 20%;"></td> <td style="width: 20%;"></td> </tr> </table> </td> <td style="width: 20%; text-align: center;">0%</td> <td style="width: 20%; text-align: center;">%</td> </tr> </table> </td> </tr> </table>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%; text-align: center;">20%</td> <td style="width: 20%; text-align: center;">40%</td> <td style="width: 20%; text-align: center;">60%</td> <td style="width: 20%; text-align: center;">80%</td> <td style="width: 20%; text-align: center;">100%</td> </tr> <tr> <td style="text-align: center;"> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%;"></td> <td style="width: 20%;"></td> <td style="width: 20%;"></td> <td style="width: 20%;"></td> <td style="width: 20%;"></td> </tr> </table> </td> <td style="width: 20%; text-align: center;">0%</td> <td style="width: 20%; text-align: center;">%</td> </tr> </table>	20%	40%	60%	80%	100%	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%;"></td> <td style="width: 20%;"></td> <td style="width: 20%;"></td> <td style="width: 20%;"></td> <td style="width: 20%;"></td> </tr> </table>						0%	%
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Question 1

motivating is: _____

Section 2: Keywords *Ideal* Working Environment

Actual work is hardly or not at all

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

 Actual work is completely different

motivating is: _____ _____ _____	demotivating is: _____ _____ _____
--	--

Section 3: Keywords *Actual* Working Environment

you would like me/the company to... _____ _____ _____	where you would assist in... _____ _____ _____
---	--

Section 4: Key Issues in Personal Motivation

Topic	Intended Activities	Timeframe	Process Owner
_____	_____	_____	_____
_____	_____	_____	_____

MEMORANDUM

Question 5:

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Personal Motivation

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 The MVuP Institute - Leloude - The Netherlands
<http://www.mvup-institute.com> - info@mvup-institute.com

Appendix LXII

Observations on the Construction of a Design of Experiment Effects on Internal, External, Construct and Statistical Conclusion Validity

Issues affecting the construction of an optimal design of experiment are observed, supplementing the observations made in Chapter 8.4.

Two overviews are presented:

- Section A: A Rationale on Defining Cause-and-Effect Relations
- Section B: A Rationale on Defining an Optimal Design of Experiment

Section A
A Rationale on Defining Cause-and-Effect Relations

Preceding the attempt to obtain causal evidence of a successful Intervention in the Process of Motivation, a rationale for establishing cause-and-effect relationships is provided as a framework for the empirical research.

First, in establishing causality we will adhere to common practice interpreting causation as a probabilistic, rather than a deterministic relation (Eells, 1991; Holland, 1994; Pearl, 1988, 2009)^{1 2}.

From this approach a second supposition is to provide an assessment of the proposition: 'if x, then y'. Conditional statements, however, are not statements of causality (Mayo, 1957). Variables other than 'x' may have caused 'y' to occur. We adhere to current literature where causality is assumed, when both propositions 'if x, then y' and 'if not x, then not y' apply (Trochim & Donnely, 2006). If evidence is provided for both propositions, it is assumed the probability increases that a variable causing the effect has been isolated.

To further emphasize a probabilistic assumption of causality in both propositions, the fundamental literature states a temporal precedence to be essential in defining causation: a cause always precedes its effect in time (Reichenbach, 1956; Good, 1961; Suppes, 1970; Stroham, 1988; Pearl, 2009)³.

A fourth and final rationale the study adheres to in establishing a cause-and-effect relation, is the supposition that all causally relevant factors need to be known in advance (Skyrms, 1980; Cliff, 1983; Holland, 1986; Gardenfors, 1988; Cartwright, 1989). To this end it is assumed that explanatory models providing insights into these causally relevant factors present an essential constituent in establishing causality⁴. Not in their explanatory capacity, but rather in their potential at providing an advanced identification of these causally relevant factors. The explanatory theoretical Model of Motivation, expanded

¹ Interpreting causation as a deterministic relation assumes that if A causes B, then A must always be followed by B. In interpreting causation as a probabilistic relation, it is assumed that if A causes B, then A's occurrence increases the probability of B to manifest itself.

² An overview of the debate on providing an approach where causal relations can be inferred from data, especially from data obtained from so-called 'non-temporal' observations is provided in Pearl, 2009, especially in the first three introductory chapters.

³ The supposition distinguishes a statement of causality from a conditional statement. A statement of causality requires the antecedent 'if ...', to precede the consequent 'then ...' in time, whereas conditional statements do not require a temporal order.

⁴ The issue has been referred to also as 'causal description' versus 'causal explanation' (Shadish, Cook & Campbell, 2002)

successively towards theoretical constructs on Conditions, Competencies and Instruments, will be used to this end.

Empirical research based on these suppositions has come to be defined as so-called 'experimental studies', or 'experiments', as opposed to so-called 'observational studies', (Shadish, Cook & Campbell, 2002; Rosenbaum, 1995; Rosenbaum, 2002). In contrast to observational studies, the experimental study provides a controllable environment wherein a deliberate treatment is applied and outcomes are registered, following these fundamental suppositions for establishing cause-and-effect relations (Cook & Campbell, 1979; Winston, 1990; Winston & Blais, 1996; Shadish, Cook & Campbell, 2002).

For experimental studies, these suppositions are reflected in a series of distinct attributes associated with empirical research aimed at establishing a cause-and-effect relationship in experimental data. Causality is to be interpreted as a probabilistic occurrence, which, as a cause, precedes its effect in time, with an explanatory model providing adequate identification of relevant factors associated with this occurrence.

To this end, experimental studies make use of clearly defined groups, observed and measured in temporal order, on the occurrence, or absence, of an event identified by means of an explanatory model. The expression of these distinct attributes in their various forms have materialized over the years into distinct variations of so-called 'experimental designs'. In these experimental designs the different attributes are manifest in a series of distinctive features¹:

- A distinctive group,
- is exposed to an experimental event or variable,
- the effects of which are measured or observed in a temporal order,
- and identified by means of an explanatory model,

Variations in experimental design occur within these series of characteristic features, depending on three essential properties:

- Randomization: experimental designs with an assignment in distinctive groups based on chance as a procedure to achieve pretreatment equality between these groups;
- Control: experimental designs where differing forms of comparison between distinctive groups is achieved notably as a procedure to obtain insights into the effects of exposure to an experimental event or variable;

¹ These features and the subsequent properties mentioned below are derived from standard literature, with specific reference to: Campbell (1957); Campbell & Stanley (1963); Cook & Campbell (1979); Shadish, Cook & Campbell (2002). In a slightly different phrasing Cronbach uses the elements: units, treatments, observations and settings (Cronbach, Ambron, Dornbusch, Hess, Hornik, Phillips, Walker & Weiner 1980; Cronbach, 1982).

Appendices

- Composition: experimental designs where the composition of distinctive groups differs in either separate, or independent groups, versus groups consisting of the same subjects¹

From the basic assumption, then, that a causal relation exists between an application of the Instruments and a successful addressing of the Process of Motivation, a rationale has been defined upon which a cause-and-effect relation can be assumed to exist. This study adheres to common practice within standard literature to establish causality based on this rationale, as expressed in distinct variations of experimental designs.

Preceding the empirical research, we are to define an optimal experimental design from the vast amount of available variations, which provides insights into the different Studies that are needed to establish a causal evidence as defined in the Problem Statement, Chapter 2.5.

¹ These groups are commonly referred to as 'independent' versus 'dependent', or experimental designs referred to as 'between-' versus 'within-subjects' designs.

*Section B.
A Rationale on Defining an Optimal Design of Experiment*

Within the vast amount of variations in different experimental designs a distinction into specific designs of experiment have been presented by Campbell & Stanley (1963), and subsequently elaborated on in Cook & Campbell (1979) and Shadish, Cook & Campbell (2002). Using the distinctive features elaborated on in Section A., with variations depending on the three properties mentioned, Campbell & Stanley (1963), suggest sixteen distinct variations in designs of experiment.

This study is to define an experimental design within limitations associated with empirical research within a business environment following the observations made in Chapter 2.4.3.3.

Four criteria are to be used, in defining an optimal choice (Shadish, Cook & Campbell, 2002):

- Internal Validity; a choice is to be made for a research design that is to provide an environment for an optimal internal validity, within limitations imposed to research within a business environment;
- External Validity; within these limitations, a choice is to be made for a research design that is to provide an environment for an optimal external validity;
- Construct Validity; a choice is to be made for a research design that is to provide an environment for an optimal construct validity, with special emphasis on the Instrumentation used;
- Statistical Conclusion Validity; a choice is to be made for a research design that is to provide an adequate environment where an optimal statistical conclusion validity can be achieved, within limitations imposed to research within a business environment.

Given these four central criteria, a choice is to be made for an optimal experimental design within limitations associated with empirical research within a business environment.

These limitations are:

- Non-random Assignment; Treatment and non-Treatment Groups are not assigned by chance, but rather by means of self-selection,(...) "by which units¹ choose treatment for themselves, or by means of administrator selection, (...) by which others decide which persons should get which treatment" (Shadish, Cook & Campbell, 2002, p. 14).
- Limited Exposure; due to efficiency-constraints imposed by the companies approached for research, subjects can only be exposed to a limited number of

¹ Instead of 'units' a more conventional concept of 'subjects' is preferred, however citations are left intact with reference to the authors who made them.

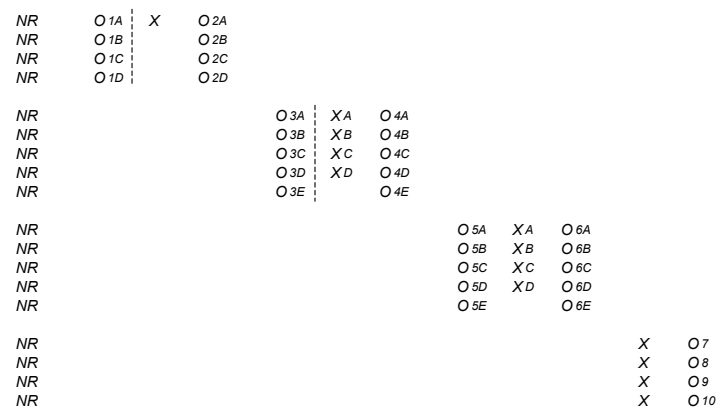
Appendices

observations.

- Anonymity; due to privacy-restrictions imposed by the companies approached for research, subjects cannot be personally traced, unless specific measures can be taken that are explicitly allowed by both company and subject.

With reference to Mennes (2016, *in press*), notably Chapter 14.4.2., each criterion can be observed on an optimal research design, given these three limitations.

In the extensive overview a design of experiment was proposed, as visualized in Fig. A.:



Notation (following Shadish, Cook & Campbell, 2002):
 NR – Non Random Assignment
 X – Exposure to Treatment or Experimental Event
 O – Process of Observation or Measurement
 A vertical dashed line indicating sample independence

Fig. A.
 A Visualized Overview of the Original Research Design
 A combination of designs aimed at addressing internal, external and construct validity within limitations imposed on the study.

Appendix LXIII
*An Overview of Participating Companies
Comparative Analyses Research Samples*

The various research samples in the Comparative Analyses in the Experimental Studies performed in Study 12, Study 13 and Study 14 consisted of 2 companies, located in Europe, The Netherlands. A short description is provided, notably in addition to Table 8.1., Study 13.

1. Company XXI

Sampling date 06-1999.

The company is part of a product division within a major manufacturer of business and consumer electronics and was institutionalized in 1991. Over the period 1991 to 1996 the parent company implemented wafer fabrication capabilities equivalent to 1.25 million 8 inch wafers per year.

Company XXI is located at one of five facilities that were operational in this period. In 1994 a major investment was announced of 500 million Dutch Guilders in a submicron 8 inch wafer facility. The plant would feature an advanced submicron process. Between 1992 and 1995, customers began to reaffirm their confidence in the new Product Division. 1995 proved to be a record year. The semiconductor industry was powering its recovery from a recession and Company XXI grew an unprecedented 23 percent. After another successful year in 1996, Company XXI returned to the world's top ten semiconductor manufacturers, based on sales.

In following years the top position was further consolidated. Around the turn of the century, Company XXI remains the tenth largest semiconductors supplier in the world. It employs approximately 30,000 people worldwide. Together, they produce around 70 million ICs and discrete semiconductors every day.

In 2006, the company was sold to a consortium of private equity investors and acquired a new name.

2. Company XXII

Sampling date 02-2002.

Company XXII was Founded in Australia after the Second World War. By the 1990s, Company XXII had 70,000 employees worldwide. But its bid to become a worldwide player in transportation had led it to diversify very quickly, and it needed to find new investment opportunities.

Appendices

In 1992, Company XXII combines with the international time-sensitive mail services businesses of the Dutch telecom and postal company, and the postal companies of Canada, France, Germany and Sweden.

In the 1990s, the Dutch national post-and-telecoms company was looking to expand its business overseas. It had had a monopoly in the Netherlands for almost 200 years, but, with the arrival of modern communication technology, it needed to move with the times to protect its traditional mail business. In 1989, it had become a private company giving it more flexibility and freedom to diversify.

This privatized company acquires Company XXII in 1996, heralding a new era for the global post and express industry. In 1998 the privatized company divests its postal division to list independently on worldwide stock exchanges. To consolidate the brand and improve worldwide recognition, it adopts the Company XXII name in 2005.

Company XXII was split-up in May 2011 to become two separate companies on the Amsterdam Stock Exchange.

Within Company XXII research was performed at its largest main-depot facility in the world, located in The Netherlands.

Appendix LXIV

*Contrast Results Planned-Comparison for One-way Independent ANOVA
Pretest Experimental and Control Groups
Factor scores Component DEDICAT and ACHIEV*

Four Contrast Tests were conducted to provide results obtained as summarized in Mennes (2016, *in press*), notably in Table 14.3 and Table 14.5. Outcomes of these four Planned-Comparison Tests are presented in following Tables, with respective Contrast Coefficients used in the ANOVA procedure:

- Table A: Contrast Results for Contrast Test 1
- Table B: Contrast Results for Contrast Test 2
- Table C: Contrast Results for Contrast Test 3
- Table D: Contrast Results for Contrast Test 4

Appendices

Pretest Contrast Coefficients ANOVA						
		EG _{01A}	CG _{01B}	CG _{01C}	CG _{01D}	(6)/(7)
	Contrast 1	3	-1	-1	-1	
	Contrast 2	0	2	-1	-1	
	Contrast 3	0	0	1	-1	

Pretest Contrast Results ANOVA						
(1)			M (SD) N (2)	M (SD) N (2)	B t η^2 (3)/(4)	95% confid. int. LB UB (5)
DEDICAT	Contrast 1	EG _{01A}	-0.25	CG _{01B, 01C, 01D}	.64	(6)/(7)(8)
			(0.82)		1.79	
			59		.018	
	Contrast 2	CG _{01B}	-0.36	CG _{01C, 01D}	.30	(6)/(7)(8)
			(0.74)		1.26	
			87		.018	
	Contrast 3	CG _{01C}	-0.51	CG _{01D}	-.00	-.34 .34 (6)/(7)
			(0.85)	(0.68)	.01	
			49	34	.018	
ACHIEV	Contrast 1	EG _{01A}	-.03	CG _{01B, 01C, 01D}	-.28	(6)/(7)(8)
			(1.07)		-.59	
			59		.017	
	Contrast 2	CG _{01B}	-.05	CG _{01C, 01D}	-.34	(6)/(7)(8)
			(0.99)		-1.07	
			87		.017	
	Contrast 3	CG _{01C}	.29	CG _{01D}	-.04	-.13 .78 (6)/(7)
			(1.06)	(1.02)	1.42	
			49	34	.017	

Notes:
(1) Factorscores
(2) M = Mean SD = Standard deviation N = Sample size
(3) B = Contrast estimate t = t-test statistic of the contrast η^2 = Eta squared of the overall contrast procedure
(4) * Statistic significant at the 0.05 level (two-tailed)
** Statistic significant at the 0.01 level (two-tailed)
*** Statistic significant at the 0.001 level (two-tailed)
(5) Range of the 95% confidence interval of the contrast estimate
LB = Lower bound of the interval UB = Upper bound of the interval
(6) EG = Experimental Group CG = Control Group
(7) In the subscript, reference is made to the Experimental and Control Group indications, visualized in Appendix LXII, Section B., Fig. A.
(8) No confidence interval estimates are provided in the standard SPSS output routine

Table A
Contrast Results for Contrast Test I

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Pretest Contrast Coefficients ANOVA						
		EG _{01A}	CG _{01B}	CG _{01C}	CG _{01D}	(6)(7)
	Contrast 1	-1	-1	-1	3	
	Contrast 2	-1	-1	2	0	
	Contrast 3	-1	1	0	0	

Pretest Contrast Results ANOVA						
(1)			M (SD) N (2)	M (SD) N (2)	B t η^2 (3)(4)	95% confid. int. LB UB (5)
DEDICAT	Contrast 1	CG _{01D}	-0.51 (0.68) 34	EG _{01A} , CG _{01B} , O1C	-.42 -.97 .018	(6)(7)(8)
	Contrast 2	CG _{01C}	-0.51 (0.85) 49	EG _{01A} , CG _{01B}	-.41 -1.60 .018	(6)(7)(8)
	Contrast 3	EG _{01A}	-0.25 (0.82) 59	CG _{01B} (0.74) 87	-.11 -.87 .018	-.37 .14 (6)(7)
ACHIEV	Contrast 1	CG _{01D}	-.04 (1.02) 34	EG _{01A} , CG _{01B} , O1C	-.33 -.58 .017	(6)(7)(8)
	Contrast 2	CG _{01C}	.29 (1.06) 49	EG _{01A} , CG _{01B}	.65 1.89 .017	(6)(7)(8)
	Contrast 3	EG _{01A}	-.03 (1.07) 59	CG _{01B} (0.99) 87	-.02 -.12 .017	-.36 .32 (6)(7)

Notes:
 (1) Factorscores
 (2) M = Mean SD = Standard deviation N = Sample size
 (3) B = Contrast estimate t = t-test statistic of the contrast η^2 = Eta squared of the overall contrast procedure
 (4) * Statistic significant at the 0.05 level (two-tailed)
 ** Statistic significant at the 0.01 level (two-tailed)
 *** Statistic significant at the 0.001 level (two-tailed)
 (5) Range of the 95% confidence interval of the contrast estimate
 LB = Lower bound of the interval UB = Upper bound of the interval
 (6) EG = Experimental Group CG = Control Group
 (7) In the subscript, reference is made to the Experimental and Control Group indications, visualized in Appendix LXII, Section B., Fig. A.
 (8) No confidence interval estimates are provided in the standard SPSS output routine

Table B
 Contrast Results for Contrast Test 2

Appendices

Pretest Contrast Coefficients ANOVA						
		EG _{01A}	CG _{01B}	CG _{01C}	CG _{01D}	(6)(7)
Contrast 1		-1	3	-1	-1	
Contrast 2		-1	0	-1	2	
Contrast 3		-1	0	1	0	

Pretest Contrast Results ANOVA						
(1)			M (SD) N (2)	M (SD) N (2)	B t η^2 (3)(4)	95% confid. int. LB UB (5)
DEDICAT	Contrast 1	CG _{01B}	-0.36 (0.74) 87	EG _{01A} , CG _{01C} , CG _{01D}	.19 .59 .018	(6)(7)(8)
	Contrast 2	CG _{01D}	-0.51 (0.68) 34	EG _{01A} , CG _{01C}	-.27 -.88 .018	(6)(7)(8)
	Contrast 3	EG _{01A}	-0.25 (0.82) 59	CG _{01C}	-0.51 (0.85) 49	-.26 -1.76 .018
ACHIEV	Contrast 1	CG _{01B}	-.05 (0.99) 87	EG _{01A} , CG _{01C} , CG _{01D}	-.36 -.85 .017	(6)(7)(8)
	Contrast 2	CG _{01D}	-.04 (1.02) 34	EG _{01A} , CG _{01C}	-.34 -.84 .017	(6)(7)(8)
	Contrast 3	EG _{01A}	-.03 (1.07) 59	CG _{01C}	.29 (1.06) 49	.31 1.57 .017

Notes:
 (1) Factorscores
 (2) M = Mean SD = Standard deviation N = Sample size
 (3) B = Contrast estimate t = t-test statistic of the contrast η^2 = Eta squared of the overall contrast procedure
 (4) * Statistic significant at the 0.05 level (two-tailed)
 ** Statistic significant at the 0.01 level (two-tailed)
 *** Statistic significant at the 0.001 level (two-tailed)
 (5) Range of the 95% confidence interval of the contrast estimate
 LB = Lower bound of the interval UB = Upper bound of the interval
 (6) EG = Experimental Group CG = Control Group
 (7) In the subscript, reference is made to the Experimental and Control Group indications, visualized in Appendix LXII, Section B., Fig. A.
 (8) No confidence interval estimates are provided in the standard SPSS output routine

Table C
 Contrast Results for Contrast Test 3

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Pretest Contrast Coefficients ANOVA						
		EG _{01A}	CG _{01B}	CG _{01C}	CG _{01D}	(6)(7)
	Contrast 1	-1	-1	3	-1	
	Contrast 2	-1	2	0	-1	
	Contrast 3	-1	0	0	1	

Pretest Contrast Results ANOVA						
(1)			M (SD) N (2)	M (SD) N (2)	B t η^2 (3)(4)	95% confid. int. LB UB (5)
DEDICAT	Contrast 1	CG _{01C}	-0.51 (0.85) 49	EG _{01A} , CG _{01B} , 01D	-.41 -1.08 .018	(6)(7)(8)
	Contrast 2	CG _{01B}	-0.36 (0.74) 87	EG _{01A} , CG _{01D}	.04 .16 .018	(6)(7)(8)
	Contrast 3	EG _{01A}	-0.25 (0.82) 59	CG _{01D} (0.68) 34	-.27 -1.59 .018	-.59 .06 (6)(7)
ACHIEV	Contrast 1	CG _{01C}	.29 (1.06) 49	EG _{01A} , CG _{01B} , 01D	.97 1.92 .017	(6)(7)(8)
	Contrast 2	CG _{01B}	-.05 (0.99) 87	EG _{01A} , CG _{01D}	-.03 -.09 .017	(6)(7)(8)
	Contrast 3	EG _{01A}	-.03 (1.07) 59	CG _{01D} (1.02) 34	-.01 -.06 .017	-.45 .43 (6)(7)

Notes:
 (1) Factorscores
 (2) M = Mean SD = Standard deviation N = Sample size
 (3) B = Contrast estimate t = t-test statistic of the contrast η^2 = Eta squared of the overall contrast procedure
 (4) * Statistic significant at the 0.05 level (two-tailed)
 ** Statistic significant at the 0.01 level (two-tailed)
 *** Statistic significant at the 0.001 level (two-tailed)
 (5) Range of the 95% confidence interval of the contrast estimate
 LB = Lower bound of the interval UB = Upper bound of the interval
 (6) EG = Experimental Group CG = Control Group
 (7) In the subscript, reference is made to the Experimental and Control Group indications, visualized in Appendix LXII, Section B., Fig. A.
 (8) No confidence interval estimates are provided in the standard SPSS output routine

Table D
 Contrast Results for Contrast Test 4

Appendix LXV

*Contrast Results Planned-Comparison for One-way Independent ANOVA
Posttest Experimental and Control Groups
Factor scores Component DEDICAT and ACHIEV*

Four Contrast Tests were conducted to provide results obtained as summarized in Mennes (2016, *in press*), notably in Table 14.4 and Table 14.6. Outcomes of these four Planned-Comparison Tests are presented in following Tables, with respective Contrast Coefficients used in the ANOVA procedure:

- Table A: Contrast Results for Contrast Test 1
- Table B: Contrast Results for Contrast Test 2
- Table C: Contrast Results for Contrast Test 3
- Table D: Contrast Results for Contrast Test 4

De Theatro Motivarum - Motivation: in Search of Essentials

Posttest Contrast Coefficients ANOVA						
		EG _{02A}	CG _{02B}	CG _{02C}	CG _{02D}	(6)(7)
	Contrast 1	3	-1	-1	-1	
	Contrast 2	0	2	-1	-1	
	Contrast 3	0	0	1	-1	

Posttest Contrast Results ANOVA						
(1)		M (SD) N (2)	M (SD) N (2)	B t η ² (3)(4)	95% confid. int. LB UB (5)	
DEDICAT	Contrast 1	EG _{02A} -.33 (0.42) 14	CG _{02B, 02C, 02D}	-1.06 -2.50 * .011		(6)(7)(8) (9)
	Contrast 2	CG _{02B} .01 (0.91) 82	CG _{02C, 02D}	-.03 -.10 .011		(6)(7)(8) (9)
	Contrast 3	CG _{02C} .04 (0.91) 53	CG _{02D} .01 (1.14) 32	.03 .13 .011		(6)(7)(8) (9)
ACHIEV	Contrast 1	EG _{02A} .11 (0.77) 14	CG _{02B, 02C, 02D}	.32 .43 .011		(6)(7)(8)
	Contrast 2	CG _{02B} -.11 (0.95) 82	CG _{02C, 02D}	-.33 -1.02 .011		(6)(7)(8)
	Contrast 3	CG _{02C} .08 (0.83) 53	CG _{02D} .05 (0.82) 32	.03 .16 .011	-.36 .42	(6)(7)

Notes:
 (1) Factorscores
 (2) M = Mean SD = Standard deviation N = Sample size
 (3) B = Contrast estimate t = t-test statistic of the contrast η² = Eta squared of the overall contrast procedure
 (4) * Statistic significant at the 0.05 level (two-tailed)
 ** Statistic significant at the 0.01 level (two-tailed)
 *** Statistic significant at the 0.001 level (two-tailed)
 (5) Range of the 95% confidence interval of the contrast estimate
 LB = Lower bound of the interval UB = Upper bound of the interval
 (6) EG = Experimental Group CG = Control Group
 (7) In the subscript, reference is made to the Experimental and Control Group indications, visualized in Appendix LXII, Section B., Fig. A.
 (8) No confidence interval estimates are provided in the standard SPSS output routine
 (9) For the t-statistic unequal variances are assumed, where Levene's test is found to be significant with F(3,177)=3.31, p<.05

Table A
 Contrast Results for Contrast Test I

Appendices

Posttest Contrast Coefficients ANOVA						
		EG _{02A}	CG _{02B}	CG _{02C}	CG _{02D}	(6)(7)
	Contrast 1	-1	-1	-1	3	
	Contrast 2	-1	-1	2	0	
	Contrast 3	-1	1	0	0	

Posttest Contrast Results ANOVA						
(1)			M (SD) N (2)	M (SD) N (2)	B t η^2 (3)(4)	95% confid. int. LB UB (5)
DEDICAT	Contrast 1	CG _{02D}	.01	EG _{02A} , CG _{02B} , O _{2C}	.31	(6)(7)(8) (9)
			(1.14)		.49	
			32		.011	
	Contrast 2	CG _{02C}	.04	EG _{02A} , CG _{02B}	.41	(6)(7)(8) (9)
			(0.91)		1.39	
			53		.011	
	Contrast 3	EG _{02A}	-.33	CG _{02B}	.34	(6)(7)(8) (9)
			(0.42)		2.27 *	
			14	82	.011	
ACHIEV	Contrast 1	CG _{02D}	.05	EG _{02A} , CG _{02B} , O _{2C}	.05	(6)(7)(8)
			(0.82)		.09	
			32		.011	
	Contrast 2	CG _{02C}	.08	EG _{02A} , CG _{02B}	.15	(6)(7)(8)
			(0.83)		.42	
			53		.011	
	Contrast 3	EG _{02A}	.11	CG _{02B}	-.22	-0.72 0.28 (6)(7)
			(0.77)		-.86	
			14	82	.011	

Notes:
 (1) Factorscores
 (2) M = Mean SD = Standard deviation N = Sample size
 (3) B = Contrast estimate t = t-test statistic of the contrast η^2 = Eta squared of the overall contrast procedure
 (4) * Statistic significant at the 0.05 level (two-tailed)
 ** Statistic significant at the 0.01 level (two-tailed)
 *** Statistic significant at the 0.001 level (two-tailed)
 (5) Range of the 95% confidence interval of the contrast estimate
 LB = Lower bound of the interval UB = Upper bound of the interval
 (6) EG = Experimental Group CG = Control Group
 (7) In the subscript, reference is made to the Experimental and Control Group indications, visualized in Appendix LXII, Section B., Fig. A.
 (8) No confidence interval estimates are provided in the standard SPSS output routine
 (9) For the t-statistic unequal variances are assumed, where Levene's test is found to be significant with $F(3,177)=3.31, p<.05$

Table B
 Contrast Results for Contrast Test 2

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Posttest Contrast Coefficients ANOVA						
		EG _{02A}	CG _{02B}	CG _{02C}	CG _{02D}	(6)(7)
	Contrast 1	-1	3	-1	-1	
	Contrast 2	-1	0	-1	2	
	Contrast 3	-1	0	1	0	

Posttest Contrast Results ANOVA						
(1)			M (SD) N (2)	M (SD) N (2)	B t η^2 (3)(4)	95% confid. int. LB UB (5)
DEDICAT	Contrast 1	CG _{02B}	.01 (0.91) 82	EG _{02A} , CG _{02C} , O2D	.31 .78 .011	(6)(7)(8) (9)
	Contrast 2	CG _{02D}	.01 (1.14) 32	EG _{02A} , CG _{02C}	.31 .72 .011	(6)(7)(8) (9)
	Contrast 3	EG _{02A}	-.33 (0.42) 14	CG _{02C} (0.91) 53	.38 2.23 * .011	(6)(7)(8) (9)
ACHIEV	Contrast 1	CG _{02B}	-.11 (0.95) 82	EG _{02A} , CG _{02C} , O2D	-.55 -1.30 .011	(6)(7)(8)
	Contrast 2	CG _{02D}	.05 (0.82) 32	EG _{02A} , CG _{02C}	-.10 -.24 .011	(6)(7)(8)
	Contrast 3	EG _{02A}	.11 (0.77) 14	CG _{02C} (0.83) 53	-.04 -.14 .011	-.56 .49 (6)(7)

Notes:
 (1) Factorscores
 (2) M = Mean SD = Standard deviation N = Sample size
 (3) B = Contrast estimate t = t-test statistic of the contrast η^2 = Eta squared of the overall contrast procedure
 (4) * Statistic significant at the 0.05 level (two-tailed)
 ** Statistic significant at the 0.01 level (two-tailed)
 *** Statistic significant at the 0.001 level (two-tailed)
 (5) Range of the 95% confidence interval of the contrast estimate
 LB = Lower bound of the interval UB = Upper bound of the interval
 (6) EG = Experimental Group CG = Control Group
 (7) In the subscript, reference is made to the Experimental and Control Group indications, visualized in Appendix LXII, Section B., Fig. A.
 (8) No confidence interval estimates are provided in the standard SPSS output routine
 (9) For the t-statistic unequal variances are assumed, where Levene's test is found to be significant with $F(3,177)=3.31, p<.05$

Table C
 Contrast Results for Contrast Test 3

Appendices

Posttest Contrast Coefficients ANOVA						
		EG _{02A}	CG _{02B}	CG _{02C}	CG _{02D}	(6)(7)
Contrast 1		-1	-1	3	-1	
Contrast 2		-1	2	0	-1	
Contrast 3		-1	0	0	1	

Posttest Contrast Results ANOVA						
(1)			M (SD) N (2)	M (SD) N (2)	B t η^2 (3)(4)	95% confid. int. LB UB (5)
DEDICAT	Contrast 1	CG _{02C}	.04 (0.91) 53	EG _{02A} , CG _{02B} , O _{2D}	.44 .97 .011	(6)(7)(8) (9)
	Contrast 2	CG _{02B}	.01 (0.91) 82	EG _{02A} , CG _{02D}	.34 1.12 .011	(6)(7)(8) (9)
	Contrast 3	EG _{02A}	-.33 (0.42) 14	CG _{02D} (1.14) 32	.34 1.49 .011	(6)(7)(8) (9)
ACHIEV	Contrast 1	CG _{02C}	.08 (0.83) 53	EG _{02A} , CG _{02B} , O _{2D}	.18 .38 .011	(6)(7)(8)
	Contrast 2	CG _{02B}	-.11 (0.95) 82	EG _{02A} , CG _{02D}	-.37 -1.08 .011	(6)(7)(8)
	Contrast 3	EG _{02A}	.11 (0.77) 14	CG _{02D} (0.82) 32	-.07 -.24 .011	-.62 .49 (6)(7)

Notes:
 (1) Factorscores
 (2) M = Mean SD = Standard deviation N = Sample size
 (3) B = Contrast estimate t = t-test statistic of the contrast η^2 = Eta squared of the overall contrast procedure
 (4) * Statistic significant at the 0.05 level (two-tailed)
 ** Statistic significant at the 0.01 level (two-tailed)
 *** Statistic significant at the 0.001 level (two-tailed)
 (5) Range of the 95% confidence interval of the contrast estimate
 LB = Lower bound of the interval UB = Upper bound of the interval
 (6) EG = Experimental Group CG = Control Group
 (7) In the subscript, reference is made to the Experimental and Control Group indications, visualized in Appendix LXII, Section B., Fig. A.
 (8) No confidence interval estimates are provided in the standard SPSS output routine
 (9) For the t-statistic unequal variances are assumed, where Levene's test is found to be significant with $F(3,177)=3.31, p<.05$

Table D
 Contrast Results for Contrast Test 4

Appendix LXVI

*Contrast Results Planned-Comparison for One-way Independent ANOVA
Pretest Experimental and Control Groups
Factor scores Component DEDICAT and ACHIEV*

A Contrast Test was conducted to provide results obtained as summarized in Table 8.3. Outcomes of the Planned-Comparison Test are presented in following Tables, with respective Contrast Coefficients used in the ANOVA procedure:

- Table A: Contrast Results for Contrast Test 1

Appendices

Pretest Contrast Coefficients ANOVA						
	EG _{03A}	EG _{03B}	EG _{03C}	EG _{03D}	CG _{03E}	(6)(7)
Contrast 1	-1	-1	-1	-1	4	
Contrast 2	-1	-1	-1	3	0	
Contrast 3	-1	-1	2	0	0	
Contrast 4	-1	1	0	0	0	

Pretest Contrast Results ANOVA						
(1)			M (SD) N (2)	M (SD) N (2)	B t η^2 (3)(4)	95% confid. int. LB UB (5)
DEDICAT	Contrast 1	CG _{03E}	-0.26 (0.79) 36	EG _{03A, 03B, 03C, 03D}	-.12 -.16 .003	(6)(7)(8)
	Contrast 2	EG _{03D}	-0.20 (0.97) 36	EG _{03A, 03B, 03C}	.11 .20 .003	(6)(7)(8)
	Contrast 3	EG _{03C}	-0.18 (1.15) 36	EG _{03A, 03B}	.17 .44 .003	(6)(7)(8)
	Contrast 4	EG _{03B}	-0.33 (0.90) 36	EG _{03A} -0.20 (0.97) 36	-.12 -.55 .003	-.57 .32 (6)(7)

Notes:
 (1) Factorscores
 (2) M = Mean SD = Standard deviation N = Sample size
 (3) B = Contrast estimate t = t-test statistic of the contrast η^2 = Eta squared of the overall contrast procedure
 (4) * Statistic significant at the 0.05 level (two-tailed)
 ** Statistic significant at the 0.01 level (two-tailed)
 *** Statistic significant at the 0.001 level (two-tailed)
 (5) Range of the 95% confidence interval of the contrast estimate
 LB = Lower bound of the interval UB = Upper bound of the interval
 (6) EG = Experimental Group CG = Control Group
 (7) In the subscript, reference is made to the Experimental and Control Group indications, visualized in Appendix LXII, Section B., Fig. A.
 (8) No confidence interval estimates are provided in the standard SPSS output routine

Table A
 Contrast Results for Contrast Test 1
 Factor score DEDICAT

Continued, p. 2. ...

Pretest Contrast Coefficients ANOVA						
	EG _{03A}	EG _{03B}	EG _{03C}	EG _{03D}	CG _{03E}	(6)(7)
Contrast 1	-1	-1	-1	-1	4	
Contrast 2	-1	-1	-1	3	0	
Contrast 3	-1	-1	2	0	0	
Contrast 4	-1	1	0	0	0	

Pretest Contrast Results ANOVA						
(1)		M (SD) N (2)	M (SD) N (2)	B t η^2 (3)(4)	95% confid. int. LB UB (5)	
ACHIEV	Contrast 1	CG _{03E} -0.04 (1.06) 36	EG _{03A, 03B, 03C, 03D}	1.04 1.36 .026		(6)(7)(8)
	Contrast 2	EG _{03D} -0.49 (1.05) 36	EG _{03A, 03B, 03C}	-.76 -1.28 .026		(6)(7)(8)
	Contrast 3	EG _{03C} -0.20 (1.10) 36	EG _{03A, 03B}	.12 .28 .026		(6)(7)(8)
	Contrast 4	EG _{03B} -0.13 (0.99) 36	EG _{03A} -0.38 (0.93) 36	.24 1.01 .026	-.23 .72	(6)(7)

Notes:
 (1) Factorscores
 (2) M = Mean SD = Standard deviation N = Sample size
 (3) B = Contrast estimate t = t-test statistic of the contrast η^2 = Eta squared of the overall contrast procedure
 (4) * Statistic significant at the 0.05 level (two-tailed)
 ** Statistic significant at the 0.01 level (two-tailed)
 *** Statistic significant at the 0.001 level (two-tailed)
 (5) Range of the 95% confidence interval of the contrast estimate
 LB = Lower bound of the interval UB = Upper bound of the interval
 (6) EG = Experimental Group CG = Control Group
 (7) In the subscript, reference is made to the Experimental and Control Group indications, visualized in Appendix LXII, Section B., Fig. A.
 (8) No confidence interval estimates are provided in the standard SPSS output routine

Table A (Continued)
 Contrast Results for Contrast Test 1
 Factor score ACHIEV

Appendix LXVII

*Contrast Results Planned-Comparison for One-way Independent ANOVA
Posttest Experimental and Control Groups
Factor scores Component DEDICAT and ACHIEV*

A Contrast Test was conducted to provide results obtained as summarized in Table 8.4. Outcomes of the Planned-Comparison Test are presented in following Tables, with respective Contrast Coefficients used in the ANOVA procedure:

- Table A: Contrast Results for Contrast Test 1

Posttest Contrast Coefficients ANOVA						
	EG _{04A}	EG _{04B}	EG _{04C}	EG _{04D}	CG _{04E}	(6)(7)
Contrast 1	-1	-1	-1	-1	4	
Contrast 2	-1	-1	-1	3	0	
Contrast 3	-1	-1	2	0	0	
Contrast 4	-1	1	0	0	0	

Posttest Contrast Results ANOVA						
(1)			M (SD) N (2)	M (SD) N (2)	B t η^2 (3)(4)	95% confid. int. LB UB (5)
DEDICAT	Contrast 1	CG _{04E}	0.18 (1.03) 39	EG _{04A, 04B, 04C, 04D}	1.74 2.14 * .037	(6)(7)(8)
	Contrast 2	EG _{04D}	-0.49 (1.04) 22	EG _{04A, 04B, 04C}	-.96 -1.23 .037	(6)(7)(8)
	Contrast 3	EG _{04C}	-0.07 (0.98) 17	EG _{04A, 04B}	.30 .52 .037	(6)(7)(8)
	Contrast 4	EG _{04B}	-0.18 (1.13) 69	EG _{04A} (1.06) 23	.09 .35 .037	-.42 .60 (6)(7)

Notes:
 (1) Factorscores
 (2) M = Mean SD = Standard deviation N = Sample size
 (3) B = Contrast estimate t = t-test statistic of the contrast η^2 = Eta squared of the overall contrast procedure
 (4) * Statistic significant at the 0.05 level (two-tailed)
 ** Statistic significant at the 0.01 level (two-tailed)
 *** Statistic significant at the 0.001 level (two-tailed)
 (5) Range of the 95% confidence interval of the contrast estimate
 LB = Lower bound of the interval UB = Upper bound of the interval
 (6) EG = Experimental Group CG = Control Group
 (7) In the subscript, reference is made to the Experimental and Control Group indications, visualized in Appendix LXII, Section B., Fig. A.
 (8) No confidence interval estimates are provided in the standard SPSS output routine

Table A
 Contrast Results for Contrast Test 1
 Factor score DEDICAT

Continued, p. 2. ...

Posttest Contrast Coefficients ANOVA						(6)(7)
	EG _{04A}	EG _{04B}	EG _{04C}	EG _{04D}	CG _{04E}	
Contrast 1	-1	-1	-1	-1	4	
Contrast 2	-1	-1	-1	3	0	
Contrast 3	-1	-1	2	0	0	
Contrast 4	-1	1	0	0	0	

Posttest Contrast Results ANOVA							
(1)			M (SD) N (2)	M (SD) N (2)	B t η^2 (3)(4)	95% confid. int. LB UB (5)	
ACHIEV	Contrast 1	CG _{04E}	-0.14 (0.86) 39	EG _{04A, 04B, 04C, 04D}	-.61 -.84 .085		(6)(7)(8)
	Contrast 2	EG _{04D}	-0.48 (0.87) 22	EG _{04A, 04B, 04C}	-1.98 -2.83 ** .085		(6)(7)(8)
	Contrast 3	EG _{04C}	0.13 (1.10) 17	EG _{04A, 04B}	-.15 -.29 .085		(6)(7)(8)
	Contrast 4	EG _{04B}	-0.15 (1.06) 69	EG _{04A}	0.57 (0.80) -3.09 ** .085	-1.18 -.26	(6)(7)

Notes:
 (1) Factorscores
 (2) M = Mean SD = Standard deviation N = Sample size
 (3) B = Contrast estimate t = t-test statistic of the contrast η^2 = Eta squared of the overall contrast procedure
 (4) * Statistical significant at the 0.05 level (two-tailed)
 ** Statistical significant at the 0.01 level (two-tailed)
 *** Statistical significant at the 0.001 level (two-tailed)
 (5) Range of the 95% confidence interval of the contrast estimate
 LB = Lower bound of the interval UB = Upper bound of the interval
 (6) EG = Experimental Group CG = Control Group
 (7) In the subscript, reference is made to the Experimental and Control Group indications, visualized in Appendix LXII, Section B., Fig. A.
 (8) No confidence interval estimates are provided in the standard SPSS output routine

Table A (Continued)
 Contrast Results for Contrast Test 1
 Factor score ACHIEV

Appendix LXVIII

Contrast Results Planned-Comparison for One-way Independent ANOVA Pretest Experimental and Control Groups Factor scores Component DEDICAT and ACHIEV

Four Contrast Tests were conducted to provide results obtained as summarized in Table 8.5. Outcomes of these four Planned-Comparison Tests are presented in following Tables, with respective Contrast Coefficients used in the ANOVA procedure:

- Table A: Contrast Results for Contrast Test 1
- Table B: Contrast Results for Contrast Test 2
- Table C: Contrast Results for Contrast Test 3
- Table D: Contrast Results for Contrast Test 4

Pretest Contrast Coefficients ANOVA						
	EG _{03A}	EG _{03B}	EG _{03C}	EG _{03D}	CG _{03E}	(6)/(7)
Contrast 1	4	-1	-1	-1	-1	
Contrast 2	0	3	-1	-1	-1	
Contrast 3	0	0	2	-1	-1	
Contrast 4	0	0	0	1	-1	

Pretest Contrast Results ANOVA						
(1)		M (SD) N (2)	M (SD) N (2)	B t η^2 (3)(4)	95% confid. int. LB UB (5)	
DEDICAT	Contrast 1	EG _{03A} -0.20 (0.97) 36	EG _{03B, 03C, 03D, CG_{03E}}	.15 .21 .003		(6)(7)(8)
	Contrast 2	EG _{03B} -0.33 (0.90) 36	EG _{03C, 03D, CG_{03E}}	-.35 -.63 .003		(6)(7)(8)
	Contrast 3	EG _{03C} -0.18 (1.15) 36	EG _{03D, CG_{03E}}	.10 .25 .003		(6)(7)(8)
	Contrast 4	EG _{03D} -0.20 (0.97) 36	CG _{03E} -0.26 (0.79) 36	.06 .25 .003	-.39 .50	(6)(7)

Notes:
 (1) Factorscores
 (2) M = Mean SD = Standard deviation N = Sample size
 (3) B = Contrast estimate t = t-test statistic of the contrast η^2 = Eta squared of the overall contrast procedure
 (4) * Statistic significant at the 0.05 level (two-tailed)
 ** Statistic significant at the 0.01 level (two-tailed)
 *** Statistic significant at the 0.001 level (two-tailed)
 (5) Range of the 95% confidence interval of the contrast estimate
 LB = Lower bound of the interval UB = Upper bound of the interval
 (6) EG = Experimental Group CG = Control Group
 (7) In the subscript, reference is made to the Experimental and Control Group indications, visualized in Appendix LXII, Section B., Fig. A.
 (8) No confidence interval estimates are provided in the standard SPSS output routine

Table A
 Contrast Results for Contrast Test 1
 Factor score DEDICAT

Continued, p. 2. ...

Pretest Contrast Coefficients ANOVA						
	EG _{03A}	EG _{03B}	EG _{03C}	EG _{03D}	CG _{03E}	(6)(7)
Contrast 1	4	-1	-1	-1	-1	
Contrast 2	0	3	-1	-1	-1	
Contrast 3	0	0	2	-1	-1	
Contrast 4	0	0	0	1	-1	

Pretest Contrast Results ANOVA						
(1)		M (SD) N (2)	M (SD) N (2)	B t η^2 (3)(4)	95% confid. int. LB UB (5)	
ACHIEV	Contrast 1	EG _{03A} -0.38 (0.93) 36	EG _{03B, 03C, 03D, CG_{03E}}	-.65 -.85 .026		(6)(7)(8)
	Contrast 2	EG _{03B} -0.13 (0.99) 36	EG _{03C, 03D, CG_{03E}}	.33 .55 .026		(6)(7)(8)
	Contrast 3	EG _{03C} -0.20 (1.10) 36	EG _{03D, CG_{03E}}	.14 .32 .026		(6)(7)(8)
	Contrast 4	EG _{03D} -0.49 (1.05) 36	CG _{03E} -0.04 (1.06) 36	-.45 -1.86 .026	-.93 .03	(6)(7)

Notes:
 (1) Factorscores
 (2) M = Mean SD = Standard deviation N = Sample size
 (3) B = Contrast estimate t = t-test statistic of the contrast η^2 = Eta squared of the overall contrast procedure
 (4) * Statistic significant at the 0.05 level (two-tailed)
 ** Statistic significant at the 0.01 level (two-tailed)
 *** Statistic significant at the 0.001 level (two-tailed)
 (5) Range of the 95% confidence interval of the contrast estimate
 LB = Lower bound of the interval UB = Upper bound of the interval
 (6) EG = Experimental Group CG = Control Group
 (7) In the subscript, reference is made to the Experimental and Control Group indications, visualized in Appendix LXII, Section B., Fig. A.
 (8) No confidence interval estimates are provided in the standard SPSS output routine

Table A (Continued)
 Contrast Results for Contrast Test 1
 Factor score ACHIEV

Appendices

Pretest Contrast Coefficients ANOVA						
	EG _{03A}	EG _{03B}	EG _{03C}	EG _{03D}	CG _{03E}	(6)(7)
Contrast 1	4	-1	-1	-1	-1	
Contrast 2	0	3	-1	-1	-1	
Contrast 3	0	0	-1	2	-1	
Contrast 4	0	0	1	0	-1	

Pretest Contrast Results ANOVA						
(1)		M (SD) N	M (SD) N	B t η ²	95% confid. int. LB UB	
		(2)	(2)	(3)(4)	(5)	
DEDICAT	Contrast 1	EG _{03A} -0.20 (0.97) 36	EG _{03B, 03C, 03D, CG_{03E}}	.15 .21 .003		(6)(7)(8)
	Contrast 2	EG _{03B} -0.33 (0.90) 36	EG _{03C, 03D, CG_{03E}}	-.35 -.63 .003		(6)(7)(8)
	Contrast 3	EG _{03D} -0.20 (0.97) 36	EG _{03C, CG_{03E}}	.04 .09 .003		(6)(7)(8)
	Contrast 4	EG _{03C} -0.18 (1.15) 36	CG _{03E} -0.26 (0.79) 36	.08 .34 .003	-.37 .53	(6)(7)

Notes:
 (1) Factorscores
 (2) M = Mean SD = Standard deviation N = Sample size
 (3) B = Contrast estimate t = t-test statistic of the contrast η² = Eta squared of the overall contrast procedure
 (4) * Statistic significant at the 0.05 level (two-tailed)
 ** Statistic significant at the 0.01 level (two-tailed)
 *** Statistic significant at the 0.001 level (two-tailed)
 (5) Range of the 95% confidence interval of the contrast estimate
 LB = Lower bound of the interval UB = Upper bound of the interval
 (6) EG = Experimental Group CG = Control Group
 (7) In the subscript, reference is made to the Experimental and Control Group indications, visualized in Appendix LXII, Section B., Fig. A.
 (8) No confidence interval estimates are provided in the standard SPSS output routine

Table B
 Contrast Results for Contrast Test 2
 Factor score DEDICAT

Continued, p. 2. ...

Pretest						
Contrast Coefficients ANOVA						
	EG _{03A}	EG _{03B}	EG _{03C}	EG _{03D}	CG _{03E}	(6)(7)
Contrast 1	4	-1	-1	-1	-1	
Contrast 2	0	3	-1	-1	-1	
Contrast 3	0	0	-1	2	-1	
Contrast 4	0	0	1	0	-1	

Pretest						
Contrast Results ANOVA						
(1)		M (SD) N (2)	M (SD) N (2)	B t η^2 (3)(4)	95% confid. int. LB UB (5)	
ACHIEV	Contrast 1	EG _{03A} -0.38 (0.93) 36	EG _{03B, 03C, 03D, CG_{03E}}	-0.65 -0.85 .026		(6)(7)(8)
	Contrast 2	EG _{03B} -0.13 (0.99) 36	EG _{03C, 03D, CG_{03E}}	.33 .55 .026		(6)(7)(8)
	Contrast 3	EG _{03D} -0.49 (1.05) 36	EG _{03C, CG_{03E}}	-0.74 -1.77 .026		(6)(7)(8)
	Contrast 4	EG _{03C} -0.20 (1.10) 36	CG _{03E} -0.04 (1.06) 36	-0.16 -0.65 .026	-0.64 .32	(6)(7)

Notes:
 (1) Factorscores
 (2) M = Mean SD = Standard deviation N = Sample size
 (3) B = Contrast estimate t = t-test statistic of the contrast η^2 = Eta squared of the overall contrast procedure
 (4) * Statistic significant at the 0.05 level (two-tailed)
 ** Statistic significant at the 0.01 level (two-tailed)
 *** Statistic significant at the 0.001 level (two-tailed)
 (5) Range of the 95% confidence interval of the contrast estimate
 LB = Lower bound of the interval UB = Upper bound of the interval
 (6) EG = Experimental Group CG = Control Group
 (7) In the subscript, reference is made to the Experimental and Control Group indications, visualized in Appendix LXII, Section B., Fig. A.
 (8) No confidence interval estimates are provided in the standard SPSS output routine

Table B (Continued)
 Contrast Results for Contrast Test 2
 Factor score ACHIEV

Appendices

Pretest Contrast Coefficients ANOVA						
	EG _{03A}	EG _{03B}	EG _{03C}	EG _{03D}	CG _{03E}	(6)(7)
Contrast 1	4	-1	-1	-1	-1	
Contrast 2	0	-1	3	-1	-1	
Contrast 3	0	-1	0	2	-1	
Contrast 4	0	1	0	0	-1	

Pretest Contrast Results ANOVA							
(1)		M (SD) N (2)	M (SD) N (2)	B t η^2 (3)(4)	95% confid. int. LB UB (5)		
DEDICAT	Contrast 1	EG _{03A}	-0.20 (0.97) 36	EG _{03B, 03C, 03D, CG_{03E}}	.15 .21 .003		(6)(7)(8)
	Contrast 2	EG _{03C}	-0.18 (1.15) 36	EG _{03B, 03D, CG_{03E}}	.25 .44 .003		(6)(7)(8)
	Contrast 3	EG _{03D}	-0.20 (0.97) 36	EG _{03B, CG_{03E}}	.18 .47 .003		(6)(7)(8)
	Contrast 4	EG _{03B}	-0.33 (0.90) 36	CG _{03E}	-0.26 (0.79) 36 .003	-.07 -.31 .003	-.52 .38

Notes:
 (1) Factorscores
 (2) M = Mean SD = Standard deviation N = Sample size
 (3) B = Contrast estimate t = t-test statistic of the contrast η^2 = Eta squared of the overall contrast procedure
 (4) * Statistic significant at the 0.05 level (two-tailed)
 ** Statistic significant at the 0.01 level (two-tailed)
 *** Statistic significant at the 0.001 level (two-tailed)
 (5) Range of the 95% confidence interval of the contrast estimate
 LB = Lower bound of the interval UB = Upper bound of the interval
 (6) EG = Experimental Group CG = Control Group
 (7) In the subscript, reference is made to the Experimental and Control Group indications, visualized in Appendix LXII, Section B., Fig. A.
 (8) No confidence interval estimates are provided in the standard SPSS output routine

Table C
 Contrast Results for Contrast Test 3
 Factor score DEDICAT

Continued, p. 2. ...

Pretest Contrast Coefficients ANOVA						
	EG _{03A}	EG _{03B}	EG _{03C}	EG _{03D}	CG _{03E}	(6)(7)
Contrast 1	4	-1	-1	-1	-1	
Contrast 2	0	-1	3	-1	-1	
Contrast 3	0	-1	0	2	-1	
Contrast 4	0	1	0	0	-1	

Pretest Contrast Results ANOVA						
(1)		M (SD) N (2)	M (SD) N (2)	B t η^2 (3)(4)	95% confid. int. LB UB (5)	
ACHIEV	Contrast 1	EG _{03A} -0.38 (0.93) 36	EG _{03B, 03C, 03D, CG_{03E}}	-.65 -.85 .026		(6)(7)(8)
	Contrast 2	EG _{03C} -0.20 (1.10) 36	EG _{03B, 03D, CG_{03E}}	.07 .12 .026		(6)(7)(8)
	Contrast 3	EG _{03D} -0.49 (1.05) 36	EG _{03B, CG_{03E}}	-.81 -1.92 .026		(6)(7)(8)
	Contrast 4	EG _{03B} -0.13 (0.99) 36	CG _{03E} -0.04 (1.06) 36	-.09 -.39 .026	-.57 .38	(6)(7)

Notes:
 (1) Factorscores
 (2) M = Mean SD = Standard deviation N = Sample size
 (3) B = Contrast estimate t = t-test statistic of the contrast η^2 = Eta squared of the overall contrast procedure
 (4) * Statistic significant at the 0.05 level (two-tailed)
 ** Statistic significant at the 0.01 level (two-tailed)
 *** Statistic significant at the 0.001 level (two-tailed)
 (5) Range of the 95% confidence interval of the contrast estimate
 LB = Lower bound of the interval UB = Upper bound of the interval
 (6) EG = Experimental Group CG = Control Group
 (7) In the subscript, reference is made to the Experimental and Control Group indications, visualized in Appendix LXII, Section B., Fig. A.
 (8) No confidence interval estimates are provided in the standard SPSS output routine

Table C (Continued)
 Contrast Results for Contrast Test 3
 Factor score ACHIEV

Appendices

Pretest Contrast Coefficients ANOVA						
	EG _{03A}	EG _{03B}	EG _{03C}	EG _{03D}	CG _{03E}	(6)(7)
Contrast 1	-1	4	-1	-1	-1	
Contrast 2	-1	0	3	-1	-1	
Contrast 3	-1	0	0	2	-1	
Contrast 4	1	0	0	0	-1	

Pretest Contrast Results ANOVA							
(1)		M (SD) N (2)	M (SD) N (2)	B t η^2 (3)(4)	95% confid. int. LB UB (5)		
DEDICAT	Contrast 1	EG _{03B}	-0.33 (0.90) 36	EG _{03A, 03C, 03D, CG_{03E}}	-.47 -.66 .003		(6)(7)(8)
	Contrast 2	EG _{03C}	-0.18 (1.15) 36	EG _{03A, 03D, CG_{03E}}	.12 .22 .003		(6)(7)(8)
	Contrast 3	EG _{03D}	-0.20 (0.97) 36	EG _{03A, CG_{03E}}	.06 .15 .003		(6)(7)(8)
	Contrast 4	EG _{03A}	-0.20 (0.97) 36	CG _{03E}	-0.26 (0.79) 36 .23 .003	-.40 .50	(6)(7)

Notes:
 (1) Factorscores
 (2) M = Mean SD = Standard deviation N = Sample size
 (3) B = Contrast estimate t = t-test statistic of the contrast η^2 = Eta squared of the overall contrast procedure
 (4) * Statistic significant at the 0.05 level (two-tailed)
 ** Statistic significant at the 0.01 level (two-tailed)
 *** Statistic significant at the 0.001 level (two-tailed)
 (5) Range of the 95% confidence interval of the contrast estimate
 LB = Lower bound of the interval UB = Upper bound of the interval
 (6) EG = Experimental Group CG = Control Group
 (7) In the subscript, reference is made to the Experimental and Control Group indications, visualized in Appendix LXII, Section B., Fig. A.
 (8) No confidence interval estimates are provided in the standard SPSS output routine

Table D
 Contrast Results for Contrast Test 4
 Factor score DEDICAT

Continued, p. 2. ...

Pretest Contrast Coefficients ANOVA						
	EG _{03A}	EG _{03B}	EG _{03C}	EG _{03D}	CG _{03E}	(6)(7)
Contrast 1	-1	4	-1	-1	-1	
Contrast 2	-1	0	3	-1	-1	
Contrast 3	-1	0	0	2	-1	
Contrast 4	1	0	0	0	-1	

Pretest Contrast Results ANOVA						
(1)		M (SD) N	M (SD) N	B t η ²	95% confid. int. LB UB	
		(2)	(2)	(3)(4)	(5)	
ACHIEV	Contrast 1	EG _{03B} -0.13 (0.99) 36	EG _{03A, 03C, 03D, CG_{03E}}	.57 .75 .026		(6)(7)(8)
	Contrast 2	EG _{03C} -0.20 (1.10) 36	EG _{03A, 03D, CG_{03E}}	.32 .53 .026		(6)(7)(8)
	Contrast 3	EG _{03D} -0.49 (1.05) 36	EG _{03A, CG_{03E}}	-.56 -1.34 .026		(6)(7)(8)
	Contrast 4	EG _{03A} -0.38 (0.93) 36	CG _{03E} -0.04 (1.06) 36	-.34 -1.40 .026	-.82 .14	(6)(7)

Notes:
 (1) Factorscores
 (2) M = Mean SD = Standard deviation N = Sample size
 (3) B = Contrast estimate t = t-test statistic of the contrast η² = Eta squared of the overall contrast procedure
 (4) * Statistic significant at the 0.05 level (two-tailed)
 ** Statistic significant at the 0.01 level (two-tailed)
 *** Statistic significant at the 0.001 level (two-tailed)
 (5) Range of the 95% confidence interval of the contrast estimate
 LB = Lower bound of the interval UB = Upper bound of the interval
 (6) EG = Experimental Group CG = Control Group
 (7) In the subscript, reference is made to the Experimental and Control Group indications, visualized in Appendix LXII, Section B., Fig. A.
 (8) No confidence interval estimates are provided in the standard SPSS output routine

Table D (Continued)
 Contrast Results for Contrast Test 4
 Factor score ACHIEV

Appendix LXIX

*Contrast Results Planned-Comparison for One-way Independent ANOVA
Posttest Experimental and Control Groups
Factor scores Component DEDICAT and ACHIEV*

Four Contrast Tests were conducted to provide results obtained as summarized in Table 8.6. Outcomes of these four Planned-Comparison Tests are presented in following Tables, with respective Contrast Coefficients used in the ANOVA procedure:

- Table A: Contrast Results for Contrast Test 1
- Table B: Contrast Results for Contrast Test 2
- Table C: Contrast Results for Contrast Test 3
- Table D: Contrast Results for Contrast Test 4

Posttest						
Contrast Coefficients ANOVA						
	EG _{04A}	EG _{04B}	EG _{04C}	EG _{04D}	CG _{04E}	(6)(7)
Contrast 1	4	-1	-1	-1	-1	
Contrast 2	0	3	-1	-1	-1	
Contrast 3	0	0	2	-1	-1	
Contrast 4	0	0	0	1	-1	

Posttest							
Contrast Results ANOVA							
(1)		M (SD) N (2)	M (SD) N (2)	B t η^2 (3)(4)	95% confid. int. LB UB (5)		
DEDICAT	Contrast 1	EG _{04A}	-0.27 (1.06) 23	EG _{04B, 04C, 04D, CG_{04E}}	-0.52 -0.53 .037	(6)(7)(8)	
	Contrast 2	EG _{04B}	-0.18 (1.13) 69	EG _{04C, 04D, CG_{04E}}	-.15 -.28 .037	(6)(7)(8)	
	Contrast 3	EG _{04C}	-0.07 (0.98) 17	EG _{04D, CG_{04E}}	.16 .28 .037	(6)(7)(8)	
	Contrast 4	EG _{04D}	-0.49 (1.04) 22	CG _{04E}	0.18 (1.03) -2.35* .037	-1.24	-.11 (6)(7)

Notes:
 (1) Factorscores
 (2) M = Mean SD = Standard deviation N = Sample size
 (3) B = Contrast estimate t = t-test statistic of the contrast η^2 = Eta squared of the overall contrast procedure
 (4) * Statistic significant at the 0.05 level (two-tailed)
 ** Statistic significant at the 0.01 level (two-tailed)
 *** Statistic significant at the 0.001 level (two-tailed)
 (5) Range of the 95% confidence interval of the contrast estimate
 LB = Lower bound of the interval UB = Upper bound of the interval
 (6) EG = Experimental Group CG = Control Group
 (7) In the subscript, reference is made to the Experimental and Control Group indications, visualized in Appendix LXII, Section B., Fig. A.
 (8) No confidence interval estimates are provided in the standard SPSS output routine

Table A
 Contrast Results for Contrast Test 1
 Factor score DEDICAT

Continued, p. 2. ...

Posttest Contrast Coefficients ANOVA						
	EG _{04A}	EG _{04B}	EG _{04C}	EG _{04D}	CG _{04E}	(6)(7)
Contrast 1	4	-1	-1	-1	-1	
Contrast 2	0	3	-1	-1	-1	
Contrast 3	0	0	2	-1	-1	
Contrast 4	0	0	0	1	-1	

Posttest Contrast Results ANOVA						
(1)		M (SD) N (2)	M (SD) N (2)	B t η^2 (3)(4)	95% confid. int. LB UB (5)	
ACHIEV	Contrast 1	EG _{04A} 0.57 (0.80) 23	EG _{04B, 04C, 04D, CG_{04E}}	2.90 3.28 *** .085		(6)(7)(8)
	Contrast 2	EG _{04B} -0.15 (1.06) 69	EG _{04C, 04D, CG_{04E}}	.03 .06 .085		(6)(7)(8)
	Contrast 3	EG _{04C} 0.13 (1.10) 17	EG _{04D, CG_{04E}}	.88 1.64 .085		(6)(7)(8)
	Contrast 4	EG _{04D} -0.48 (0.87) 22	CG _{04E} -0.14 (0.86) 39	-.34 -1.33 .085	-.85 .17	(6)(7)

Notes:
 (1) Factorscores
 (2) M = Mean SD = Standard deviation N = Sample size
 (3) B = Contrast estimate t = t-test statistic of the contrast η^2 = Eta squared of the overall contrast procedure
 (4) * Statistic significant at the 0.05 level (two-tailed)
 ** Statistic significant at the 0.01 level (two-tailed)
 *** Statistic significant at the 0.001 level (two-tailed)
 (5) Range of the 95% confidence interval of the contrast estimate
 LB = Lower bound of the interval UB = Upper bound of the interval
 (6) EG = Experimental Group CG = Control Group
 (7) In the subscript, reference is made to the Experimental and Control Group indications, visualized in Appendix LXII, Section B., Fig. A.
 (8) No confidence interval estimates are provided in the standard SPSS output routine

Table A (Continued)
 Contrast Results for Contrast Test 1
 Factor score ACHIEV

Posttest Contrast Coefficients ANOVA						
	EG _{04A}	EG _{04B}	EG _{04C}	EG _{04D}	CG _{04E}	(6)(7)
Contrast 1	4	-1	-1	-1	-1	
Contrast 2	0	3	-1	-1	-1	
Contrast 3	0	0	-1	2	-1	
Contrast 4	0	0	1	0	-1	

Posttest Contrast Results ANOVA							
(1)		M (SD) N (2)	M (SD) N (2)	B t η^2 (3)(4)	95% confid. int. LB UB (5)		
DEDICAT	Contrast 1	EG _{04A} -0.27 (1.06) 23	EG _{04B, 04C, 04D, CG_{04E}}	-0.52 -0.53 .037			(6)(7)(8)
	Contrast 2	EG _{04B} -0.18 (1.13) 69	EG _{04C, 04D, CG_{04E}}	-0.15 -0.28 .037			(6)(7)(8)
	Contrast 3	EG _{04D} -0.49 (1.04) 22	EG _{04C, CG_{04E}}	-1.10 -1.97 * .037			(6)(7)(8)
	Contrast 4	EG _{04C} -0.07 (0.98) 17	CG _{04E} 0.18 (1.03) 39	-0.26 -0.82 .037	-0.87	0.36	(6)(7)

Notes:
 (1) Factorscores
 (2) M = Mean SD = Standard deviation N = Sample size
 (3) B = Contrast estimate t = t-test statistic of the contrast η^2 = Eta squared of the overall contrast procedure
 (4) * Statistic significant at the 0.05 level (two-tailed)
 ** Statistic significant at the 0.01 level (two-tailed)
 *** Statistic significant at the 0.001 level (two-tailed)
 (5) Range of the 95% confidence interval of the contrast estimate
 LB = Lower bound of the interval UB = Upper bound of the interval
 (6) EG = Experimental Group CG = Control Group
 (7) In the subscript, reference is made to the Experimental and Control Group indications, visualized in Appendix LXII, Section B., Fig. A.
 (8) No confidence interval estimates are provided in the standard SPSS output routine

Table B
 Contrast Results for Contrast Test 2
 Factor score DEDICAT

Continued, p. 2. ...

Posttest Contrast Coefficients ANOVA						
	EG _{04A}	EG _{04B}	EG _{04C}	EG _{04D}	CG _{04E}	(6)(7)
Contrast 1	4	-1	-1	-1	-1	
Contrast 2	0	3	-1	-1	-1	
Contrast 3	0	0	-1	2	-1	
Contrast 4	0	0	1	0	-1	

Posttest Contrast Results ANOVA						
(1)		M (SD) N (2)	M (SD) N (2)	B t η^2 (3)(4)	95% confid. int. LB UB (5)	
ACHIEV	Contrast 1	EG _{04A} 0.57 (0.80) 23	EG _{04B, 04C, 04D, CG_{04E}}	2.90 3.28 *** .085		(6)(7)(8)
	Contrast 2	EG _{04B} -0.15 (1.06) 69	EG _{04C, 04D, CG_{04E}}	.03 .06 .085		(6)(7)(8)
	Contrast 3	EG _{04D} -0.48 (0.87) 22	EG _{04C, CG_{04E}}	-.95 -1.91 .085		(6)(7)(8)
	Contrast 4	EG _{04C} 0.13 (1.10) 17	CG _{04E} -0.14 (0.86) 39	.27 .95 .085	-.29 .82	(6)(7)

Notes:
 (1) Factorscores
 (2) M = Mean SD = Standard deviation N = Sample size
 (3) B = Contrast estimate t = t-test statistic of the contrast η^2 = Eta squared of the overall contrast procedure
 (4) * Statistic significant at the 0.05 level (two-tailed)
 ** Statistic significant at the 0.01 level (two-tailed)
 *** Statistic significant at the 0.001 level (two-tailed)
 (5) Range of the 95% confidence interval of the contrast estimate
 LB = Lower bound of the interval UB = Upper bound of the interval
 (6) EG = Experimental Group CG = Control Group
 (7) In the subscript, reference is made to the Experimental and Control Group indications, visualized in Appendix LXII, Section B., Fig. A.
 (8) No confidence interval estimates are provided in the standard SPSS output routine

Table B (Continued)
 Contrast Results for Contrast Test 2
 Factor score ACHIEV

Posttest						
Contrast Coefficients ANOVA						
	EG _{04A}	EG _{04B}	EG _{04C}	EG _{04D}	CG _{04E}	(6)(7)
Contrast 1	4	-1	-1	-1	-1	
Contrast 2	0	-1	3	-1	-1	
Contrast 3	0	-1	0	2	-1	
Contrast 4	0	1	0	0	-1	

Posttest						
Contrast Results ANOVA						
(1)		M (SD) N (2)	M (SD) N (2)	B t η^2 (3)(4)	95% confid. int. LB UB (5)	
DEDICAT	Contrast 1	EG _{04A} -0.27 (1.06) 23	EG _{04B, 04C, 04D, 04E} CG _{04E}	-.52 -.53 .037		(6)(7)(8)
	Contrast 2	EG _{04C} -0.07 (0.98) 17	EG _{04B, 04D, 04E} CG _{04E}	.27 .32 .037		(6)(7)(8)
	Contrast 3	EG _{04D} -0.49 (1.04) 22	EG _{04B, 04E} CG _{04E}	-.99 -1.95 .037		(6)(7)(8)
	Contrast 4	EG _{04B} -0.18 (1.13) 69	CG _{04E} 0.18 (1.03) 39	-.36 -1.68 .037	-.79 .06	(6)(7)

Notes:
 (1) Factorscores
 (2) M = Mean SD = Standard deviation N = Sample size
 (3) B = Contrast estimate t = t-test statistic of the contrast η^2 = Eta squared of the overall contrast procedure
 (4) * Statistic significant at the 0.05 level (two-tailed)
 ** Statistic significant at the 0.01 level (two-tailed)
 *** Statistic significant at the 0.001 level (two-tailed)
 (5) Range of the 95% confidence interval of the contrast estimate
 LB = Lower bound of the interval UB = Upper bound of the interval
 (6) EG = Experimental Group CG = Control Group
 (7) In the subscript, reference is made to the Experimental and Control Group indications, visualized in Appendix LXII, Section B., Fig. A.
 (8) No confidence interval estimates are provided in the standard SPSS output routine

Table C
 Contrast Results for Contrast Test 3
 Factor score DEDICAT

Continued, p. 2. ...

Posttest						
Contrast Coefficients ANOVA						
	EG _{04A}	EG _{04B}	EG _{04C}	EG _{04D}	CG _{04E}	(6)(7)
Contrast 1	4	-1	-1	-1	-1	
Contrast 2	0	-1	3	-1	-1	
Contrast 3	0	-1	0	2	-1	
Contrast 4	0	1	0	0	-1	

Posttest						
Contrast Results ANOVA						
(1)		M (SD) N	M (SD) N	B t η ²	95% confid. int. LB UB	
		(2)	(2)	(3)(4)	(5)	
ACHIEV	Contrast 1	EG _{04A} 0.57 (0.80) 23	EG _{04B, 04C, 04D, CG_{04E}}	2.90 3.28 *** .085		(6)(7)(8)
	Contrast 2	EG _{04C} 0.13 (1.10) 17	EG _{04B, 04D, CG_{04E}}	1.16 1.53 .085		(6)(7)(8)
	Contrast 3	EG _{04D} -0.48 (0.87) 22	EG _{04B, CG_{04E}}	-0.67 -1.47 .085		(6)(7)(8)
	Contrast 4	EG _{04B} -0.15 (1.06) 69	CG _{04E} -0.14 (0.86) 39	-0.02 -0.08 .085	-0.40 .37	(6)(7)

Notes:
 (1) Factorscores
 (2) M = Mean SD = Standard deviation N = Sample size
 (3) B = Contrast estimate t = t-test statistic of the contrast η² = Eta squared of the overall contrast procedure
 (4) * Statistic significant at the 0.05 level (two-tailed)
 ** Statistic significant at the 0.01 level (two-tailed)
 *** Statistic significant at the 0.001 level (two-tailed)
 (5) Range of the 95% confidence interval of the contrast estimate
 LB = Lower bound of the interval UB = Upper bound of the interval
 (6) EG = Experimental Group CG = Control Group
 (7) In the subscript, reference is made to the Experimental and Control Group indications, visualized in Appendix LXII, Section B., Fig. A.
 (8) No confidence interval estimates are provided in the standard SPSS output routine

Table C (Continued)
 Contrast Results for Contrast Test 3
 Factor score ACHIEV

Posttest						
Contrast Coefficients ANOVA						
	EG _{04A}	EG _{04B}	EG _{04C}	EG _{04D}	CG _{04E}	(6)(7)
Contrast 1	-1	4	-1	-1	-1	
Contrast 2	-1	0	3	-1	-1	
Contrast 3	-1	0	0	2	-1	
Contrast 4	1	0	0	0	-1	

Posttest							
Contrast Results ANOVA							
(1)		M (SD) N (2)	M (SD) N (2)	B t η^2 (3)(4)	95% confid. int. LB UB (5)		
DEDICAT	Contrast 1	EG _{04B}	-0.18 (1.13) 69	EG _{04A, 04C, 04D, CG_{04E}}	-.06 -.09 .037	(6)(7)(8)	
	Contrast 2	EG _{04C}	-0.07 (0.98) 17	EG _{04A, 04D, CG_{04E}}	.36 .42 .037	(6)(7)(8)	
	Contrast 3	EG _{04D}	-0.49 (1.04) 22	EG _{04A, CG_{04E}}	-.90 -1.67 .037	(6)(7)(8)	
	Contrast 4	EG _{04A}	-0.27 (1.06) 23	CG _{04E}	0.18 (1.03) 39	-1.01 .11	(6)(7)

Notes:
 (1) Factorscores
 (2) M = Mean SD = Standard deviation N = Sample size
 (3) B = Contrast estimate t = t-test statistic of the contrast η^2 = Eta squared of the overall contrast procedure
 (4) * Statistic significant at the 0.05 level (two-tailed)
 ** Statistic significant at the 0.01 level (two-tailed)
 *** Statistic significant at the 0.001 level (two-tailed)
 (5) Range of the 95% confidence interval of the contrast estimate
 LB = Lower bound of the interval UB = Upper bound of the interval
 (6) EG = Experimental Group CG = Control Group
 (7) In the subscript, reference is made to the Experimental and Control Group indications, visualized in Appendix LXII, Section B., Fig. A.
 (8) No confidence interval estimates are provided in the standard SPSS output routine

Table D
 Contrast Results for Contrast Test 4
 Factor score DEDICAT

Continued, p. 2. ...

Posttest						
Contrast Coefficients ANOVA						
	EG _{04A}	EG _{04B}	EG _{04C}	EG _{04D}	CG _{04E}	(6)(7)
Contrast 1	-1	4	-1	-1	-1	
Contrast 2	-1	0	3	-1	-1	
Contrast 3	-1	0	0	2	-1	
Contrast 4	1	0	0	0	-1	

Posttest						
Contrast Results ANOVA						
(1)		M (SD) N (2)	M (SD) N (2)	B t η^2 (3)(4)	95% confid. int. LB UB (5)	
ACHIEV	Contrast 1	EG _{04B} -0.15 (1.06) 69	EG _{04A, 04C, 04D, CG_{04E}}	-0.69 -1.12 .085		(6)(7)(8)
	Contrast 2	EG _{04C} 0.13 (1.10) 17	EG _{04A, 04D, CG_{04E}}	.44 .57 .085		(6)(7)(8)
	Contrast 3	EG _{04D} -0.48 (0.87) 22	EG _{04A, CG_{04E}}	-1.38 -2.86 ** .085		(6)(7)(8)
	Contrast 4	EG _{04A} 0.57 (0.80) 23	CG _{04E} -0.14 (0.86) 39	.70 2.77 ** .085	.20 1.20	(6)(7)

Notes:
 (1) Factorscores
 (2) M = Mean SD = Standard deviation N = Sample size
 (3) B = Contrast estimate t = t-test statistic of the contrast η^2 = Eta squared of the overall contrast procedure
 (4) * Statistic significant at the 0.05 level (two-tailed)
 ** Statistic significant at the 0.01 level (two-tailed)
 *** Statistic significant at the 0.001 level (two-tailed)
 (5) Range of the 95% confidence interval of the contrast estimate
 LB = Lower bound of the interval UB = Upper bound of the interval
 (6) EG = Experimental Group CG = Control Group
 (7) In the subscript, reference is made to the Experimental and Control Group indications, visualized in Appendix LXII, Section B., Fig. A.
 (8) No confidence interval estimates are provided in the standard SPSS output routine

Table D (Continued)
 Contrast Results for Contrast Test 4
 Factor score ACHIEV

