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THE ROLE OF MOTIVATION IN

A SUCCESSFUL INTERNSHIP

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Tämän opinnäytetyön tarkoituksena oli selvittää, mikä on motivaation rooli onnistuneessa työharjoittelussa, koska tänä päivänä työharjoittelu on tärkeä tekijä työpaikan saamisessa valmistumisen jälkeen, ja myös liikemaailmassa yritykset ovat alkaneet huomioida enemmän työharjoittelun tärkeyttä ja merkitystä.

Opinnäytetyön tavoite oli tutkia Vaasan ammattikorkeakoulun oppilaiden tuntemuksia motivaation rooliin ja työharjoitteluun liittyen. Tavoitteena oli myös auttaa Vaasan ammattikorkeakoulua parantamaan koulun osuutta ja panostusta työharjoittelun suhteen, koska tällä hetkellä ammattikorkeakoulu ei tarjoa räätälöityjä tai valmiita työharjoitteluohjelmia.

Teoreettiseen viitekehykseen tietoa etsittiin sekä henkilöstöhallintoon liittyvästä kirjallisuudesta että tieteellisistä artikkeleista, jotka liittyivät aiheeseen. Empiiriseen osaan ja tutkimukseen saatiin tietoa kyselystä, joka lähetettiin kohderyhmälle sekä kahdesta henkilökohtaisesta opiskelijahaastattelusta. Teoreettisessa viitekehyksessä on käsitelty eri motivaatioteorioita, jotka käsittelevät työntekijöiden motivaatiota ja eri tapoja motivoida työntekijöitä. Yhtenä tarkastelun aiheena oli myös työntekijän sitoutuminen. Viitekehyksessä on myös käsitelty itse työharjoittelua, sen tärkeyttä sekä motivaatiota työharjoittelua kohtaan. Myös työharjoittelun hyötyjä ja tavoitteita on käsitelty viitekehyksessä.

Tutkimuksessa saatiin selville mm. erinäisiä tekijöitä, joiden koettiin vaikuttavan motivaatioon, kuten työilmapiiri ja yhteistyö kollegojen kanssa. Kysyttäessä tärkeimpiä motivaatiotekijöitä, jotka nostaisivat suorituskykyä, raha nousi selkeästi esille. Motivaatiota lisääviin ja parantaviin tekijöihin tulisi paneutua ja ylläpitää, kun taas mahdollisiin tekijöihin, joilla on motivaatioon alentava tai negatiivinen vaikutus, tulisi puuttua ja poistaa kokonaan, jos mahdollista. Itse tutkimusongelmaan saatiin vastaukseksi, että motivaatiolla todellakin on suuri merkitys siihen, millainen työharjoittelu tulee olemaan. Menestyksekkääseen työharjoitteluun vaaditaan toki muutakin kuin pelkkää motivaatiota, mutta sillä on silti keskeinen rooli lopputuloksessa.

Avainsanat	motivaatio, motivaatioteoriat, työntekijöiden motivaatio, motivaation rooli, työharjoittelu

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ABSTRACT

The aim of this thesis was to find out, what the role of motivation in successful internship is. Today internships are a more and more important factor for gaining a job after graduation and also in the business world companies have started to put more effort on providing internships and planning them.

The aim of the study was to research the students at Vaasa University of Applied Sciences and how they feel about the role of motivation in internships. The aim was also to help Vaasa University of Applied Sciences to improve its role and input in internships, as the university does not offer any tailor-made or ready internship program.

The information for the theoretical framework was mostly searched from human resource and business management books and academic journal articles related to the topic. For the empirical part of the study, the information was gained from a questionnaire, which was sent to the students as far as from two personal interviews. In the theoretical framework different motivation theories were examined. Those theories dealt with the employee motivation and different ways to motivate employees and one of the reviews was the subject of employee engagement. In the theoretical framework the internship itself was handled, but also the importance of internship and the motivation towards internship. The benefits and objectives of the internship were also discussed.

In the research a number of factors, which had an influence on motivation, such as working atmosphere and cooperation with the colleagues were found. When asked about the most important factor which would increase work performance money rose to the fore. The factors, which increase or improve the motivation should be paid attention to and maintained whereas the possible factors which lower or have a negative effect on motivation, should be intervened, or removed completely, when possible. The answer to the research problem was that motivation indeed has a great importance on how successful the internship will turn out to be. For a successful internship more is required, than just motivation but it still has a key role in the results.

Keywords	Motivation, motivation theories, employee motivation, role of motivation, internship

TABLE OF CONTENTS

LIST OF FIGURES

LIST OF TABLES

APPENDICES

APPENDIX 1. Questionnaire about motivation and internship

APPENDIX 2. Interview about internship and motivation

1 INTRODUCTION

Internships offer many benefits, such as finding jobs, turning the internship into a career and motivating to continue along a certain career path (Knouse & Fontenot, 2008). Internship is considered one of the most or the most important part of the studies, since most of the future employers do not focus on the grades; they require experience, hence they want to see where the possible future employee has been working and gaining working experience (Dillon, McCaskey & Blazer, 2011). Therefore, it is very important to have a successful internship period in every way. If the internship is considered successful by the intern and the employer it will be useful and give benefits to both parties and it can also lead to a future job.

How can we then specify a successful internship and what is the role of motivation in it? That is what this thesis is trying to examine. As for the theoretical framework many academic articles and books about internships, internship programs, motivation and human resource management are researched and read. In the empirical framework a questionnaire and interviews are held.

1.1 Background of the Thesis

The aim of this thesis is to find out what the role of motivation in a successful internship is, and moreover, can an internship be successful without motivation. In the empirical part of the study, how the students of International Business and Business Economics programs in Vaasa University of Applied Sciences feel about motivation and internship will be researched. This thesis focuses on explaining both parts; motivation itself and internship programs and then exploring the role of motivation in a successful internship.

We research when we want to find out something, explain phenomena or gain information. (Ghauri & Gronhaug, 2005) The topic is important since internships are one of the most if not the most important part of the studies. Internships can define the future career or give ideas about the future careers; it is also possible to find the future job with the help of internship.

In the empirical study the descriptive research method will be used, since it will provide quite significant insight into the given situation, which can help the university and the companies but also the students themselves with planning and executing internship programs. With the results of the empirical study valuable information about the students' motivation and their insights of what a successful internship should be like will be gained.

1.2 Research Problem

This thesis is focusing on analyzing what is the role of motivation in internships. Related to the nature of the thesis, there are other research questions, or in this case, objectives, that will help and guide within the work to right direction;

- How do we define motivation?
- What is the role of motivation during studies?
- How do we define a successful internship?
- What is the importance of internship?
- Can there be a successful internship without motivation?

As for the way how to solve the problems the exploratory and descriptive methods are being used. In an exploratory method, according to Ghauri and Gronhaug, (2005, 58) the problem structure is unstructured and the research problems can be more or less understood. For example, we usually understand what is meant by motivation, but when trying to explain and state what is the role of motivation (in a successful internship) it can be hard to explain, hence there is a need for exploratory research.

In the descriptive research the purpose of the study is to describe a phenomenon, situation or event, the nature, frequency, historical development, or other characteristics so that the facts and characteristics are described as truthfully and accurately as possible. Descriptive study is essential in order to increase knowledge and attempt to answer questions about what, what kind of, or how. Descriptive study is based on the description of the findings and the quality is important. Their

reliability and accuracy, and generalization of the study are descriptive of the relevant evaluation criteria. (Ghauri & Gronhaug 2005, 58-59).

1.3 Limitations of the Study

In this thesis different motivation theories will be presented but an in-depth or critical evaluation of these theories is not aimed at, since the goal is to get an overall idea of the different motivation theories, i.e. how to motivate the people. Also, a questionnaire and interviews will be carried out among the students, in order to find out what they think about the issue. The company's point of view will not be researched, because in this study the company is seen as counterparty and a provider of an internship position, but the main aim is to examine the students' point of view.

Another limitation of this study is the quantity of the respondents and the target group. The case study will focus on the International Business and Business Economics students, who are studying at Vaasa University of Applied Sciences, not all the students in Finland. This limitation was done, because of the time matter and because other students in Finland supposedly perform quite similar internships due to the nature of their studies and suggested internship placements.

1.4 Structure of the Thesis

This thesis is divided into two parts; the theoretical framework and the empirical study. In the theoretical framework the Chapter 2 is handling motivation as a concept but also the different theories of motivation, such as motivation hygiene theory and expectancy theory. In Chapter 2 the issues like commitment and motivation and rewards and reward systems are also being dealt with.

Chapter 3 is focusing on the internship, i.e. how to define the successful internship, but also what is the importance of internship to students and what benefits the internship may provide to student, company and the university. The different objectives and goals of an internship are being dealt with, in addition to the quick overview of the influence and meaning of internships to companies and universities.

Thus, chapters 2 and 3 are focusing and handling the theory of this thesis. Chapters 4, 5 and 6 are thereby focusing on the empirical part. In Chapter 4 the research methodology, which includes research methods, data sources, data collection, validity and reliability, is being handled. In addition, a quick overlook of the case description of this thesis' study is being explained.

In the Chapter 5, the results from the empirical study are being evaluated and analyzed. The results are being presented with the help of figures and the results from the questionnaire are being explained. Drawing conclusions and suggestions and recommendation from the gained data, we have Chapter 6, which is handling the conclusion part. In that part the results are being summarized and also different suggestions and recommendation, for example for future studies and improving the motivation at universities and among students are being made.

2   DIFFERENT ROLES OF MOTIVATION IN INTERN-SHIPS

In this chapter motivation as a concept will be explained and also different motivation theories will be examined. Based on literature and found articles related to the topic, the theoretical framework of this thesis focuses on motivation itself; what is meant by motivation, and also the employee motivation, i.e. how, for example, managers can keep employees motivated and maintain motivation and, for example, how important is pay as a motivator.

The other main focus of the theoretical framework of this thesis is internship and its importance as a part of studies. Since the topic is The Role of Motivation in a Successful Internship, it is important to find some insights and previous information about internships, so that relying on theory we can draw some hypotheses and then see if they match with the results from the empirical study.

2.1   Motivation

The word 'motivation' comes from the Latin word, the original "*movere*", which means movement or to move (Kauhanen 2012, 112; Analoui 2007, 223). Still, the basic word in motivation is "motive", which means a reason or a topic. Motivation can be measured with the strength and direction of motivation (Armstrong 1997, 180). Motivation is power and works as a prime mover. The motivations may be different desires, needs, drives, and internal stimulators, rewards and punishments. Motives can also be unconscious. Motivation is, therefore, a state caused by different motives. Personal motivation depends on the motives and level of interaction, and motives tune and maintain the activities of a person. The motives always have a goal and, therefore, they can "tune" a mind into a particular state which we call motivation (Karrasch, Lindblom-Ylänne, Niemelä, Päivänsalo, and Tynjälä 2012). Since motivation is lead from or determined by goal-directed behavior, it is connected to two basic concepts;

1. The **needs** which are operating and working within the individual
2. The **goals** which the individual is aiming for

So, motivation and the process of it are initiated by the awareness or unawareness of a need, which needs to be fulfilled (Armstrong 1997, 180). According to Hunsaker (2005, 441) "*motivation consists of a conscious decision to direct effort in an activity to achieve a goal that will satisfy a predominate need.*" With that definition, motivation can be divided into three elements (Hunsaker 2005, 441; Cook, Hunsaker & Coffey 1997, 185);

1. Need, motive, or a goal, which starts the action;
2. Choice process, which directs the action; and
3. Effort's intensity, which is used to the chosen action.

Motivation is often seen as two separately affecting factors: alertness and orientation. Alertness regulates the overall volume and intensity and it is an individual's mental and physical strength, which directs him to a certain kind of behavior. How much people are then motivated depends on the not only the goal, or a reward, but also observations and expectation of the possibility to achieve the goals. The orientation indicates the direction of the action and contributes to the formation of the targets. Personal motivation depends on a person's own motives and level of interaction. Thus motives tune and maintain the activity of a person. The motive is always a goal, and they get the operator (a person) to tune into a particular state, which is called motivation. (Karrasch et al. 2012; Armstrong 1997, 180)

Motivation can be divided into situation motivation and general motivation. Situation motivation refers to a situation in which the internal and external stimuli excite the motives, which, in turn, direct the conduct and behavior goals. General motivation describes the permanence, the average level of alertness and orientation and they can be defined as an attitude briefly. (Karrasch et al. 2012)

Motivation is usually associated with only one event at a time when the attitude is generally more stable operation of the determiner. Changes in motivation do not necessarily lead to changes in attitude. Motivation regulates alertness and attitude affecting the work and its quality (Karrasch et al. 2012). But, when considering the different needs of each individual, for example, at places of work, the difference between intrinsic and extrinsic motivation is important to notice.

- **Intrinsic motivations** are the self-generated causes which are affecting people to behave in a certain way. Those causes or factors comprise responsibility, freedom, ability to use own skills and abilities, interesting and challenging work and opportunities for advancement, i.e. promotion.

- **Extrinsic motivations** are some factors that come from outside, and motivate people. Those factors include rewards, such as raises, praise and promotion, which can increase the motivation, but also punishments, like withholding pay, criticism and disciplinary action, which can decrease motivation. (Armstrong 1997, 181).

Today, motivation refers to the behavior of the excitation and the factors driving the system, for example, hunger is a motivation and it elicits a desire to eat. In business world, it is quite a common belief that money, i.e. paid salary of the work is a good, and probably the most important motivator. According to Price (2004) paying salary is the key element in the management of people, but that performance pay is more likely to unmotivate people than actually motivate them more. Money is one of the most important motivators to do work, since it is needed for the basic needs to survive. Motivation is a key part of the human personality and it is a mental or a physical cause, which guides the direction of human activity and alertness, and also maintains these actions. Motivation can be defined as an individual's internal operations need or a desire to get something done. Motivation is therefore a combination of thought, feeling and will of operations.

2.2 Motivation as a Part of HRM

In terms of human resource management it is continuous challenge to manage the people and since every company, every employee and every manager is different, there is no "golden mean" to draw certain rules, when it comes to human resource functions. It is not only the internal factors that affect the HRM since there are many external factors, which affect on HRM. Motivation is one of the goals of HRM and it includes motivation theories and job design, performance appraisals, rewards and compensations and employee benefits. The other goals of HRM are training and development, which include orientation, employee training, employee

development and career development. A third goal is staffing, which comprises strategic human resource planning, recruiting and selection. Finally, the fourth goal of HRM is maintenance which includes safety and health, communications and employee relations. (DeCenzo & Robbins 2007, 35)

The four HRM goals and activities are highly influenced by the external factors of the organization. Globalization, government legislation, management practices, labor unions and other external influences are activities which each has indirect or direct effect on HRM processes, or whatever these elements are being undertaken or ignored (DeCenzo & Robbins 2007, 35). Also, motivating people is as complex as people themselves, so the managers should ask what actually stimulates people to work anyway. (Analoui 2007, 222)

2.3 Different Theories of Motivation

Organizations need to adapt their shape, culture, structure and ways of working, because the competitive nature of the global economy, combined with the ever changing social and demographic factors which are forcing them to do so in order to survive. There are no more reliable or servile markets where they could grow and succeed steadily and predictably. Putting more emphasis on efficient ways of working can be one solution to this problem and situation. Those methods, however, are organizational and contractual key tools, and they are based on the assumption that employees are motivated; hence the company and its functions are operating well. (Stredwick 2000, 166)

There are different classifications about the motivation theories; one is that they are divided into three main groups, which are **instrumentality**, and that theory is based on the assumption that work has no other outcomes than economic ones. The other group is **needs** (or content), where the emphasis is that unsatisfied needs create tension, dissatisfaction and imbalance, causing the employees looking for ways to achieve a goal. Third group is **cognitive** theories, which assume that individuals will think about the best way to solve the problem, or clear out a situation and they will also solve how they can gain benefit from specific work practices. (Stredwick 2000, 168-170)

Another viewpoint is that the theories of motivation are classified in two ways; they represent either **content**, i.e. the needs or a process approach to motivation or **process** (Beardwell, Holden & Claydon 2004, 506). In the content theories of motivation the aim is to gain information and understand what people will and will not value and appreciate as rewards in the work, i.e. they endeavor to understand the specific factors which motivate people. Also, in content theories the aim is to explain *what* motivates employees and those factors are looked at one point or limited issues at a time (Pinnington & Edwards 2000, 123; Cook et. al. 1997, 185; Bowditch & Buono 2001, 65). The hypothesis is that employees will try to satisfy their existing needs inside and outside of work.

Process theories, on the other hand, serve a more dynamic approach into the matter and they seek to gain an understanding of the process of developing motives. Process theories are aiming to explain *how* to motivate people (Pinnington & Edwards 2000, 123; Bowditch & Buono 2001, 73). Process theories are not trying to offer any static analyzes of needs and there is usually less emphasis on the specific factors or the content that are causing different behaviors. For comparison, the content theory might suggest that reduction in pay can decrease the satisfaction and performance, whereas the process theory would seek to explain why it is so. (Beardwell et. al. 2004, 506)

Human motivation has always been an interesting topic for researchers, but since the Great Depression there have been many different studies and theories about the human motivation. One of the best known theories is Maslow's Hierarchy of Needs, which is still included in human resource management textbooks (Pinnington & Edwards, 2000). The later theories are little different from Maslow's since they address directly the management-employee relationships, and they highlight the influential factors that managers can use in order to understand their employees. Money, environment, cultural values, power and rewards, which function as motivational forces in many cases are the focal points of more recent theories. (Beardwell et al. 2004, 504-505).

Combinations of different physiological processes relate to motivation and those processes guide individual to achieve a set goal. It is also clear that motivated em-

ployees will work harder, produce better quality work and also greater quantities of work and they are less likely to leave the company. According to Abraham Maslow, one of the motivation theorists, employee motivation requires more than just a good salary. Also, since the people might be on different levels of the needs hierarchy, hence they are not motivated in the same way, i.e. with the same rewards or other incentives. Managers need to identify the needs which every employee has and that all may be different. By creating the wanted and the right kind of "benefit packages" the needs of employees can be fulfilled. (Sadri & Bowen, 2011)

2.3.1 Early Works of Taylor and Hawthorne

Frederick Winslow Taylor (1865 – 1917) believed that money as a motivator would provide the best motivation for good performance. He stated that money was indeed the primary motivator, and with that statement he adopted the rational economic needs concept of motivation. If employees would receive the highest possible salaries when performing and working effectively, they would also be and stay motivated, hence, the employees and the employer would be satisfied. In his work Taylor drew two presumption concerning work and motivation;

1. People are rational
2. People are driven by the need for financial rewards and not interest in the actual work.

From those presumptions Taylor made the conclusion that the natural state of people is lazy and hedonic combined with greediness. (Beardwell et al. 2004, 506-507.)

In USA in the 1920's and 1930's Hawthorne's work was a big renewal of the 'needs' theory. His work was the base of new management thinking relating to human relations and it suggested that employees all have social needs and those needs are as important as economic needs. Hawthorne's studies indicated that the social relationships, when it comes to satisfaction of human need for social contact, were remarkable. Understanding the employee motivation at work was one of

the most significant contributions. By understanding the motivation it was possible to plan and design jobs and tasks which would attract and be interesting for the workers. (Beardwell et al. 2004, 506-507)

2.3.2   Hierarchy of Needs Theory

When talking about motivation, one common name to which it is connected is Abraham Maslow and his Hierarchy of Needs, (see Figure 1). Based on the needs theories Maslow created his own five-level needs theory. In his theory the salary was kept as a lower order need, which motivates seldom, but the pay should be high enough to serve the employees with financial resources to meet their basic living costs and needs. According to Maslow's theory we seek to first satisfy our basic needs, i.e. the physiological needs so that when those needs are satisfied the next level - safety needs - emerges, and then we need to satisfy those at before we can move forward and for to the upper levels of the pyramid. (Cook et al. 1997, 187-188; Pinnington & Edwards 2000, 124-125; Hunsaker 2005, 443; Stredwick 2000, 168)

In Maslow's hierarchy the different level needs are categorized (Hunsaker 2005, 443-445) from bottom to top as follows:

Physiological needs – Oxygen (breathing), food, water, sex, sleep, homeostasis (the biological balance), and excretion. These needs refer to our survival physically. These needs can be satisfied and fulfilled at workplace by receiving basic salary to pay food, clothes and housing.

Safety needs – Security of body, resources, the family and health. At workplace these needs can be fulfilled by receiving job security, medical benefits, such as occupational health services, and safe working conditions.

Social needs – Affiliation & belonging, friendship, family. These needs can be satisfied at workplace by creating and having good relationships with colleagues and taking part in social functions like team events.

Esteem needs – Esteem need are divided into two types; self-esteem, confidence and achievement relating to one's self-esteem. Esteeming needs concern esteem from others, such as respect, needs of recognition, status and appreciation. Esteem needs can be fulfilled at workplace if the individual feels recognized for accomplishments, is appreciated and receives positive feedback.

Self-actualization needs – These needs motivate us to develop ourselves and learn. Self-actualization needs include morality, creativity, spontaneity, problem solving, and lack of prejudice and acceptance of facts. At workplaces, these needs can be satisfied by having opportunities to exercise creativity and fully use the skills and abilities, and offering trainings and receiving compensation for continuing education. (Hunsaker 2005, 443-445; Analoui 2007, 223-224)

In the pyramid the needs are categorized in two groups; the lower-order needs, which are the deficiency needs i.e. physiological and safety needs. That means that if an inadequacy appears in the individual's physiological needs that particular inadequacy can temporarily become more important than fulfilling the higher-order needs, which are then the social, esteem and self-actualization. When the deficiency needs are fulfilled, the individual can then be motivated by other needs, such as seeking social status and relationships, then prestige and recognition and achievement, for example, and then afterwards the highest category of growth; self-actualization, which is the desire for self-fulfillment through personal development according to the person's own potential. (Pinnington & Edwards 2000, 124-125; Hunsaker 2005, 444)
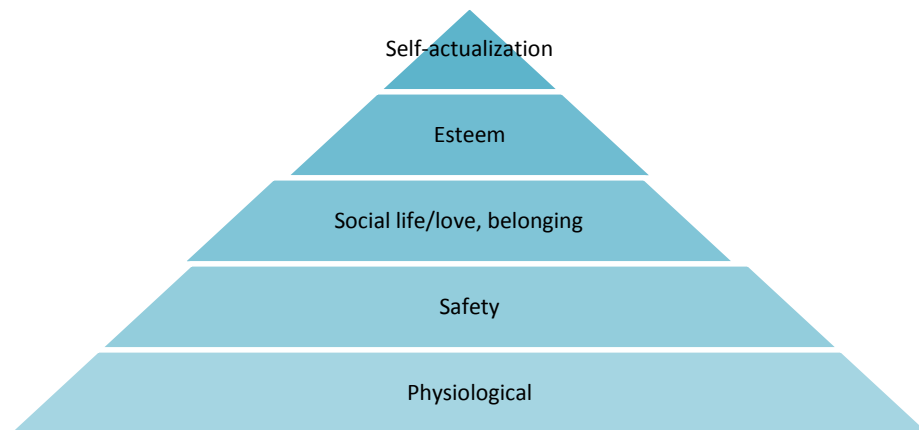
Figure 1. Maslow's Hierarchy of Needs (Pinnington & Edwards 2000; Hunsaker 2005).

Maslow's hierarchy of needs –theory has also faced a lot of criticism, mostly because of its vagueness and difficulty to disprove (Pinnington & Edwards 2000, 124-125). Also it has been said to underestimate the meaning of basic salary; according to Maslow, the cost value of salary disappears after the physiological needs and the safety needs have been fulfilled (Kauhanen 2010, 112). The important point in Maslow's hierarchy of needs is the fact that his formulation was meant for humanistic perspective on human motivation in general, and not as the creation of empirically testable model (Bowditch & Buono 2001, 66).

Maslow's Hierarchy of Needs can also be placed and used in working life, as already mentioned in the listing of Maslow's needs theory, which can be seen in Table 1 (Hunsaker 2005, 443-445). In Table 1, the needs are the same as in Maslow's hierarchy, but the division is made between **home** and **job.** For example, the esteem factor from Maslow's theory refers to approval of friends and family, and also community at home, whereas esteem refers to recognition of work, status at workplace and also given responsibilities at work.

Table 1. Maslow's Hierarchy of Needs Applied to Working Life (Hunsaker, 2005)

NEED	HOME	JOB
Self-actualization	Education, personal growth, achieving goal, hobbies	Training, personal growth, creativity
Esteem	Approval of friends, family and community	Recognition of work, status, responsibilities
Belongingness	Family, friends, relationships	Team spirit, co-workers, clients, managers
Safety	Freedom, insurance, peace, health	Work safety, job security, insurance
Physiological	Food, water, breathing	Warmth, base salary, premises, work contract

Table 1 shows that the same rules apply for working life needs than to "normal" life, according to the hierarchy. In Table 1 the bottom needs are the most urgent and those need to be satisfied before attention can be paid to the others and before it is possible to start completing the other levels.

2.3.3 ERG Theory

ERG theory, which stands for existence, relatedness and growth needs theory by Clayton Alderfer was developed as a needs-specific model of motivation and it combines some of the levels of needs from hierarchy of needs – theory and it also eases some of the Maslow's original assumptions. Alderfer simplified the content theory according to three motivating needs where existence needs are similar to Maslow's physiological and safety needs, i.e. they refer to the basic survival needs. The second motivating need; relatedness needs are social-emotional acceptance, caring and status, and they correspond to Maslow's belonging and es-

teem needs. The third need; growth needs includes personal development and a sense of self-esteem, corresponds to self-actualization and esteem needs in Maslow's theory (Analoui 2007, 225; Cook et al. 1997, 188-189; Bowditch & Buono 2001, 67).

According to Alderfer, the lower-level needs do not need to necessarily be satisfied before the higher-level needs can be fulfilled. He based that assumption to the fact that, for example, artists can create art without eating or sleeping for a long time, i.e. this fights against Maslow's theory. Also, Alderfer believed that a person is a complex operator and more than one need can operate at the same time, i.e. there is no need to first fulfill one need before another can be fulfilled (Cook et al. 1997, 189-190; Bowditch & Buono 2001, 67).

2.3.4   X & Y Theory

Douglas McGregor divided the leader's perspectives into two main types: Theory X and Theory Y. He was influenced by Maslow's ideas about motivation and he developed the theory based on two different managerial practices (Cook et al. 1997, 192-193). Generally speaking, according to the X Theory, employees are lazy, they do not like their work or responsibilities, and they need to be pushed and put pressure on so that they can perform their tasks well. According to the Y Theory employees enjoy their work, they are creative, they seek responsibility and they can control their own work. (Beardwell et al. 2004, 509-510)

The base for McGregor's work was Maslow's hierarchy of needs-theory. McGregor classified Maslow's hierarchy into "lower" needs - X Theory, and "higher needs" Y Theory, (see Figure 2). Theory X was based on the managerial assumption that employees will only act to realize their basic needs and therefore they will not contribute voluntarily to a company's goals. Theory Y, on the other hand, was a managerial assumption that employees are motivated by the higher-order needs, i.e. the growth needs and therefore they will perform to his best ability in order to accomplish the company's goals. (Beardwell et al. 2004, 509-510; Cook et al. 1997, 192-193)
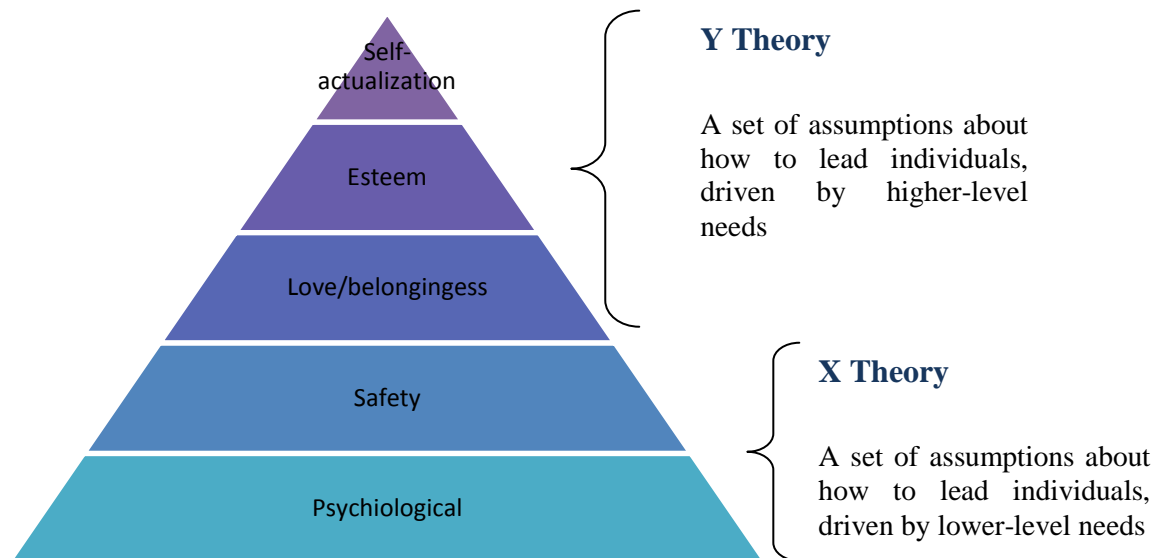
Figure 2. Maslow's Theory Classified into Lower and Higher Needs (Beardwell et al. 2004; Cook et al. 1997).

According to the X Theory the managers and supervisors should focus in leading and management skills when the people are driven by the lower level needs, which are the physiological and safety needs. For example, it is very important to those people to feel safe at work, and feel that all their primary needs are fulfilled before they can perform and do their work well. In the Y Theory the focus on the other hand, should be on the people, who are driven by the higher-level needs, which are belongingness, esteem, and self-actualization needs. Those people value recognition and personal growth.

2.3.5 Motivation Hygiene Theory

Frederick Herzberg in one of the best known researchers of working motivation and he researched work leaders and their motivation towards their job. Herzberg did his studies among many different groups of persons in the 1940's and 50's. (Pinnington & Edwards 2000, 125-127). In working life, based on Herzberg's theory, we can draw fundamentals; dissatisfiers and satisfiers (Forsyth 2001, 4). Based on his findings he proposed that the essential things to motivate employees are job design and job enrichment. In addition, Herzberg submitted the "Two factor theory", which is better known as motivation - hygiene theory which handles the two basic dimensions of work: aspects that can prevent dissatisfaction but will

not affect employees to grow and develop, and other job-related aspects that will actually encourage the growth. (Beardwell et al. 2004, 508; Bowditch & Buono 2001, 68-70)

Those dimensions of work are as follows, see also Figure 3:

1. External factors of work – Hygiene factors (dissatisfiers)
2. Internal factors of work – Motivators (satisfiers)

The **satisfiers**, i.e. factors creating positive feelings are major motivating forces, (Stredwick 2000, 168-169). They include achievement; people seek achievements and they will want and foster anything that will help them to achieve something. Another satisfier is recognition; the achievement alone is not enough, since people like to know that they have achieved something, so giving feedback and noticing their achievements is important. The work itself is also a satisfier since people want to enjoy or at least get satisfaction from their work. Responsibility is what most people want as many times it is part of achievement and recognition therefore, it is a satisfier. Advancement or promotion is also a satisfier, since when receiving it will most likely increase the work motivation, and when achieved the satisfaction can keep up the motivation. Growth, or more specifically personal growth, is also a satisfier and it can mean moving on, for example, to another department (or even out beyond into another). (Forsyth 2001, 4-5; Cook et al. 1997, 191)

Dissatisfiers can cause negative feelings and lower any positive vision. They are also factors that will unlikely motivate employees to work harder, better and more efficiently, but they can cause decrease in satisfaction and efficiency if they are not satisfied (Stredwick 2000, 169). Company policies and administrative processes which are absurd and bureaucratic can cause dissatisfaction within employees. Supervision is also a dissatisfier if the manager does not treat people equally. Also, employees will expect the supervisor to be helpful and also sympathetic, so it is important for the supervisor to have the right kind of attitude and be a "people person". In addition to supervision, the relationships with colleagues can effect on satisfaction negatively, for example, through unfair treatment when some are sent

for training, and others are not. Also, anything that makes it harder to perform the work well can cause lowering in the motivation; therefore working conditions are one of the dissatisfiers. However, it is not only, for example, the equipment, etc. that are dissatisfiers; lack of training can also be listed under the category, that can cause a dissatisfaction, hence lack of training is dissatisfier. Salary and rewards are one of the crucial dissatisfiers, since that can cause a decrease in motivation quickly if the pay and rewards are not balanced. (Cook et al. 1997, 190-191)

An employee's personal life can also have an impact on motivation and satisfaction; an employer and a manager or a supervisor should have some sense of an employee's personal life since sending an employee for a longer period of time away, for example, training, can cause problems. For employees it is also important to gain some status on the workplace since it has an effect on most things and it is experienced important. Security is also an important dissatisfier; if there is a fear of losing the job, it is more likely to cause a decrease in motivation, but it goes also beyond the normal job security; there should be clear objectives and knowledge of what to do and how to perform the different tasks, etc., because insecurity and uncertainty can lower motivation. (Forsyth 2001, 5-6)

Motivators - satisfiers	Hygiene Factors - dissatisfiers
•Work itself •Responsibility •Promotion •Personal growth •Achievement •Recognition	•Basic salary •Pay and benefits •Company policies •Supervision •Status •Job security •Working conditions
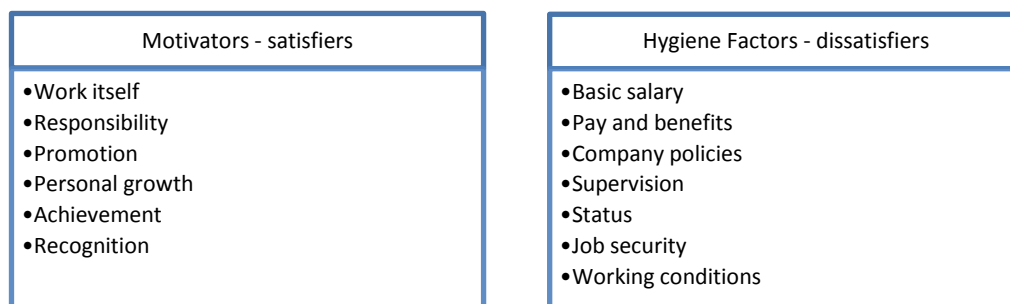
Figure 3. Motivator and Hygiene Factors According to Herzberg (Analoui 2007).

Figure 3 shows that the *Motivators* or the satisfiers are similar to the Maslow's Hierarchy of Needs pyramid, where Self-actualization factors and the *Hygiene factors* or the dissatisfiers are similar to the two bottom parts of the pyramid namely psychological and safety needs.

2.3.6   Learned Needs Theory

In 1961, David McClelland, who was a psychological theory researcher, developed a Learned Needs Theory or Three Basic Needs theory which stated that a person would develop, acquire and value only one of the three basic needs from the larger society; power, affiliation and achievement based on the individual's cultural influences (Hunsaker 2005, 445; Bowditch & Buono 2001, 67). For example, an employee could have the need to control his/her own environment and surroundings, hence he would try to gain power and control over it; hence, his basic need is power. For another employee it could be essential to form relationships with the other team members and, therefore, the need for affiliations can have quite a huge impact and influence on productivity; hence his basic need is affiliation. The need to be recognized and accepted or noticed somehow related to the work or a project can motivate an employee to succeed; hence then the basic need would be achievement (Pinnington & Edwards 2000, 125).

In order to improve workers' productivity and motivate them, it is crucial for the managers to evaluate which one of the three motivations dominates the individuals (Bowditch & Buono 2001, 67-68). For example, a person who has the need for affiliations, it can be a beneficial idea to place that person in team/group work or project works, where the possibility for creating relationships is possible. Hence, the basic need, affiliation, is being fulfilled.

2.3.7   Equity Theory

According to the equity theory developed by Adams in the 1960's, the individual is seeking justice in his activities. Adams pointed out the main concepts which maintain motivation; *distributive justice*, where the salary should be shared equally within employees, and *procedural justice*, where methods such as employee participation, accurate measurements of work, fair appraisal and appeal processes are kept fair among employees (Stredwick 2000, 170). People compare their own input and output level to the possible input and output level of the control group. They also compare the relationship to received substitutes between other people, i.e. the control group and also issues, like, entrepreneurship, education, and expe-

rience. Those substitutes consist of salary and other financial benefits, status and prestige (Beardwell et al. 2004, 513). The idea behind the equity theory is to explain how the employees see and feel for the rightful rate for their work (Pinnington & Edwards 2000, 135).

Since employees compare their own inputs and returns with other employees, any inequity will lower their efforts (Pinnington & Edwards 2000, 135.) The feeling of being over compensated is less adverse, since it can also cause the feeling of guilt and with it the tendency to greater effort in order to achieve fairness and equity can decrease. The ideal situation would be, of course, that every person in the working community would be reasonably and rightfully compensated and rewarded. People, however, will appreciate the different rewards in many different ways; for one the salary is essential, and for other the possibility to get promotions or proceed within the career is important and still for another the assurance of the job is the main thing. And also, some workers are more sensitive when it comes to inequity, while others are more tolerant about it. (Beardwell et al. 2004, 513)

For managers there are three remarkable influences when they design and plan the rewards systems and performance management. First of all, individuals make comparisons to other individuals. The comparisons are subjective; hence special attention should be paid in order to relate the similar jobs in terms of the salary or effort. Also, to avoid the imprecise conclusions about equity, openness about the basis of which the rewards and compensations are made should be encouraged and kept transparent. Secondly, employees make comparisons to other reference groups, i.e. one department may think that they are treated well compared to some other department, and these comparisons acknowledge the differences within pay and rewards. Thirdly, employees make comparisons to general occupational classifications, i.e. people compare themselves to other people in similar positions in other companies or they make comparisons across gender within the same occupation. (Hunsaker 2005, 449) Equity theory is an important one to acknowledge by managers because they should be aware of how their employees perceive fairness and equitableness and they should recognize that there are differences between people and groups, as well.

Equity theory is important for human resource managers since it shows how important providing performance management and a working reward system are. The functionality and relevance of these reward systems will be observed and noticed by individuals, so different answers and opinions will be received since employees as individuals will value different things. Secondly, the need of designing and redesigning the current compensations and rewards system is obvious if performance-destroying effects of perceived inequities are to be avoided. And thirdly, over-rewarding performance should be avoided within these redesigned systems, since over-rewarding will not automatically always lead to higher productivity or enhanced performance. (Beardwell et al. 2004, 513)

2.3.8   Expectancy Theory

When looking the different theories by the content theorists, such as Maslow and Herzberg, it can lead up to an assumption that most behaviors are under control of the individual, and since they are voluntary, therefore, they are motivators. Expectancy theory by Victor Vroom assumed that the human behavior is directed by goals and if the work provides opportunities for achieving the goals it will be more motivating. Hence, put it in a simpler way; *"...individuals are rational actors who, in employment terms, follow a path of economic maximization."* The basic important concepts of the expectancy theory are the anticipations/expectations, which will affect the employee's behavior. Based on this, the theory shows that individuals have expectations that some outcome will appear ant that outcome will have some value for the employee; anticipated satisfaction. (Beardwell et al. 2004, 514; Pinnington & Edwards 2000, 128-129)

The expectancy theory was developed by Vroom in 1964 and he interpreted motivation as a process where employees choose the best option based on their expected levels of satisfaction. Hence, the incentive schemes will not work with every employee, so special care should be paid to the rewards. (Stredwick 2000, 170) According to the expectation theory individual will be motivated, if the employee performance will produce a desired reward or advantage (instrumental value). Rewards should not be too easy and not too difficult to achieve (expected value). If people appreciate the reward for performance it also includes incentive value.

The basic assumption of this theory is that motivation is a function of three components, (1) expectancy, (2) instrumentality and (3) valences, (Bowditch & Buono 2001, 73), but according to Vroom and Yetton (Analoui 2007, 228), there are four main premises in the expectancy theory:

1. The valences which are employees preferences for different outcomes
2. Expectation which employees hold about possibility of an action or input to lead to wanted outcome or another objective
3. Understanding that certain behaviors and performances are followed by desirable outcomes or stimulating rewards
4. The action which an individual chooses is directed by his expectancies and/or preferences.

According to the theory, the employee is motivated to do high-quality work performance if attempt and trying to do so will lead up to a good work performance, and receiving rewards or compensations (Bowditch & Buono 2001, 73). Reward can be a bonus, salary increase, promotion, and it will satisfy the employee's personal goals (Beardwell et al. 2004, 514).

The expectation theory helps to explain why many of the employees are not motivated to work and they do only the minimum amount. For a person to be highly motivated, they must believe in their own abilities and impact strength. If they do not believe that they can improve performance at work, they will never strive for it. The same applies to rewards; if further efforts do not produce any added value to the employee, he does not want to do any additional work. If the received fee is not realistically available or does not have the value for the employee, it does not increase motivation. In addition, every employee appreciates the rewards in a different way. For some employees any of the resulting valuation is more important than financial rewards. Expectancy theory can be derived from three activities of the activating sources of motivation:

1. Belief that the goal can be achieved and that it is attractive.
2. Faith in the objective value and meaning, i.e. desired performance achieved – desired rewards will be obtained.

3. The belief that the effort to produce premium, i.e. employees will make the needed effort, if the target is possible to achieve (Pinnington & Edwards 2000, 129-130.)

Also, from human resource management perspective and based on expectancy theory (Beardwell et al. 2004), employees ask themselves three questions:

1. What is in for me?
2. How hard will I have to work to get what is in it for me?
3. What are my real chances of getting the reward if I do what my boss wants?

So, an employee is determining a value for the expected reward and he will also evaluate how much effort it will require to achieve the reward (Beardwell et al. 2004, 514).

2.3.9   Goal-setting Theory

The Goal-setting theory or Goal- directed theory was developed by Locke and Latham in 1984 and their theory is based on a simple base that a performance is always caused by a person's intention and want to perform (Beardwell et al. 2004, 515). Already in 1979 they stated that the ultimate benefit of goal theory was that it had clear practical applications for managing and motivating people (Pinnington and Edwards 2000, 127).

Latham and Locke observed that many of the managers at workplaces were not in places where they could change or affect on people's personalities and that the best they could do in order to direct employee's energies towards the company's goals was to use different stimulus such as rewards. Money, according to Latham and Locke, is the overriding incentive but there are also other incentives (Pinnington & Edwards 2000, 127-128). For example, making decisions, enrichment of work and development of the organization can work as incentives. The theory supports the idea that setting goals is an important part of motivation itself, but in order to maintain the necessary intensity and commitment, there needs to be challenging goals that are accepted by the employee and the employee should get feedback about the performance. (Stredwick 2000, 170)

Goal-setting theory is one of the most widely used theories of motivation in enterprises, as it is one of the most valid of the motivation theories. According to the theory, employees will be motivated if they receive clear objectives and a clear and appropriate feedback. Working towards a clear objective will cause better performance and commitment. The research showed the difficulty of the task and that the clarity greatly influences people's performance. Challenging and clear goals lead to better performance than unclear objectives. Objectives should not be such as the following: "Do your best" and "Try hard", but better motivate clear targets, such as "Be better than last time," or "Do at least 80% correct". (Beardwell et al. 2004, 513)

2.3.10 Self-efficacy Theory

The self-efficacy theory by Albert Bandura is a relatively common theory used in management literature. The theory proposes that self-efficacy has the main impact over the possible behavioral change and motivation. Some of the previous researches state that the positive fortification of a person's behavior does not necessarily coax individuals into acting the same way in the future, unless they are in the belief that their same actions as done in the past are rewarded again. (Pinnington & Edwards 2000, 130-132)

Sense of self-efficacy means the individual's faith in their own ability to affect the important events in their lives, such as different happenings and situations at their workplace, and it also motivates all learning. So, it means the individual's self-perceived ability to perform a certain type of task or job. The feeling about self-efficacy is important, since they have an impact on performance (Cook, Hunsaker & Coffey 1997, 244). Bandura's theory is about social learning; how our learning is affected by different social factors, such as retaining our self-confidence. Self-efficacy theory states that there are four major sources of information which an individual uses in order to create their sense of personal efficacy (Pinnington & Edwards 2000, 130-132). These sources of information are:

1. Performance accomplishments, i.e. success,
2. Vicarious experiences,

3. Other people's assurances i.e. verbal persuasion and

4. Interpretation of one owns emotional reactions, i.e. physiological states.

In *performance accomplishments*, the repeated successes or failures define how individuals see themselves; for example, repeated failures will lower the self-esteem, and cause the belief that they will continue failing the tasks whereas repeated successes will improve the self-efficacy and, therefore, enable the individual to focus on the performance and end with better results. The *vicarious experiences* can have either strong influence; if the person we are reflecting ourselves is close, similar to ourselves and on the workplaces, if the person is on the same skill level or of the same sex, for instance, or the influence can be weak, if the person is different almost every way than us. *Verbal persuasion* happens, for example, when a mother is encouraging her child, and the child believes he can do the task, i.e. he can manage. The same goes for workplaces; through suggestion and coaching employees can be encouraged into believing they can succeed. The physiological state affecting self-efficacy is excitement or some other emotional arousal which usually has negative effect on individual's performance. Except for the psychiatric rehabilitation field, the concept of self-efficacy has been applied, for example, in plenty of career choice and career development planning and, therefore, it is also one important motivation theory. (Pinnington & Edwards 2000, 130-132)

2.4 Commitment and Motivation

When applying and carrying out the internship there is usually commitment to the work at some level; for some the commitment is to complete the job and get the credits, therefore is not wise to expect much from commitment as a means of making a direct and instant effect on an employee's work performance. Commitment does not mean the same thing than motivation, so it is important not to mix them up (Armstrong 1997, 101). For example, a person can feel motivated when doing some tasks, but he is not necessarily committed to the organization. The same can be seen in, for example, many project-based organizations; involvement and commitment to the projects are important, and usually the employees are committed, but it should be carefully considered why people take part in projects,

hence, what are the motivators and more importantly how to keep the motivation strong up (Bredlin & Söderlund 2001, 79). Also, on the first day of work it is common to feel motivated and excited about the work, but along time the conditions of the workplace, the atmosphere and other influencing factors can lower the excitement, hence lower the motivation. Therefore it is important for the managers to keep the employees motivated. (Hagemann 1991, 39)

Commitment refers to a wider concept and it also tends to be more permanent over a period of time. When making a commitment it is less likely to react to transit aspects of an employee's work, i.e. if the commitment has been made, problems, or dissatisfaction with some features of the work will have less likely effect on the work itself, hence the employee will retain his (reasonably) high level of commitment to the company in its entirety. (Armstrong 1997, 101)

According to Buchanan and Huczynski (1985) there are three points of view when relating commitment to motivation:

1. The goals people set for themselves and aim to achieve.
   From this point of view, the set goals such as efficient and well-done performance at work can increase the motivation for some employees and that can be considered as commitment, but only if the employees feel they "own" their goals.
2. The selection process of goals and objectives.
   The way and the process itself how the goals and objectives at workplace are being selected are clearly different from the way how commitments are formed.
3. The social proceeding of motivating others to perform efficiently.
   From this perspective the different strategies which are aiming to increase motivation have also influence on commitment. It can also be said that if there is commitment made there is also strong motivation, especially with the long-term visions. (Armstrong 1997, 101)

2.5 Rewards and Reward Systems

Many companies are using the competence-related pay, but there is an extensive diversity how companies are linking rewards to competencies. The often used mutual method is to link individual performance-related pay to competencies, even though that is a secondary factor when compared to conversion goals. When asked from employers, there are common main reasons why they use competency-based rewards;

- to motivate and encourage people to perform better
- to increase flexibility among employees
- to change the behavior of employees

(Pilbeam & Corbridge 2002, 510)

In a survey, which was done by a large human resources consulting firm; Hay Group, they discovered that among 50 factors which were affecting on employee tenacity and commitment, salary ranked the lowest. In this study it was found out that the two top factors were the opportunity to learn new skills and coaching and receiving feedback, which led to a problem among the top performers since they received less of both because the manager assumed that they will do just fine and need no help or feedback. (Hunsaker 2005, 442)

The survey can give a push to the right direction when it comes to rewards and what actually motivates the employee, and moreover; makes them stay at work. This is crucial since one of the biggest mistakes managers make with reward systems which will maintain and motivate employees is that they assume they know exactly what employees want as rewards. (Hunsaker 2005, 442)

There are also different influences on attitudes and behaviors depending on the rewards. For example, the effects of rewards on attitudes are:

- The overall satisfaction is influenced by receiving and the person's own idea of how much he *should* have received.
- Comparisons with others effect on satisfaction.

- The rewards of other colleagues are usually perceived wrongly.
- The employee satisfaction with intrinsic and extrinsic rewards has influence on the overall satisfaction at work.

The effects of rewards on behaviors are:

- Employee satisfaction is influenced by extrinsic rewards, and it also lowers turnover.
- Patterns of attendance and repetitious absence are influenced by rewards.
- If there is a performance-based reward employees tend to work harder.
- Motivation is affected by rewards.
- If performance is being measured employees will work harder.
- If performance is closely followed by rewards employees will work harder. (Analoui 2007, 234-235)

2.5.1 Money as Motivator

It is quite normal at a workplace that people are working harder, for example, during Christmas times, since there is a hope of getting a possible Christmas bonus, but is that motivation at its best or is it something else? Money has been part of reward philosophies possibly as long as there has been paid work and when determining those philosophies there are some questions which should be answered; how should the money be used, for example, should it be used to provide incentives for performance, or used to other means, which stimulate performance? Also, what other tools, in addition to money could be used and could those be even more efficient? (Armstrong 1997, 181-182)

It is common for the employees to ask either consciously or inconsciously; what is in it for me? And they ask the question before they make the commitment or other way engage any behavior. Motivation and people's behavior at workplace tells us what the employees do in order to satisfy and fullfil their needs and usually before they do anything they seek a payoff or a reward. (DeCenco & Robbins 2007, 286)

Pay is the most obvious reward employees receive from work, but rewards also include promotions and desirable work assignments to name a few. Also, the difference between incentive and reward is in order when concidering the role of money. Incentives are stimulating the performance to being better in the future, and rewards are received because of a good performance in the past. (Armstrong 1997, 182). There are several ways to classify the reward, but there are three most typical dichotomes which are intrinsic versus extrinsic rewards, financial versus nonfinancial rewards and performance-based versus membership-based rewards (see Figure 4 on page 39). These categories are anything but mutually exclusive, but they all share one common thread; they all assist maintaining the employee commitment. (DeCanze & Robbins 2007, 286)

2.5.2   Intrinsic vs. Extrinsic Rewards

In the way as intrinsic motivation intrinsic rewards are some personal goals which drive the want to do the work. Intrinsic rewards are self-initiated and they can be pride in one's work, sense of accomplishment or, for example, the satisfaction of being part of a team. Extrinsic rewards include money, promotions and benefits, and they are called extrinsic, because they are external to the work itself and they come from an outside source, which is usually management. (DeCenzo & Robbins 2007, 286; Hunsaker 2005, 448-449). So, intrinsic rewards are some things that bring satisfaction to the individual from the work itself and extrinsic rewards are different benefits provided by the employer, (see Figure 4).

For managers it is crucial to realize the difference between intrinsic and extrinsic rewards and also how the employees view them. Many people seek a mixture of the two rewards and there are differences when it comes to which is a more compelling motivational force. Many times it can be imagined that the financial (extrinsic) rewards are more appreciated, but for some employees the intrinsic rewards, such as ability to perform different activities or having more responsibility can be more appreciated and wanted, supposing that the employee is satisfied with the basic salary (Hunsaker 2005, 448-449; Cook et al. 1997, 201-202).

From the Figure 4 the general structure of rewards can be seen:
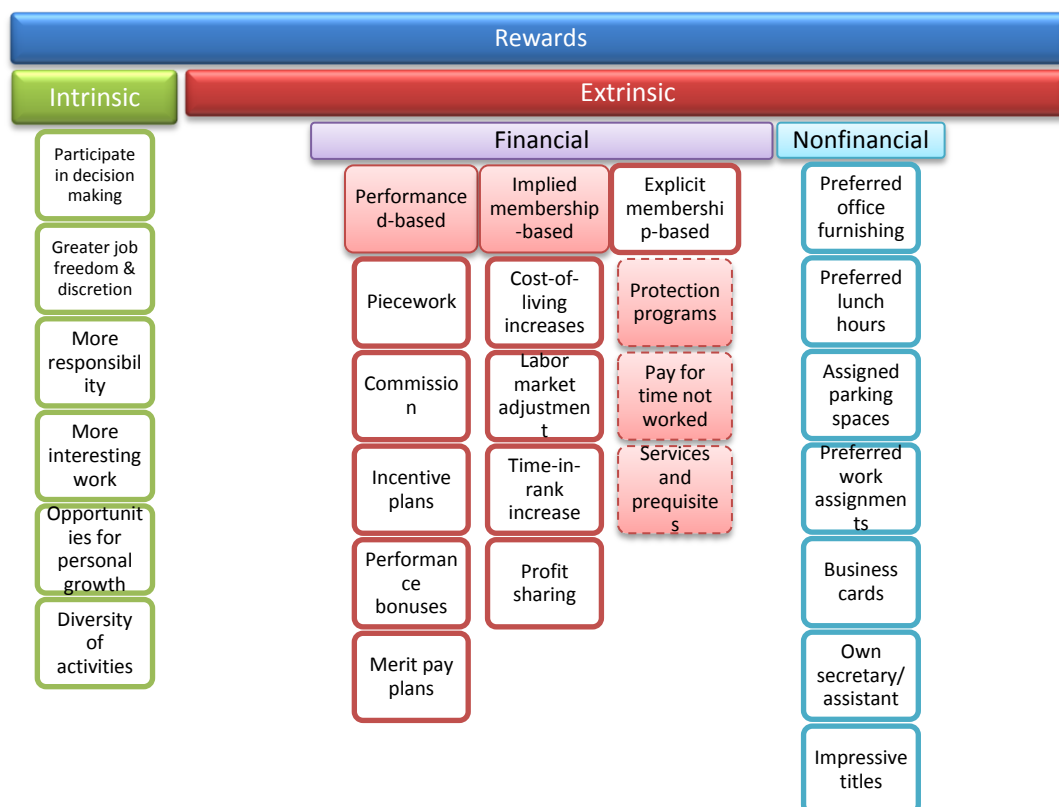
Figure 4. Structure of Rewards (DeCenzo & Robbins 2007, 287).

In the Figure 4, the rewards are divided into intrinsic and extrinsic rewards. The intrinsic rewards are those, which give the individual personal satisfaction. The extrinsic rewards are those, which are expected by the employee, and those rewards can be reflected by the Hertzberg's two-factor theory's hygiene factors.

2.5.3 Financial vs. Nonfinancial Rewards

Employees' financial well-being may or may not be improved with rewards, but those that do are direct, for example, wages or bonuses or profit sharing, or they can be indirect, for example, retirement plans, paid vacations, sick leaves and discounts. The nonfinancial rewards present a large variety of desirable extras and they do not directly increase the employee's financial state, but rather increase the appeal to the work itself. (DeCenzo & Robbins 2007, 287)

For HRM, it is important to be able to provide the right nonfinancial rewards to each employee since there are differences in what employee wish and hope and

want; some employees view some reward something he has always wanted, but for another employee, it is less important or less desirable. Hence, with proper selection of the benefits and rewards work performance can be increased significantly. (DeCenzo & Robbins 2007, 287)

2.5.4 Performance-based vs. Membership-based Rewards

It is common for companies to divide rewards into performance or membership criteria. There are some companies which are rewarding their employees based on performance, but the more ruling base for reward distribution in companies is membership. Commissions, piecework pay plans, incentive systems, group bonuses, merit pays and other forms of performance pay are used as performance-based rewards whereas membership-based rewards comprise benefits, seniority and credentials such as diplomas. (DeCenzo & Robbins 2007, 287-288)

Since there seems to be a connection between motivating employees and improving their work performance, employers are seeking possibilities to use the payment contract to motivate the people. Therefore, motivation and performance is one of the objectives of the employer for the contract of payment (Torrington & Hall 1998, 586-589). Also, performance-related pay provides different ways to reward the individual efficiency and flexibility and it has its roots in systems which were built to motivate managers and executives. (Torrington & Hall 1998, 624)

Membership-based rewards are usually divided despite the individual's, groups' or company's performance, i.e. the performance has no or little influence on the rewards. Hence, performance may be only a slight determining factor of rewards. It should also be noticed that all memberships-based rewards such as benefits, salary, seniority increase and cost of living, are given despite the individual organization's performance. (DeCenzo & Robbins 2007, 287-288)

3 IMPORTANCE OF INTERNSHIPS

Internships are important and they can teach what one's own interests and dislikes are; they can guide to the right path and show what one should and should not do. When applying for the degree programs there usually is some kind of thought about what we want the future career to be like and many of the students have a vision of their ideal job. However, these visions usually turn out to be just guesses based on hypothetical thoughts and ideas. Therefore, internships are important and they should be carefully thought through. Of course, if the internship will be split into shorter internship periods, the student has a change to try out different career options, for example, insurance company versus a bank and executive assistant versus event manager.

For over one hundred years there have been internship programs, and today a large number of the universities are offering at least some form of internship opportunities for students. In fact, in USA, 94% of colleges of business are offering some kind of internship possibilities, but only 6% are requiring students to take part in an internship program. (Weible 2010)

Many researchers and practitioners have for long time already supported the field internship as a crucial and important part of education. Also, many studies conclude that internships are the best way for students to learn and to improve their learning, or, for example, skills. Internships are also valued by the students, and many studies show that students are highly committed to their internships and they prefer the active, experiential and real-work experience which internships are offering. (Gault et al. 2010)

According to an article written by Verney et al. (2009) internships are valuable components of higher education academic programs because they benefit the student, employer and the university. It is argued amongst many authors that performance evaluations of students during their internships are the closest many business programs will get to an evaluation of actual work performance, and therefore, they should be valued and used as a tool, not only when assessing the students learning but also when the internships are being reviewed and checked. Also,

since internships are regarded as an important part and complement of education and since they enhance a very important role in the preparation of the students' entering the job market, it is beneficial and useful for universities to be concerned with what kind of interns are going to work in the companies. (Verney et al. 2009)

If the internship is well planned and executed, it can benefit the student, the university and the company. For companies internships are a great way to recruit and evaluate the potential future employees and provide flexible, cost-effective labor which does not require long-term commitment. For the already existing employees interns can create chances to finish old projects or create and start new ones. (Carlson & Halbrooks 2003)

3.1 Definition of a Successful Internship

According to academic dictionaries such as Merriam-Webster and Oxford dictionaries, the term successful means accomplishing a desired aim or result, having achieved fame, wealth, or social status. However, an individual can have his own additions embracing the meaning of "a successful internship". We know what is meant by an internship, but can successful internship be defined precisely? A precise definition can be difficult to make, but there are certain lines and rules we can draw when defining successful internship. Such as what is meant by "successful" and then add and implement that definition to internship. For example, in saying that a person is successful it can mean that the person has achieved a lot in his life, or if a newly opened restaurant is said to be successful it usually means that there are a lot of customers and the company makes profit. Hence, there are some features which can be listed as definitions of a successful internship, but since success can be viewed differently by different individuals, the common definition is shaky and the perceived importance may vary.

In an article written by Cook et al. (2009) the authors argue about internships and how to get the most out of them. By working together universities and companies can establish and have strong internship programs or offer internship placements, which ill influence on both positively; companies will gain benefit from internship as a way of recruiting enthusiastic new employees and universities will have high-

er percentage on graduating students with a job. It is also stated that any success-ful recruitment strategy involves the use of interns or specially planned internship programs. (Cook et al. 2009)

Interns face many issues and obstacles during their internship but there are also many activities and issues which can lead to a successful internship. The main activities can be listed into three main issues; (1) opportunities for observations, (2) the receptivity for cooperation with teachers, and (3) scheduled time for the design and presentation of staff development for teachers. Also, interns should receive mentoring from the university's side throughout the whole internship to support the intern and the internship experience. (Brown 2012)

In order for the internship to be beneficial and successful, there should be professional-level work available for the intern. If the intern will be oriented to the work environment and work tasks and will be treated as one of the team they will enjoy and value their work more than those who are appointed less valued and insignificant tasks. Also, projects that are challenging and require an appreciable amount of responsibility and effort should be given to interns. That kind of projects will keep them motivated and also motivate them to perform better than other interns, who will be given only work and tasks which no-one else wants to do or the other employees avoid and depreciate. (Verney et al. 2009)

3.2 Importance of an Internship for Students

For many students the internship can be the so called a "deal breaker" when it comes to studies and the future career. For some of the students it can be clear from the start in which company or business area they want to do their internship. Internships offer many benefits for the undergraduate students and as said, many companies look more at the places where the student has been performing the internships, than the grades of for mathematics.

Internships are a great opportunity for students to see what the actual work would be in reality, and that is something that you cannot learn in a classroom since the theoretical knowledge does not reflect the reality of a particular job. During the

internship the student gets an opportunity to actually put the knowledge into action, i.e. combine the theoretical knowledge with the working experience. If the student feels motivated and has interests towards the area of business, the internship will help to receive a more real picture of the actual work.

Internships also provide the opportunity for the student to find out his/her strengths and weaknesses where they are good at already and what areas needs to be worked on. With the mentor it is important to focus on the strengths, but not to forget the weaknesses either as this is the best way to keep the motivation up and get the most out of the internship. If the focus relies only on the strengths or the weaknesses, the balance is out of sync.

The most apparent benefits gained from internship are the ones to the students carrying out the internship. Internships give the students chances to gain irreplaceable experience and knowledge, and they serve the students as possibility to bridge the gap between the born expectations and the reality at workplaces. Time management, communication skills, better self-discipline, increased gumption and initiative and an overall better self-knowledge are some of the immediate skills the intern will improve within an internship at a workplace. In today's work markets employers are looking for new employees (students) who have gained valuable "hands-on" experience during their education and therefore internships are crucial, since they offer the students a real-world experience, i.e. just what the employers are looking for. (Verney et al. 2009)

Internships offer many chances for students to include work-related experience and knowledge into their academic education by participating in guided and well-planned work in an authentic environment. In addition, internships are combining learned things with real work since knowledge and practice received from the classroom are different from what is gained within an internship. (Renganathan et al. 2012)

3.2.1 Motivation for Internship

Since the internships play an important role as a part of studies they should be thought through, and the more motivated the student is towards the internship and the working place the more likely he/she is to have a successful internship. If the student has intrinsic motivation towards the internship it means that the motivation comes from pleasure, for example, when performing a task or from the sense of satisfaction while working or completing a task. Intrinsic motivation comes from the inside and it is a person's own desire to do something without the external reward, such as money or good grades.

A person who is intrinsically motivated will work on a math problem, for example, because it is enjoyable or because the challenge itself or the want to find a solution provides a sense of pleasure. The person will work on the task because he/she wants to do so, not because there is some reward for the work, like a prize or a monetary benefit, or in a student's case, a good grade or credits.

From Table 2, we can see different listed intrinsic motivation items according to an article written by Thakor (1994). Some of these items can also be used as objectives of the internship, since every one of them is important and they guide the internship to be successful. For example, Item 3. *My job lets me make full use of my abilities:* if the student feels that he/she can use the talents he/she has and that he/she is able to use all the knowledge and skills in the working tasks, he/she will feel more motivated to do work and show the talents, hence, the internship will be successful. When performing an internship the intern should feel excitement about the tasks and the faced challenges, so that he/she will stay motivated, but also to have a successful internship, therefore Item 6. *My job is exciting and challenging,* is important item to be recognized and applied. Item 6 needs both, the intern to have intrinsic motivation but also, the employer to give the intern chances to feel excitement and give tasks, where the intern will face challenges.

Table 2. Intrinsic Motivation Items (Thakor 1994).

Intrinsic Motivation Items

1. My job lets me have the chance to be somebody
2. My job gives me a feeling of accomplishment
3. My job lets me make full use of my abilities
4. My job is just another way to make a living
5. My job allows me to have control over my life
6. My job is exciting and challenging
7. My job allows me to grow and develop as a person

With the help of Thakor's Intrinsic Motivation Items, we can measure motivation: Those items, listed in Table 2, could be included for example in a job satisfaction survey, where the intrinsic motivation would be studied. Managers could also use that Table 2 as a tool to find out if the employees are satisfied. For example, if the workers would have to evaluate the items from scale 1 to 5, where 1 is the lowest (stands for disagree), and 5 is the highest score (stands for strongly agree), and the item 6 would get a lot of 1's or 2's as an answer, the manager would know to give the workers more challenging tasks.

3.2.2 Integrity of Internships

For students the internship is one of the most important or the most important part of the studies, but for many companies, which hire interns, the idea and benefits behind internship can vary. Some of the companies may take advantage of the students who are applying for internship. They use students as a free labor, or make them do things that are not really beneficial when talking about the internship, nor are they relevant to the work description. Therefore, the integrity of the internship programs needs to be protected. With cooperation, the universities and companies can establish strong internship programs, which will benefit them, and students. (Cook et al. 2009)

The problem seems to be the term; "intern", since it is generic and it can have many meanings but also anyone can use that title. Therefore, it is crucial for the student and the internship supervisor to do research whether a certain internship

placement is up to the standards; with appropriate standards and accountability in place, the internship experience can meet the requirements and be considered successful. It is also important that the student has all the needed and required courses passed before attempting to perform an internship without the appropriate courses, the student can face difficulties in succeeding at work, and the company can receive a negative opinion of the intern's skills. (Somerick 2001)

The companies hiring or taking interns to work for them should have someone who would be in charge of the intern and supervise that the tasks appointed and other duties are up to the requirements. Students need orientation and orientation is one of the most important components of any internship, hence primary responsibility for supervising the intern should be appointed (Carlson & Halbrooks, 2003). A student who is coming to carry out an internship cannot be used only as a clerical help or cannot be required to do too much, i.e. taking more responsible tasks, etc. only because for example the company does not want to hire another employee or an intern. So, the company can use the intern for wrong purposes since students may not have the required or proper academic preparation to perform the tasks and they may be left with little or no supervision at all. Therefore, no matter how enthusiastic or highly motivated the student is about the challenge and the internship when inappropriately prepared or supervised, the internship can turn out to be unsuccessful for both the student who cannot have a successful internship and can face the failure and the company which will have a negative experience about the internship and the student. (Somerick 2001)

If a student who is doing an internship and the company which is offering the internship placement, are working with a university's well-planned and executed internship program these situations can be easily avoided. There are some organizations that are offering customized and ready planned internship programs, but these programs are not made based on the talents and skills and knowledge of the students, so there is a chance that even though the internship program may seem suitable it is not. It is possible that the intern cannot really show his/her true talents and the actual skills are left in the shadow of the ready-planned tasks. It can

also turn out to be unmotivating if the tasks are not demanding enough, (i.e. the intern is given too easy and not challenging tasks to perform).

3.2.3   Objectives, Benefits and Goals of an Internship

In an article written by El Tawil et al. (2011) medical internships (MI) were reviewed and researched. Even though the main topic of the article was about medical internships, there are still many points that can be used and adapted to other trainings and internships. For example, the fact that interns should be able to engage in practice-based learning is a common fact, since that will encourage their contemplation upon their experiences and that is supposed to help them to identify and pursue their own learning needs (El Tawil et al. 2011). Hence, learning could be one of the most important objectives to set for the internship.

Before starting or even choosing the internships the objectives should be clarified in order to get the most out of the internship, no matter what the field of education is. There are certain objectives we can list:

1. **Testing interest and attitude**

   Internships provide a chance to test own interest, and see whether the particular career is the right one for oneself, before making permanent commitments. Also, they offer a chance to see if the expectations meet with reality (Verney et al. 2009). While performing the internship, the student will learn about his/hers personal attitudes towards the particular career. That information can show and guide the student, whether the career seems suitable, or not, i.e. prevent wrong career choices.

2. **Skill development**

   During the internship the students ought to develop their skills according to the learned theory in practical work situation. Also, internships will help the student to develop new skills and techniques, which are applicable to their careers (Cook et al. 2009).

3. **Preparing to work**

Internships will prepare students to "real" work and internships help the students in adjusting from school life and studies into full-time employment in their area of specialization upon graduation (Verney et al. 2009).

4. **Becoming responsible**

Internships should increase the responsibility since even though the internships might be unpaid they are still real work and the way of performing own internship can have a huge impact on the future career. Also, during internships the student ought to acquire good working habits (Carlson & Halbrooks, 2003).

5. **Learning**

As mentioned before, learning could be one of the most important objectives of internship. It is important to learn the work and the tasks so that the work can be performed well. Also, according to Gault et al. (2010) the internships were perceived by students to improve their learning the most.

6. **Motivation**

Fulfilling a need is one definition of motivation, and motivation causes the circumstances, which are responsible for the differences in intensity, quality of work, for example, and direction of ongoing behavior (Goodman et al. 2011). Internships can also increase the motivation towards the particular career option, or then vice versa; lower the motivation. If the internship is experienced as a good practice it can motivate the student to pursue the career, but if the internship turns out to be a failure it can lower the motivation to apply for another internship place, or the motivation towards the particular career option can disappear entirely.

Internships offer many potential benefits to students and the experience of an internship can help the students to create connections between academic studies and the real-world, and find networking opportunities. When choosing careers, internships can play an important role for students in order to find a suitable career and make good career choices. Also, in an article written by Hergert, it is stated that according to some studies students who have participated in an internship have

greater job security in their early careers and a higher satisfaction for their work. (Hergert 2009)

What comes to the benefits of the internships, they are similar to the objectives. Among the benefits the fact that internships may help students to find jobs and that they can turn out to be so-called stepping stones, which can be translated into full-time jobs. Also, motivation to continue along the certain career is a benefit if the internship has created satisfying and good experiences. Beside these, the internships many times create realistic expectations about the working life and the work itself and that will help to clarify the career intentions. (Knouse & Fontenot 2008)

In an article written by Wasonga and Murphy (2006) it was studied what is the impact of an internship on its participants. Some of the findings were that for example silent knowledge which the interns possess was contextual because the situations provided meanings and connectedness. The knowledge was released spontaneously in order to solve the tasks, issues and problems and reasons and the knowledge was externalized in the process of solving the problems. It is good to understand that some interns have previous experiences from work; hence they may have tacit knowledge, but not all the knowledge can be used during the internship. Opportunities for interaction and sharing during internships should be built on students' natural enthusiasm for learning; otherwise the learning process may fail, if it is forced.

In an article written by Mombourquette and Bedard (2012), the authors have quotes Fry, Bottoms and O'Neill; *"...the internship is the ultimate performance test, the final rite of passage before gaining an initial license to practice."* According to them a well-planned internship widens the knowledge and skills of interns, but also same time measures their ability to apply new things in an authentic settings and situations as they deal with problems that have real-world consequences. (Mombourquette & Bedard 2012)

Weible (2010) has listed different benefits for student, employer and the university. The benefits for students gained from internship include higher starting salaries

and higher job satisfaction. Also, students receive job offers sooner and they receive them more. Internships also benefit the students with higher development and communication skills and they are prepared better for career. In addition, they have improved job-related skills and stronger resumes, but also, if they manage not to receive the desired job right away, they have better job interviewing skills and better job networking, which may help in order to find the job.

The primary and the most important goal of an internship according to Kelly (2012) is the educational opportunity. He stated that although the educational opportunity is one of the important goals there are also other important goals of the internship. Those goals are, for example, gaining knowledge in that specific area of business, the internship can also help in decision-making; whether the career is the right one for self and also, internships are providing the "real world" experience that cannot be learned in a classroom.

3.2.4   Setting Objectives for Internship

An important part of the internship is to set the objectives, since the goal of each objective is to develop interns capabilities including knowledge, skills and abilities; KSA's. Each objective should be defined and set in the possible task analysis, or in the internship plan/agreement, so that the fulfillment of the set objectives can be supervised. It is crucial especially for the intern himself that he understands the content of each objective so therefore they should be clear, detailed and understandable. (Gómez –Mejía et al. 2001, 265-266)

One way to supervise the objectives and their fulfillment is to evaluate them through criteria, which can and should be set before starting the internship. Talking with the employer beforehand can help to plan the evaluation criteria and objectives, since then it can be discussed with the employer, what can and cannot be done within internship. And also, it should be checked at the applying phase, whether the company is suitable for the internship or not. (Gómez –Mejía et al. 2001, 265-266)

3.2.5   Finding and Choosing the Internship

There are many different factors that should be taken into consideration, when choosing an internship. Internships should not be selected with improper grounds, since the educational experience is great and valuable. When selecting the possible internship places, it is good way to ask questions in order to see, what is meaningful and important to one self, for example: "What am I going to get out of the internship?" The question will receive a lot of different answers, but the answers can guide the student into right direction, when choosing the internship. For example, if a student is hoping to work within in marketing in the future then an internship performed in a marketing agency or advertising company would be the most useful, since working as an intern in a marketing agency would give a real life experience. Hence the student gets the idea that the reality is in that career and then can make the decision whether some other place should be considered or is the place "a-dream-come-true". (Kelly 2012)

The mentor or an internship advisor plays important role for students when choosing internships. The advisors can guide the students in right direction by asking questions, like; "What do you want to do in life?", "What do you feel that are your strengths?" or "What seems to be the most interesting choice for your internship?" The possible questions can also be about the specific fields of interest or for example previous experiences and if those are some options to consider for internships. (Kelly 2012)

It can also be helpful and encouraging for the students to do advanced research about the possible internships, since there are different potential benefits in internships; other internships are paid and some are not. If the remuneration is an important factor in student's decision, there can be sometimes difficulties in order to find one, since many companies do not offer a monetary benefit for the internships. But many places offer excellent possibilities for internships, even though they are not paid. So background checks about the internships are in place and it is useful for the students to compare different types of internships that are alike, and then decide which seems best and most suitable for them. (Kelly 2012.)

Many times the schools offer information about the possible places where to apply for an internships, but finding and receiving an internship place is up to students themselves. The good places to look for internships depend on the field of studies and interest but for Business Economics and International Business- program the different choices for internships vary within own interests; for example internships in marketing can be performed in a customer service duties in insurance companies, banks, tourism sector and with other firms, retailers and other businesses selling functions, the marketing functions in service sector and public sector. If international trade is more closer to own interest, then the possible places for an internships would be for example international marketing and export duties, international purchasing and import duties, freight forwarding, transportation and customs duties and foreign payment transactions and financial duties in banks and financial institutions, as well as Finpro, chambers of commerce, the EU delegations and similar organizations within the scope of similar work tasks. Of course, these kinds of organizations can also offer internship places in certain areas, such as Viexpo in Ostrobothnia. (Vaasa University of Applied Sciences 2013)

For the IB-program and BE-program students who choose international business there is also a possibility to perform International Training, which will be counted as internship. The possible places for international placements can be found from CIMO (Centre for International Mobility). CIMO coordinates the international exchange in Finland and the applications are sent directly to the employers through CIMO. The other possible way to search open internship places is EURES, which is an employment exchange network that covers the EEA (European Economic Area) countries. In Finland the EURES operations are coordinated by the Ministry of Labor. The EURES services include employment exchange and information and guidance service. (Vaasa University of Applied Sciences 2013)

3.2.6 Importance of Mentor

When a student goes into the company to perform the internship there is usually someone to guide and orientate the student into the company's policies, the daily routines, and so on. So, a big part of the internship is learning and the role of the

person giving the orientation is very important. According to Kupias and Peltola (2009), there are some essential factors that can boost the learning process and which the mentor should notice:

- Noticing acknowledging the previous experiences and the know-how of the intern
- Noticing the individual learning needs, objectives and goals
- Supporting the motivation of the intern
- Perceiving the overall picture and supporting the organizing of the information
- Supporting the activity in the process of learning
- Supporting the learning atmosphere
- Promote and encourage interaction
- Increasing the feedback possibilities within learning process

These factors are useful to the person who is in charge of the orientation, but these factors are also important for the intern to know, since there are also cases, where the intern has been left without any guidance. From the listed factors we can draw the so-called "Learning flower" (see Figure 5), which enhances the mentor as a learning promoter, being the center of the flower and then having the petals, like motivation, learning needs, objectives and goals, previous know-how and experiences, and atmosphere.
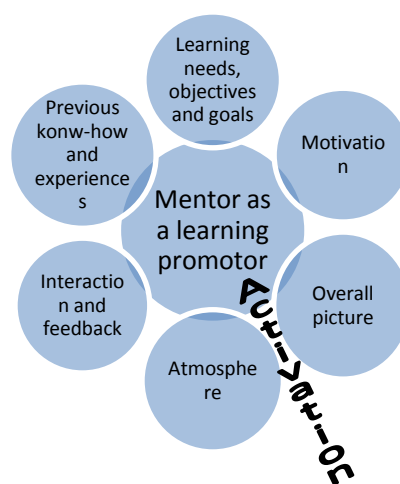
Figure 5. Learning Flower-model (Kupias & Peltola, 2009).

Even though all the leaves in the flower are important, we are focusing on the motivation-leaf, and the motivation can be described with the following formula:

Internal motivation
=
Importance of the matter to self
x
Possibility of succeed
x
The joy of doing

The basic idea behind the formula is that if one of the factors is a zero, then the motivation will also be zero. Even though this formula is a simplified description of motivation it can help the intern and his/hers mentor to figure out ways to increase and maintain the motivation. Most of the times the interns have a huge motivation towards the work and learning new things, so then the issue is to maintain the motivation during the whole internship. (Kupias & Peltola, 2009)

According to Knouse and Fontenot (2008) the internship experiences were more valuable, if there was someone mentoring the interns from the company's side. If the matter is experienced and received important to self, it also raises interest and that interest is usually relatively permanent. Therefore the mentor should know, what the main interests of the intern are so that the motivation would stay up during the whole internship, hence there is a more possible chance for the intern to have a successful internship. It is also useful to have conversations and ask questions during the internship. For example: "Why is this thing important for the intern to learn?" and "How will the learning of this thing help the intern to develop and make me better in the job and professional development?" Also, asking questions like; "What will happen or what would have happened if intern would not have learned this thing in time?" or "What can be avoided if the intern will learn these things?" With the help of these questions it is clearer for the interns and the mentors to know what are they expected to do and learn and that can increase the motivation; for the intern towards the actual job and also for the mentor, to keep the intern motivated. In some cases, having these conversations or asking questions, the mentor has an important role as an influential factor.

If the possibility to succeed in learning is zero, it will most likely take the whole motivation. Even though the thing to learn would be how interesting, if it feels overwhelmingly difficult or the time used for orientation and learning is too short, the motivation can disappear. The role of the mentor in the possibility of succeeding is quite large, since the mentor is usually the person who influences the time used for the orientation and learning and the mentor needs to be confirming that there will be enough time to learn certain thing on time. With his own actions the mentor can have huge impact on the possibility of succeed. (Kupias & Peltola, 2009)

It is important for the mentor to go through all the important things and tasks, and let the intern know, that the things are possible to learn in the required timeframe. Therefore the mentor should possess good organizing skills, be calm and be encouraging and convincing. The management should therefore choose their intern supervisors carefully, since with proper supervising, the intern's learning and satisfaction level can increase and that will usually lead to better results, i.e. higher profits for the company (Carlson & Halbrooks 2003). If the mentor seems uncertain or have no idea what to do, or why to do something it is clear that the intern will not get the needed guidance, which can lead to feeling alone and desperate even, and then the motivation will lower. Also, mentors can challenge the students to think about professional principles and practice and encourage them to think outside the box (Hoy 2011).

Even though the learning were experienced important and the possibility of succeeding would be optimal, if the atmosphere in the orientation and learning situations is dreary or even a little hostile, the motivation can lower or disappear completely. It should be kept in mind, that even though all of the tasks cannot be always the nicest things to do, the motivation should be kept, since the information might come in handy later on when performing other tasks. The encouraging atmosphere and devoted mentor can both help to keep up the motivation. Also, the intern should feel that he is allowed to do mistakes, hence safe and appreciative atmosphere increase the joy of doing and foster the learning and keep up the motivation. (Kupias & Peltola 2009)

3.2.7   The Important Skills of the Mentor

In order to be a good mentor, to give good orientations and guidance for the interns, there are some skills the mentor should possess. According to Räsänen (1994) the skill to express genuine appreciation and be consistent is one of the most important skills of the mentor. The other skills include the skill to listen and give constructive guidance and right-time feedback, and also the skill to make the interns good work known. It is also important to have the skill of getting the best out of the intern and the skill of being demanding, but not depressing. A good mentor can also make the people work together and is able to build professional relationships. A good mentor gives freedom of movement and takes responsibility of the possible risks; such as failure, he also sets challenges and demands excellence in performances. (Räsänen 1994, 243) If the mentor possesses many of the skills, it is more likely that the mentor is doing a good job; hence the intern will get more out of the internship and have a successful internship.

For the mentor to be a good and efficient motivator he should be able to enhance commitment to goals through clarification and taking part in the action. Also, strengthening the effort-performance-reward expectancies and providing substantial rewards are important skills when motivating others. When motivating, utilization of the positive reinforcements and giving rewards at right time are also skills a mentor and a motivator should enhance. In addition, being and giving reward equally, empowering the employees to achieve, redesigning the work to increase motivation and making learning opportunities available are also important skills of an effective mentor. (Hunsaker 2005, 458) Also, the ability to motivate and work in a team is as important as knowhow and analytical attitude. The attitude the manager or the leader enhances defines how hard the staff is willing try to achieve the goal. (Hagemann 1991, 24)

Also, in an article written by Hoy (2001) where she highlights reflections of internships and student work experience, some of the results from the research were quite interesting, when it comes to internship mentors and supervisors. For example, many participants made observations about their supervisors and mentors during the internship and one participant stated, that; *"The mentor during my intern-*

ship challenged my thinking about professional principles and practice. She took me outside my comfort zone as I noticed the difference between my mentor and normal supervisor who made sure I knew tasks and completed them" (Hoy 2011, 36). Other participant felt themselves supported and encouraged by their supervisor during internship, also. So, the role of mentor in order to have a successful internship is highly important.

3.3 Choose of the Company

When choosing and thinking possible places for internship, it is never a bad thing to go through the organization itself and its organizational behavior and other factors, such as corporate culture and its missions. In order to identify the general needs and the training support lever of the company, it is important to familiarize one with the short and long-term goals. (Gómez-Mejía et al. 51-54)

It is good and recommended to make some research about the possible internship places, since sometimes companies might not be able to run any training programs due to different situations, such as little resources, or economics. In those cases, if the applying intern has done some research and analyzed the company, it is easier to verify where the company stands, i.e. is it a good place to apply for an internship.

3.3.1 Meaning of Internships for Companies

These days employers are requiring experience from their employees, and internships are one way to gain that work-related experience. After graduation, many students continue to study for the higher degree, and then the issue about MBA internship becomes relevant (Dillon et al. 2011). The internships can be very beneficial for the companies, and even though the importance of the internship can be higher for the student, good internship can turn out to be a win-win situation for both; the student and the company. Internships are also an excellent way to find and get jobs (Dessler 2006). These days many working contracts are made through internships and many employers have noticed, that the newly graduated students are good resource of labor.

For students the main thing in an internship is to gain knowledge, learn new things and check out the potential careers and employers. Employers, on the other hand, can gain benefit from interns, since they can use the interns as useful input, while assessing the possibility of hiring. Many companies also benefit, if they make cooperation with the local universities, since that can also be a win-win situation; the companies will offer internship placement and possibly company visits, while the university can perform for example researches within classes and give information about the graduated students. (Dessler 2006, 82)

3.3.2 Benefits from Internship for Companies

For companies there are many areas they can gain benefit from, when taking part in internship programs. For example, interns provide inexpensive workers, or sometimes even free, but what is interesting, is that interns, who are recruited through an internship program are more likely to get hired, i.e. they will become employees for the company. That is beneficial for the company, because persons who have performed their internship within the company, will not need that much training and orientation. In addition, to acting as a job placement opportunities for the interns and the companies, internships are used by companies as a valuable recruiting channel and chance to evaluate the possible future employees in practice and quite risk free. (Verney et al 2009) According to Weible (2010) for employers there are also many benefits from internships, such as selection of the best suitable students for vacancies. They also make better hiring decisions and with the interns they are receiving new ideas and creating valuable networks with the university.

Even though internships are usually reviewed from the students' point of view, the company's side is as important. Internships and internship programs provide different benefits to students, in terms of career preparation and future income, but they also offer valuable advantages for universities and companies offering internships. For example, companies take advantage of internships and interns, as they recognize the importance of inters as future employees with qualified experience. (Gault et al. 2010)

Sometimes, as a workforce and their placement in working life, interns are quite unclear. There can be legal issues, if the intern does not get a clear working contract, and from professional perspective internship experience can be incomplete, this is because of the fact that interns can be hard to classify into the company, since their position requires invisibility. (Schwartz 2013)

Many companies may be quite ruthless, when taking advantages from internships, hence interns, who are adaptable, implied and mostly female are under risk of becoming "Happy housewives" of the working world. The problem is usually with the interns' uncertainty and unfamiliarity, and that causes problems when applying and performing internships. Internships as a workforce have grown to be more incidental, and they are relying on part-time, unstable and even unsafe work. If the interns do not know their rights, or are otherwise uncertain and timid, they might end up having an internship, where they work for months without any salary, benefits or basic workplace protection. Therefore interns need to make clear that their time and effort and other inputs have value, which is more than just a concept of remote of a "networking opportunity" or a "one step higher on the ladder of my career". Even though internship settings may suggest, the done work is not a donation. Work is exchange of time and money, and interns should remember that. (Schwartz 2013). Still, these days many companies are offering internships, where the benefits are undistinguished and no salary is paid. This can lower the motivation and have effect on the overall performance, because the intern can feel that his/her work is not appreciated and he/she has no value.

3.4 Benefits from Internships to University

Even though the internship is mainly collaboration between the company and a student, there are also many beneficial factors for the university. Well developed and maintained internships are able to strengthen their curriculum and make needed changes and also fine-tune the program, if needed. Also, internships have an important role, when it comes to helping universities with student placements right after graduation. Internships also provide a tool for assurance of learning and with that it can be secured that companies, universities and the students will gain benefits from internships. (Verney et al 2009)

Universities gain benefits from internships also; they can improve their reputation among companies, there are possibilities for scholarships and other form of funding. In addition, universities can network to the local community better with the help of interns and internships. (Weible 2010) According to Green et al. (2011), business faculties are arguing that there are differences between students who have performed their internships and those who have not. It is clear that students who have some experience from internship tend to be active in the classroom and showing maturity compared to fellow students, who have not gained any experience from internship. Because of the ruthless change in business world, universities need to update themselves. Since business education is like any other marketable commodity, it needs continuous product improvement to live up to needs of companies in the ever-changing business world. (Dillon et al. 2011)

One very important determinant of any university's success is the academic performance of the students. Many studies have shown that various factors effect on academic performance and one factor is motivation, and especially achievement motivation effects on academic performance, (see Figure 6).
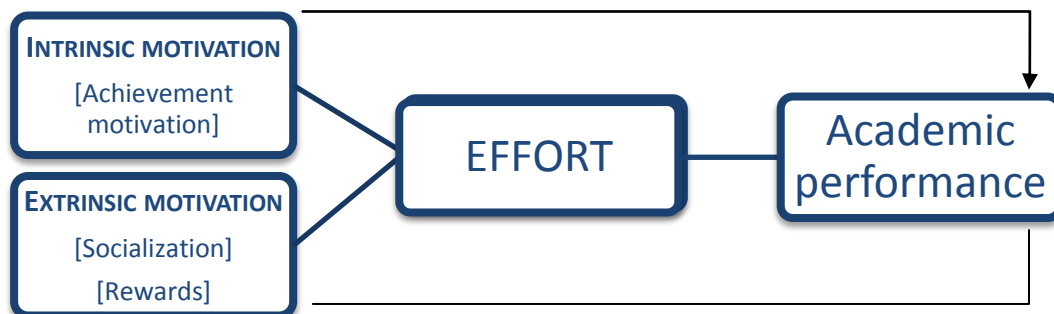
Figure 6. Integrated Model of Intrinsic and Extrinsic Motivation, Effort and Academic Performance (Goodman, et al. 2011).

Both motivations intrinsic and extrinsic increase the effort to perform better, which can be seen from the Figure 6. According to Goodman et al. (2011) if rewards are being used in academic settings, it affects positively on students' motivation level. In their study, where the relationship between students' motivation and their academic performance was studied, (Goodman et al.) the studies showed that there is a direct relationship between students' motivation and academic per-

formance but also an indirect relationship, which was affected by effort and this is shown in the Figure 6.

3.5 Theoretical Suggestions

Due to the fact that there are so many motivation theories and many important factors, which relate to the internship a summary, or more specifically theoretical suggestions are in place to clarify the whole picture. The most important main point from the motivation theories will be listed and the important factors of the internship will be presented in a Figure 3.

Early Works of Taylor and Hawthorne

Taylor believed that money was a primary motivator and that it would provide the best motivation for good work performance. He drew two presumptions about work and motivation, which were that people are rational and driven by the need for financial rewards and they are not interest in the actual work.

Taylor's statement, that money as a motivator would provide the best performance, cannot be generalized nowadays, since many people value other rewards more than money, hence the money is not the best motivator in every case, although it still is one of the most important incentives and factors to increase motivation and performance.

Maslow's Hierarchy of Needs

Based on the hierarchy of needs theory, the lower-order needs should be fulfilled first, before the other needs, such as esteem or achievement can become motivating factors.

Maslow believed that a human being would have to raise upwards in the pyramids ladders, and that it was not possible to skip some need in between in order to achieve self-actualization. That assumption has been proven wrong for a long time already, since for example artists could go for days without water and food, but they would still be fulfilling the their self-actualization needs.

EGR Theory

EGR stands for existence, relatedness and growth and it was developed by Alderfer as a needs-specific model of motivation. Alderfer combined some levels from Maslow's theory and according to EGR theory the lower-level needs did not need to be fulfilled before the higher level needs could be fulfilled.

This model gives more flexibility to understanding human being. Like said, individual can go for days without food, but he would still be able to accomplish something, like finishing a piece of art. Therefore this theory is more applicable to nowadays, than Maslow's theory.

X & Y Theory

McGregor divided the employee types into two theories; X theory where employees are lazy and do not like their work, and the Y theory, where employees enjoy their work and are creative. McGregor's base for the theory was Maslow's theory. He classified his X theory to correspond to Maslow's lower level needs, (physiological & safety needs) and Y theory to correspond to the higher level needs, (belongingness, esteem, self-actualization). According to X theory employees will only act to fulfill their basic, i.e. lower level needs, and they will not try to achieve anything more. According to Y theory the employees were motivated by the growth needs, i.e. the higher level needs, and they would try to accomplish the set goals.

This theory as it is, would not probably work nowadays as a managerial help, but there are some insights, which should be noticed. Not all employees are motivated by the same ways, i.e. there can be two or more of the groups, how people can be motivated.

Motivation Hygiene Theory

Based on Herzberg's findings, he proposed that the essential things to motivate employees are job enrichment and job design. According to Herzberg's theory there are two fundamentals at work; dissatisfiers and satisfiers, based on these two

fundamentals, he submitted the two factor theory, also known as motivation hygiene theory.

In this theory there are two basic dimensions of work; dissatisfiers – hygiene factors, and satisfiers – motivation factors. Satisfiers are internal factors of work and they operate as motivators. Those factors are achievement, recognition, work itself, responsibility, promotion and personal growth. The dissatisfiers can cause dissatisfaction and they include basic salary, pay and benefits, company policies, supervision, status, job security and work conditions.

Herzberg's theory is still nowadays much used theory, probably because it is easy to implement. The dissatisfiers can cause dissatisfaction, if they are organized badly or not provided at all. For example, if there are some problems with the basic salary or the employees are not satisfied with the company policies, it is clear that those issues will cause dissatisfaction and can lower the motivation towards work. The satisfiers work positively on motivation and will cause satisfaction, for example if an employee receives a promotion, he will feel needs and valued, hence his attitude and motivation towards work increases and he feels more satisfied at work.

Learned Needs Theory

Learned Needs Theory or Three Basic Needs theory, developed by McClelland, stated that a person would develop, acquire and value only one of the three basic needs based on individual's cultural differences, and those needs are power, affiliation and achievement. For example, an individual who values the need of power, will try to control his own environment and surroundings.

Based on learned needs theory the individual would focus only on one basic need he has, but nowadays it is more likely that there is a combination of different needs, which will guide the behavior at work and effect on the employees motivation. It is possible, that in some cultures for example, some of the three needs rise up more clearly, but for example a manager, who probably has a desire to control,

hence his need would be power, can still be a good member of the group and form close relationships with his colleagues, i.e. he has the need for affiliation, too.

Equity Theory

In equity theory, developed by Adams, the individual is seeking justice and equal treatment in his activities. Adams stated two main concepts of the theory: distributive justice, where salary should be equally shared and procedural justice, where different methods, like employee participation and appraisals and rewards are kept equal and fair within all employees.

This theory is nowadays a hot topic, since for example in many cases the female employees do not receive the same salary than men, even though the work itself is exactly the same. Therefore, Adams' theory does not occur in practice and that can cause dissatisfaction and lower motivation, since the female employees are not treated equally to the men. Since, employees are constantly comparing themselves and their own inputs to other individuals and groups the managers should provide a working reward system. They should also make sure that the tasks, work and other factors, like Herzberg's satisfiers are distributed equally.

Expectancy Theory

Vroom's expectancy theory assumed that the human behavior is directed by goals and when work itself provides chances to achieve goals it will increase motivation. As the theory's name suggests, the expectancy theory's basic concepts are the expectations, which effects on employee's behavior. The theory states that the employee is motivated to perform high-quality work, if he believes (expects) that the attempt and succeeding will lead up to receiving rewards or other compensation.

This theory can be implemented nowadays, since many workers are much more eager to work on a project or a new task, if they know that good results and succeeding will lead to receiving rewards. However, it should be kept in mind that it is important that the employee will believe that the goal or wanted result can be

achieved and also, the motivation will increase if the employee believes and values the objectives of the project/task.

Goal-setting Theory

Goal-setting theory by Locke and Latham was based on the idea that performance is always caused by individual's own intention and own want to perform, i.e. employees will be motivated to work if they receive clear objectives and feedback. According to Locke and Latham, money again is the primary motivator, but there are also other incentives to motivate employees.

Goal-setting theory is nowadays a much used and implemented theory, since it still is competent to some point. For example, giving clear instructions and objectives to the employees will most likely lead up to the wanted result. What can be discussed and criticized is the statement that the performance is always caused by individual's own want, since sometimes the action and performance is driven by the external factors, hence the individual's own want is not driving the action.

Self-efficacy Theory

Bandura's self-efficacy theory suggested that individual's self-efficacy (capability to do things), has the main impact over the possible behavioral change and motivation. According to Bandura, the individual forms their sense of self-efficacy from success, vicarious experiences, assurance received from others and individual's own physiological state.

This theory can also be implemented nowadays, since the individual's faith in his own capabilities can affect relatively much on his actions. For example, if the employee believes that he can perform his tasks as expected, because he has succeeded in the past, it is more likely that he is able to motivate himself to perform better, and therefore achieve the goals. This also works the opposite way; if the employee believes that he cannot perform the assigned tasks, or that he will definitely fail, it is most likely that he will feel unmotivated and incapable to perform his tasks.

Important Findings from Internships

As important as it is to know the differences and assumptions from the different motivation theories, it is important to know what the important factors and issues in internships are. Since internships play a tremendous role as part of the studies, it is important to study the different aspects, like the integrity and the objectives and goals of an internship. In Table 3 some of the important factors and issues about internship are summarized from the chapter 3.

Table 3. Important Findings from Internship

Important part of the studies
- Learning and improving skills
- Real work experience
- Prepares to real work
- Study own strenghts & weaknesses

Benefits student, university and company
- Well planned and executed internship will benfit all parties
- Students gain knowledge and better employment rate
- Universities learn about the employment situation and internship possibilities
- Companies get valuable new insights via interns and hirign intersn cuts therir recruitment expenses

Beneficial & successful internship
- Requires professional-level and challenging projects & work tasks
- Irreplaceable experience & knowledge

Motivation for internship
- Intrinsic motivation - motivation from inside is many times better than the outside pressure

Integrity of internships
- Well thought out and designed will benefit all parties
- The meaning and coherency of internship needs to be valued by all parties; student, univerity and company

Objectives and goals
- Test own interest & attitude
- Skill development
- Prepares for work
- Becoming responsible
- Learning

In the Figure 3 the first point of the important findings is the internship as an important part of the studies. Many researchers have emphazised the importance of an internship as part of the studies, because of the learning objective. There are no other as valuable ways fot the students to gain information about the work than internships. So, the learning and real work and world experience go together. Also, internships prepare the student for the real work and they give chances to explore own interests and stregnths and weaknesses.

Intersnhips are also important and valuable, because they benefit the student, the company and the university. If the internship is well-planned and executed it will be beneficial for the students, since they will receive the credits, but also, they gain knowledge, experience and a possibility to get a job after internship. For companies internships are a great way to hire new employees and it is also less expensive for them. Companies also gain new and fresh insights from the interns and they learn what subjects in universities are taught nowadays. For universities internships are a great way to learn about the different and new possibilites to carry out an internship. Also, if the company seems willing to do cooperation, it is possible for the university to work on different projects which can help in different courses and which can help the company, i.e. researches.

One important finding is that internship should provide and include professional-level and challenging work tasks, so that the internship can be beneficial and successful. Also, internships usually are once in a lifetime chances and they provide irreplacable experience and knowledge for the stydents. Another important finding from the internship is motivation, and especially intrinsic motivation, i.e. a motivation that comes from inside. As talked about the importance of motivation, it is also important in terms of internship. If we have the motivation from inside, i.e. the goal or desire to do well in the internship it is more likely for us to try and do our best in order to achieve those goals and desires.

The integrity of intersnhips should be fostered and maintained, since it is crucial that the internship is well thought through and desgined well so that it will cover the objectives set for the internship. Interns should not be used as a clerical help,

but they should be given the real tasks, as if they would work in the company as a full-time employees. That is the only way it is guaranteed that the internships will maintain their ultimate meaning, which is to learn and gain the real-work experience.

Although, there are individual differences what students wish for internship and they may set their own objectives and goals for the internship, there are still some common objectives and goals which can be listed . During internship it is possible to test own interests and attitude towards the work, which will usually either confirm the own interest or change them. Internships provide a great chance to develop skills, which is important for a students, but also for an employer, since they can hire skilled interns after internships and that way cut their recruitment expenses.

Since internships represent the real-world and real-work experience they force the student to take responsibility of their own actions. Learning is probably the most important point in any internship and therefore it is also an important objective as well as a goal. If there are no new skills or new things learned during the internship, then it has not really fulfilled its aim.

4 RESEARCH METHODOLOGY

In the Finnish education dictionary, empirical research (in Greek – empeiria), is explained as the research based on experiences, and the observations and measurements of the object of the study. The empirical part of the study can be formed in different ways; combining or separating quantitative and qualitative research methods. Various empirical studies may also differ in their results based on how much there has been controlling on different affecting factors. The empirical research focuses on repeatable and one-off events, previous research about natural science, and the latter behavioral sciences.

In order to reach the main purpose of this study, both qualitative and quantitative research method will be used because using only one will not give the wanted results, and answering the research problem could be hard, or almost impossible, if only quantitative or qualitative would be used. By using both methods valuable primary data is gained which then can be analyzed.

4.1 Research Methods

The research design to be used in this study is descriptive research, because first of all the research problem is well understood and in descriptive research the data and the characteristics about the phenomenon are being studied and analyzed; the phenomenon being the role of motivation in internships. Also, the descriptive research does not fit into qualitative or quantitative research methodologies; however, it can use elements from both. Empirical research methods are divided into two groups; qualitative and quantitative research methods. In this case study the quantitative and qualitative research methods are used, because it gives deeper insights about the topic of study. (Ghauri & Gronhaug 2005, 58-59)

The clearest difference between qualitative and quantitative research is the procedure. In qualitative research the findings need to be gathered by other ways than statistical methods or similar ones. Also, the difference between qualitative and quantitative methods and approaches is not only a matter of the amount of results, but also research objectives. (Ghauri & Gronhaug 2005, 109)

First, a questionnaire, which was send to the students from International Business and Business Economics groups. In addition, two interviews will be done within the students, who had done their internships. This way we will get more deeper understanding about the research problem and the topic.

4.2 Data Sources

In order to gain information about the case and the problem, data is needed and data sources carry the data, i.e. the information. Firstly, the difference between secondary and primary data sources should be made in order to use the gained data correctly. Secondary data is information, which is collected by others, and that information can be collected for different purposes. Primary data is collected especially for this study where secondary is not available or it does not give answers to the research problem. Hence, we must collect the data which is relevant to the study with the research problem in mind. (Ghauri & Gronhaug 2005, 91-102)

The use of both data sources is important, because by having only secondary data it is possible to create hypotheses and find out some relatively important issues, like problems within previous studies which can have effect on our study, etc. Also, primary data is important and valued, since it gives fresh insights about the problems at hand. Hence, a combination of both sources is recommended. (Ghauri & Gronhaug 2005, 91)

4.2.1   Secondary Data

The use of secondary data is important in order to find information to solve the research problem, and in order to gain a better understanding of the problem and explain the research problem. The information for secondary data was collected from books, journal articles and online data sources, but also previous theses. (Ghauri & Gronhaug 2005, 91-95.)

Most information about motivation theories and motivation were found from the human resource management books. Information about internships and internship programs were found from journal articles, which were searched and found from Vaasa University of Applied Sciences online academic journals data banks.

4.2.2   Primary Data

It is clear with this type of study that the secondary data does not answer all the questions or the research questions itself. Therefore, relevant primary data which is planned particularly for this study and the research problem should be collected. Research questions and the research design effect on what should be looked, asked and collected. Before collecting the primary data consideration about different issues should be made. For example, the unit of analysis, i.e. what would be the right person or group of an organization to be consulted or studied? (Ghauri & Gronhaug 2005, 102-104)

In this study the chosen unit to be studied is the International Business and Business Economics students from Vaasa University of Applied Sciences. The questionnaire will be planned and sent to the study groups via email. The advantage of primary data is that it provides information particularly for a certain study, i.e. the gained information is more coherent and equivalent with the research questions and other objectives at hand.

4.3 Data Collection

In order to be able to answer the question, the collection of primary data is needed. The primary data can be collected via observation, experiment, interview or survey (Ghauri & Gronhaug 2005, 108). The unit of study in this thesis is the VAMK students and the scope of the study is narrowed down to International Business and Business Economics groups. Also, the characteristics of the unit should be thought through (Ghauri & Gronhaug 2005, 108). For example, since the aim of the study is to research the role of motivation in a successful internship defining if we want to study all interns globally, regionally or in this case school based should be made. In addition the sample is limited to Business Economics and International Business students in VAMK. This sample is chosen because one aim of the study is to give ideas and suggestions for the university based on the empirical results.

In the study the emphasis is on understanding the context of internship and the focus was on understandings the respondents' point of view about the issue. The study can also be seen as a case study, because the aim was to gain knowledge about the topic in a natural setting, i.e. within the students in a school environment. The study also provided some quantitative data, which will be discussed later in the analysis section.

4.4 Validity and Reliability

Validity, i.e. the competence of the research means the ability of the research method to find out what it is supposed to find out. In principle, the evaluation of validity is easy; the measurements are being compared to real knowledge, which already exists about the issue or topic. If the measurements point out that the received information corresponds to an existing theory, or it specifies or improves the theory, then the result is 'valid'. The problem is that the real knowledge, which stays outside the measurements, cannot normally be used. (Ghauri & Gronhaug 2005, 216-218)

The aim of the study is to gain valid knowledge, i.e. true result which reflects the current situation. Validity can show up in different types like internal validity where the results obtained within the study are true. Another type of validity is external validity which means that the results can be generalized, for example to other populations or in this case other university students. (Ghauri & Gronhaug 2005, 65)

In this study in order to increase the validity of the study, the research method is planned to paraphrase the research problem. Also, the questionnaire that is used to get primary data will be planned so that the research problems would be answered and due to the nature of the research problem, and the study the used method questionnaire was seen as a valid option to get information. The questionnaire is based on the theoretical assumptions, in order to improve the validity of the results. Also, to increase the validity of the questions in a questionnaire they were tested among few students who gave feedback and improvement suggestions. Another factor which improves the validity of this study is the sample and sampling,

which were random samples, thus the students who answered to the questionnaire were not specifically picked, but randomly selected.

The reliability of the study means the repeatability of the measurement results, not the randomness, i.e. it means the stability of the measure (Ghauri & Gronhaug 2005, 81). Therefore, the reliability is more relevant in quantitative researches than in qualitative researches, since the stability of the results will most likely stay the same, if the same questionnaire would be conducted after few years. Some of the concepts of reliability and validity can be applied to qualitative research. In qualitative research, it is essential to assess the credibility and reliability of the study.

The qualitative results of the study may not be coincidental or otherwise random, and the methods used in the study should be able to examine what the study is supposed to investigate. In this study most of the results are probably comparable to other university students in Finland since we have a common culture and work ethics; hence, the attitude towards work is similar. Of course, there are individual differences, but the main points can be assumed to be the same or comparable. If, on the other hand, we start to research the topic in other countries, there may be a lot of differences in the answers since the cultures and work ethics and backgrounds are different.

4.5 Case Description – International Business and Business Economics students

International Business is a Bachelor Degree Program at Vaasa University of Applied Sciences is a Degree Program in International Business which provides the students with the skills and important knowledge necessary for various demanding expert and leadership positions as well as special skills for both public and private sector careers. The language used for the studies is English, so there are quite many students also from abroad, which brings much wanted variety to the courses and studying. The IB-students will specialize in International Marketing and Foreign Trade. (Vaasa University of Applied Sciences 2013)

Business Economics program is another Degree Program in Vaasa University of Applied Sciences which offers the basic studies of for example entrepreneurship and business skills. The program provides the knowledge and skills, which are required for the private and public sectors in different demanding professional and managerial positions. The students can choose their advanced professional studies from Marketing, International Business, Finance Management and Administration of Justice and they have the opportunity to take courses in the second domestic language or English. While studying, the different working and business life practical problems will be solved with the help of tasks and projects assignments, as well as acting as an entrepreneur. (Vaasa University of Applied Sciences 2013)

4.5.1   Studies Abroad

Vaasa University of Applied Sciences offers for the International Business and the Business Economics students' an opportunity to choose the ready-made tailored Asian Business or German Business study modules. In those modules the students are either sent to Thailand or Germany to study in a local university. There is also the possibility to choose other equivalent courses from other degree programs, or courses at other universities abroad. The lengths of those can also vary, for example the Asian Business and German Business modules are tailored to be lasting three months, but there is a possibility to perform, for example, longer exchanges, when the length of an exchange varies from three months to 12 months. (University of Applied Sciences 2013)

Vaasa University of Applied Sciences also offers a possibility to study a Double Degree abroad, when the length of exchange will be approximately 12 months. The different partner universities, which are offering the chance to perform a double degree, can be seen from the university's websites. Double Degree is a degree model, where the student does not graduate with one professional degree, but aside to the professional degree, there is another degree which supports the main degree. The supporting degrees vary between countries, for example in Germany, Heilbronn University, one possibility to perform a double degree is Bachelor of Arts, and in Scotland, in Dundee University it is possible to study a Bachelor with

honors in Natural Resources Management. (Vaasa University of Applied Sciences 2013)

4.5.2 Internship as a Part of Studies

As a part of the Bachelor of Business Administration – degree programs the students are required to perform an internship in a company which they can choose themselves. The internship should include practical internship and professional internship, altogether the length of an internship, which includes both parts, is 20 weeks, which is equivalent to 30 study credits. Students are responsible for finding the training place and the work experience should be acquired during summer vacations and/or during the period, which is especially reserved for training in the degree program. (Vaasa University of Applied Sciences 2013)

The training should be guided throughout, since the meaning and ultimate purpose is to initiate the student with the practical work tasks, which are important and useful from the professional studies' point of view. Also, the student will learn how to apply the gained knowledge and skills in real working life, hence; it is recommended and useful for all parties, if there the internship is controlled. The objective of the internship is to give the student a possibility to apply and exercise in practice the gained knowledge in theory and to develop skills to work independently. (Vaasa University of Applied Sciences 2013)

For receiving an approved training, quality and the scope of the training should always meet with the requirements of the degree program. A written report is required from every student and it need to be approved by the teacher, who is in charge of the training. In order to develop the international competence for International Business students a study period abroad of at least 10 to 15 credits is required. Some partnership schools offer a dual-degree possibility, where the scope of the studies abroad is 60 credits minimum and then the place for internship needs to be approved by both universities. (Vaasa University of Applied Sciences 2013)

The tasks performed in the internships are to be according to the requirements and they should be as versatile as possible, therefore, a plan and an agreement of the internship placement should be seen and approved by the teacher in charge. By this it is possible to avoid internships that do not meet the standards and requirements of the degree program and the student will not carry out the internship "for nothing". (Vaasa University of Applied Sciences 2013)

5 ANALYSIS OF THE EMPIRICAL RESULTS

The study was performed via choosing a questionnaire, which included multiple choice questions and open ended questions. These were handling the topic, i.e. the motivation and internship, but also how the students would define successful internship. The questions were planned within the research problem in mind, so that it would be possible to gain answers and be able to solve the research problem.

There were 43 respondents for the questionnaire, of which 25 were female representing 57% of the respondents and 18 were male representing 43% of the respondents. The age distribution was between 19 and 50, most of the respondents were 25 years old or under, altogether 34 and 9 respondents were older than 25 years old. In the study the respondents were asked to answer certain questions if they had carried out their internship. In total 22 respondents out of 43 had carried out their internship and the answers will be showed and handled in Figures 8 – 26.

Out of the respondents in total 17 respondents were either first year or second year students. None of the first year students had performed their internship yet, two out of the second year students had done their internship and rest ten had not. 21 respondents were in either third or fourth year of studies and five out of the ten third year students had performed their internship and the other five had not. From 11 fourth year students eight had and two had not performed their internship. The rest, fifth, sixth and seventh year students had all done their internship.
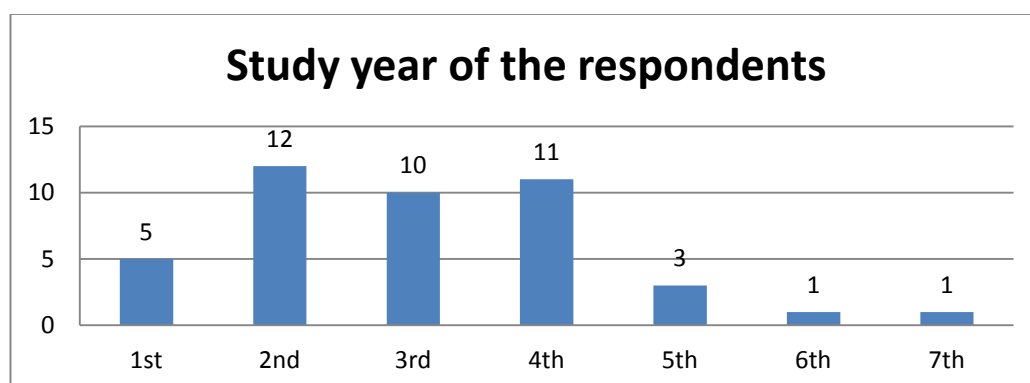
Figure 7. Study Year of the Respondents.

It was interesting to see that two of the second year students had already done their internship and half of the third year students had not done their internship yet. It can be possible that the second year students could have gained more from the internship if they would have waited after the third year since then many of the advanced and free-choice studies are studied. Hence, the directions of own interest could have been clearer.

The most common way the respondents applied or got their internships was via sending applications, as shown in Figure 8. The second most common way was relationships, i.e. via relatives or family. Also, internship places were got or applied via summer jobs or the respondent had been working in the place before. The other ways respondents got or applied to the internships were friends, i.e. friends gave a hint about the internship or the respondent applied or got the internship via school's e-mail.
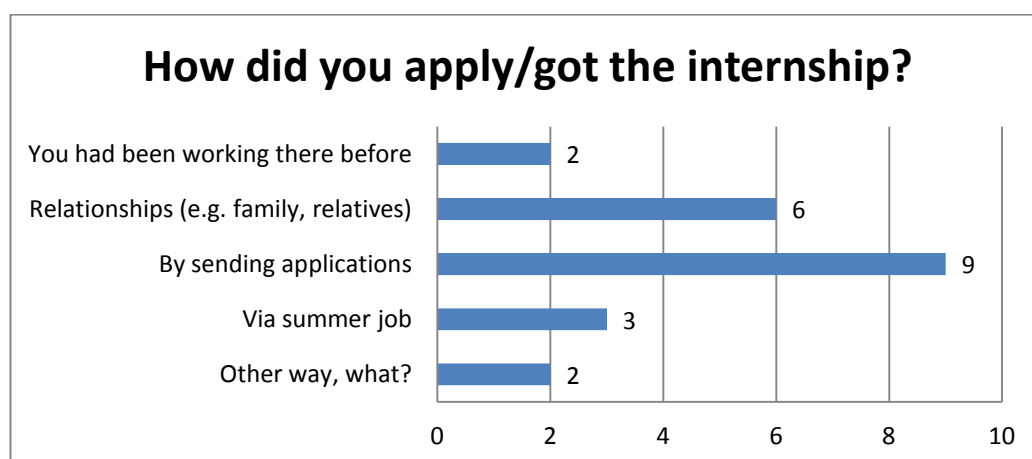
Figure 8. The Way of Getting the Internship.

The most common way of applying and getting the internship is by sending applications and it should be remembered that sending applications is very time-consuming and it might take a long time before receiving any answers. Also, it usually requires many sent applications before any results occur. The second common way of applying and getting the internship might seem unfair under some circumstances if the employer is favoring his relatives, or friends, when

choosing the intern. Internships were applied or gotten also via previous work experience and summer jobs.

5.1 Level of Motivation at Different Points of Internship

The respondents who had done their internship were asked how motivated they felt before, during and after the internship, but also if they felt unmotivated at some point of their internship. The scale was limited as follows; very motivated, somewhat motivated, neutral (not motivated/unmotivated), unmotivated and very unmotivated, (see Figure 9).

As shown in Figure 9, most of the respondents were very motivated or somewhat motivated before the internship which shows that the motivation usually is quite high at the beginning of the internship, but the situation can change due to the different motivational factors.
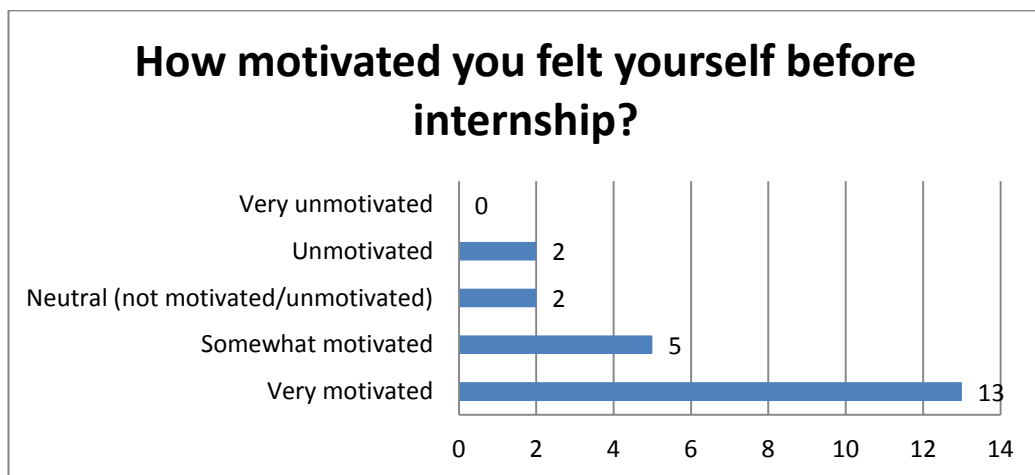
Figure 9. Level of Motivation before Internship.

As it can be seen from Figure 9, two respondents said that they felt unmotivated before their internship and this can be due to the fact that they were not satisfied with the placement, or other reasons, like they felt that they will do the internship, only because it is required.

It is interesting to see from Figure 10, that the level of motivation changed during the internship when compared to the situation before the internship. The motivation level was higher before the internship, in fact 12 out of the 21 respondents

answered that they were very motivated before the internship but only six respondents answered feeling very motivated during the internship. So, the level of motivation lowered during the internship. This may be due to the fact that people feel excited and interested at beginning of a new thing, but during time, the excitement and motivation can fade away. Therefore, it is important to find out how to keep the motivation and excitement up as those things can effect on the work performance.
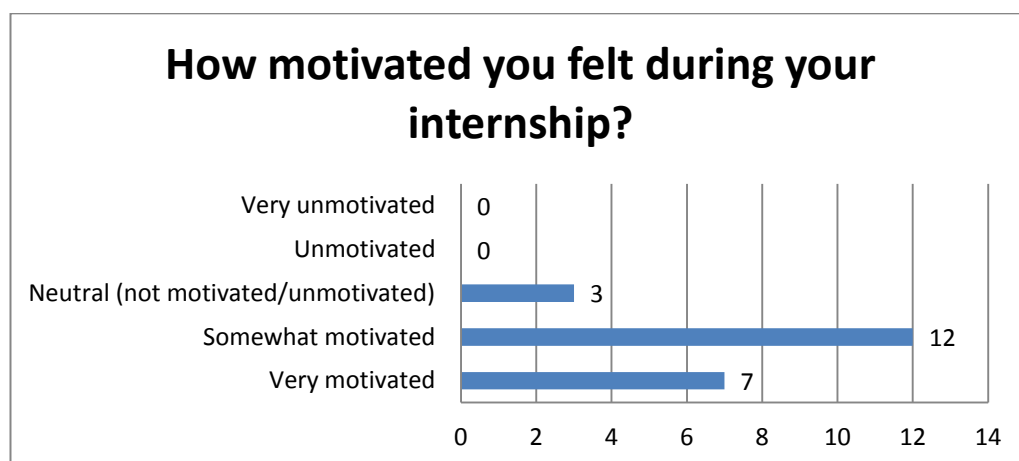
Figure 10. Level of Motivation during Internship.

What was good to see from Figure 10, is the fact that those two respondents, who felt unmotivated before the internship (see Figure 9), did feel either motivated or neutral during their internship. It was also interesting to find out that 14 of the respondents said that they did feel unmotivated at some point during their internship, whereas eight said that they did not feel unmotivated during their internship, (see Figure 11). It is normal to feel unmotivated sometimes, even in our daily lives, but in order to make things happen, i.e. achieve a goal or fulfill a need we need to find motivation.

What was important finding from this study was that there were quite many respondents who felt unmotivated at some point during their internship. Those issues causing unmotivation should be paid attention to so that the possible effects of unmotivation can be prevented. In the interviews which were done via email and social network, one respondent said that since she did not receive much feedback during the internship it made her feel a bit unmotivated sometimes. Another

respondent said that the lack of guidance was one factor which made her feel un-motivated and even uncertain about some work tasks which affected her work per-formance negatively.

5.2 Feeling of Satisfaction at the End of the Internship

The respondents were asked, how satisfied they felt at the end of their internship, and the results can be seen from Figure 11. It is encouraging to see, that in total 15 out of the respondents felt very satisfied or satisfied at the end of their internship. What should be noticed is that two of the respondents said, that they were unsatis-fied or very unsatisfied.
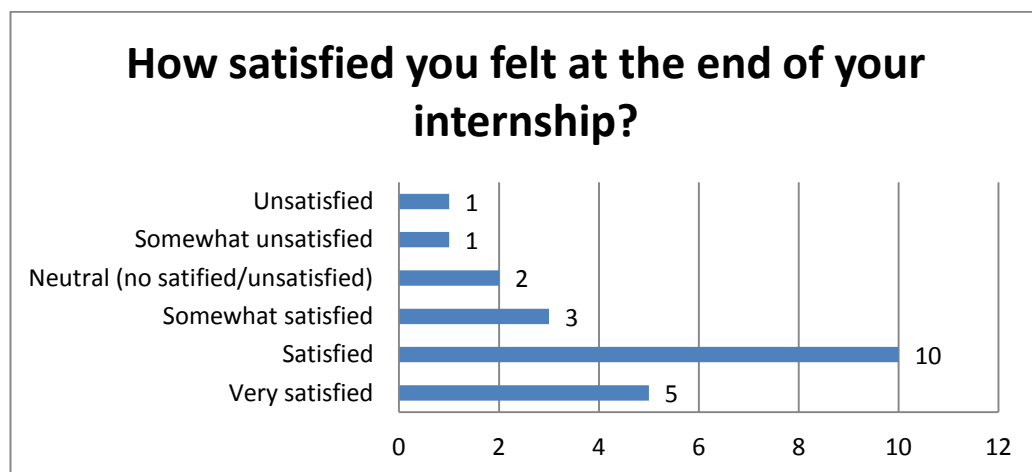
Figure 11. Feeling of Satisfaction at the End of the Internship.

There are many reasons why those two respondents who felt unsatisfied or very unsatisfied at the end of their internship actually felt that way. For example, they did not achieve their goals, they did not fulfill their objectives, they were not satis-fied with the career choice, or some other numerous reasons.

We can draw the conclusion that those who felt satisfied or very satisfied had a successful internship, because success increases satisfaction. Also, from Figure 12, we can see that 17 respondents felt that their internship was successful or very successful, which corresponds almost to the results in Figure 11. Those who were unsatisfied or very unsatisfied did not have a successful internship, which can be

seen also from Figure 12, where two of respondents felt that their internship was unsuccessful or very unsuccessful.

5.3 Feeling of a Successful Internship

In Figure 12, the satisfaction is also a term, which can be understood and felt differently. For example, the respondents who answered that they felt neutral about their internship might have actually had a succeeded internship, they only *felt* neutral about it. This is also due to the fact that some people choose easier the extreme ends, i.e. very positive versus very negative, than the middle, i.e. the neutral choices.
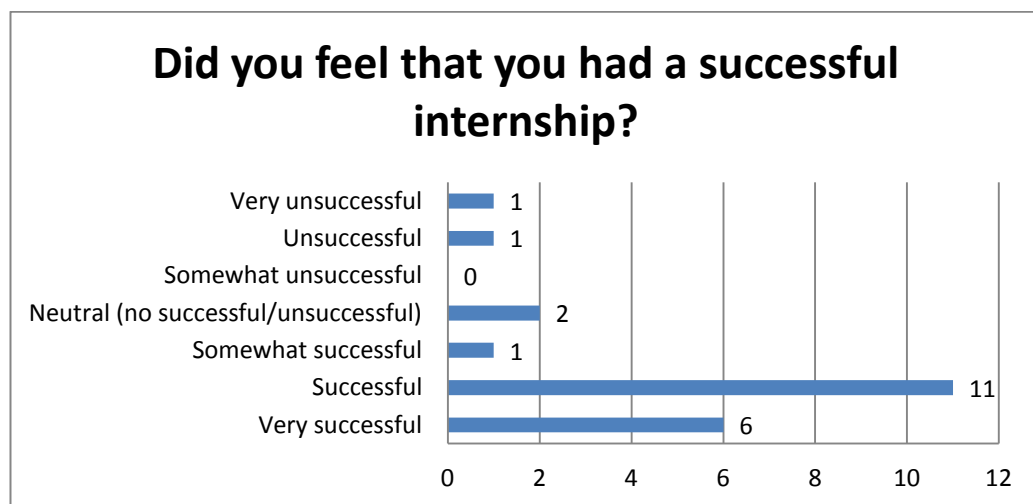
Figure 12. Feeling if the Internship was Successful.

In Figure 12, the answers may vary depending on the factor, that different people measure and understand success differently. For example, the variations between choosing very successful, successful and somewhat successful are close to each other. It can be seen that those who felt that their internship was either very successful or successful, indeed had a successful internship, i.e. the internship turned into a summer job or a full-time job, or the intern learned a lot, and overall the possible objectives of the internship were fulfilled. Those, on the other hand, who felt their internship somewhat successful, could have felt that something was missing, some goals were not achieved or that they would have wanted more responsibility or more challenging tasks. One respondent who was interviewed said

that she felt that she had a successful internship because the job was interesting, the colleagues were nice and the atmosphere was quite good (young and not formal). She said that she also learned a lot of new skills and got a job from the internship place after internship was completed.

The respondents who felt that their internship was unsuccessful or very unsuccessful, most likely felt that the place was not for them, or that they were not able to achieve their goals and set the objectives. Other possible factors could have been the lack or rewards, or basic salary, the atmosphere on the workplace, the other working conditions and equipment, such as computers, and other relevant instruments, cooperation with colleagues and the relationship with the boss. There are many different factors, that could have affected the way, how the respondents answered, when asked to determine whether the internship was successful or not. For example achieving the objectives and feeling motivated are quite important factors, since there usually is always a goal or an objective, which the intern wants to achieve.

Another important factor in securing and monitor that the set objectives and goals are achieved is that there is enough guidance from the university's and the company's side. Guidance is needed before the actual internship because it is important for the students to know what kind of placement they should look for what is accepted as an internship placement, what is the length of the internships, is the internship counted as a basic internship, or a professional internship, or is it perhaps counted as both, as well as what are the rules and regulations concerning the internship, i.e. the working hours? Additional issues are for example if the internship is done abroad, are there other necessary things to consider, and what rules and regulations, (and laws) apply then. Both of the interviewed persons said that there should be more guidance from the university's side especially when it comes to the companies abroad and completing the internship abroad. The other interviewee said, that; "*It is EXTREMELY difficult to find a place abroad. I looked for it for 3 months and I sent a lot of applications before I found a perfect place.*" The other interviewee felt that the school did nothing for the internship, and that she had to handle everything by herself. She also would have wanted more guidance

about the basic things about internship and more support from the university's side before and during the internship.

5.4 Received Guidance from University and Company

Since there are many possibilities for internships it is very important that the student receives the needed guidance in order to find proper internship place. If there is not enough guidance the internship place can turn out to be inappropriate, or it does not fulfill the needed requirements. That issue can then lower the motivation towards internship because the student was not guided enough.

The students were asked if they felt that they received the needed guidance from university when applying for the internship, (see Figure 13) and during the internship, (Figure 14). They were also asked if they felt that they received the needed guidance from the company's side while applying and during the internship, (see Figures 15 and 16).
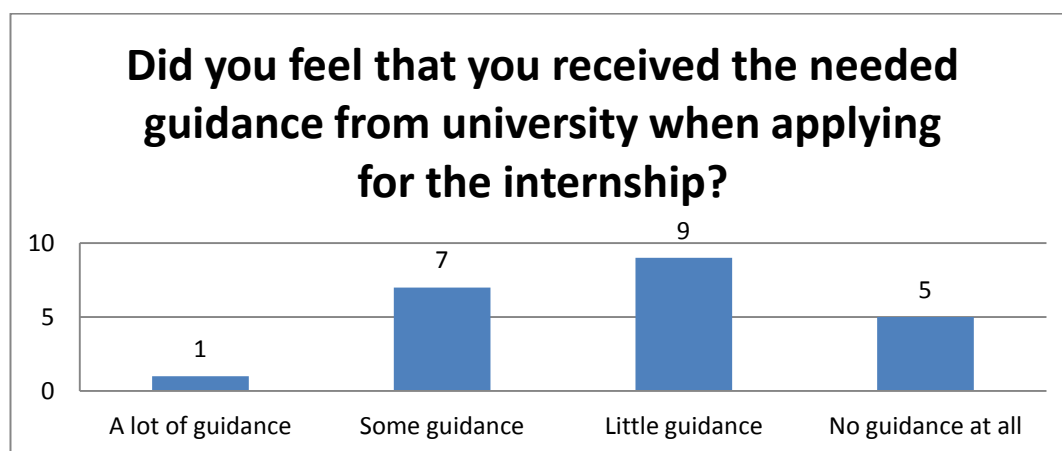
Figure 13. Received Guidance from University when Applying for Internship.

Since guidance is important it is worrying to see from the Figure, that in total 14 respondents said that they did receive little guidance or not guidance at all from the university when applying for the internship. Seven respondents said that they received some guidance and only one received a lot of guidance. The received guidance can affect a lot on the result of the internship. If there is no guidance the student can end up looking internships from unsuitable places, or even fail the in-

ternship if the placement turns out to be inappropriate for basic or professional internship.

<figure>

Did you feel that you received the needed guidance from university during your internship?

A lot of guidance	Some guidance	Little guidance	No guidance at all
0	9	7	6

</figure>
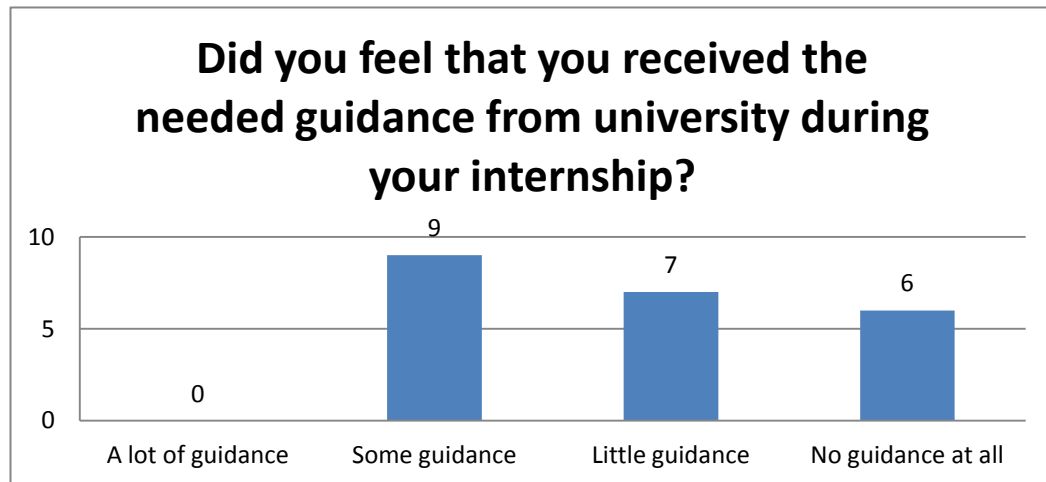
Figure 14. Received Guidance from School during Internship.

From Figure 14, it can be seen that the amount of received guidance did not change much between applying and during internship. Even though it can be thought that the students are "on their own" during internships the guidance would still be in order and very much needed because if there are some issues, which would need the guidance from university's side the students can get it. It is important for the students to know that they will receive help or guidance if or when needed.

The factors affecting the received guidance during internship can vary depending on the situations. For example, if the internship is done during summer holiday it is unlikely to receive the guidance because the university staff is on holiday. Another reason can be that the students will not ask guidance. Hence, the university does not know when the guidance would be needed.

But, no matter what the reasons are, those should be paid attention to because it is also university's responsibility to take care that the students have successful and acceptable internships. Hence, the university should be able to provide the guidance for any student in need. One way of providing some level guidance, would be a common booklet, which would be aimed for students planning and carrying

out their internships. In the booklet there could be collected tips from other students who have done their internship and also some common guidelines for the students who are about to start their internship, or already doing it.
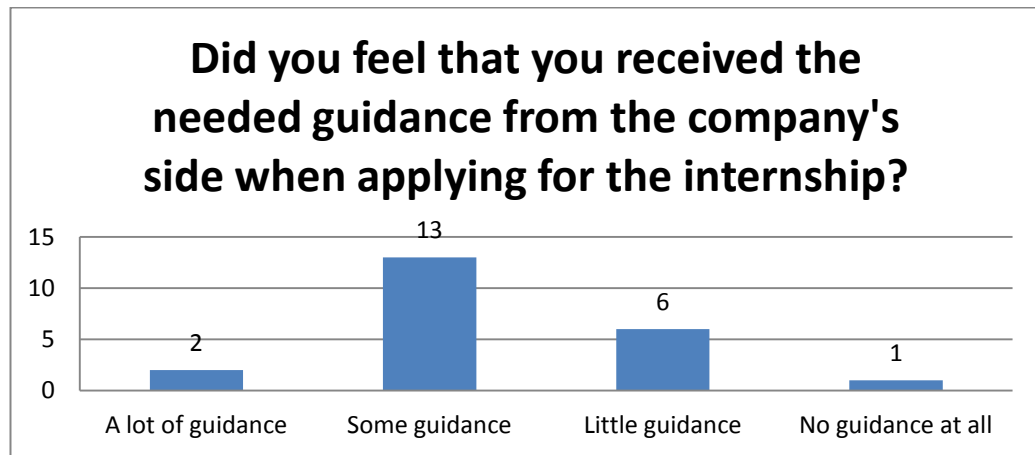
Figure 15. Received Guidance from Company when Applying for Internship.

The situation with the received guidance looks better from the company's side, if looked at the amount for received guidance when applying for internship and during internship. From Figure 13, it can be seen that when applying for the internship the received guidance from university was almost the same as from university in the same situation. But, during internship the level of received guidance increased, as it can be seen from Figure 16.
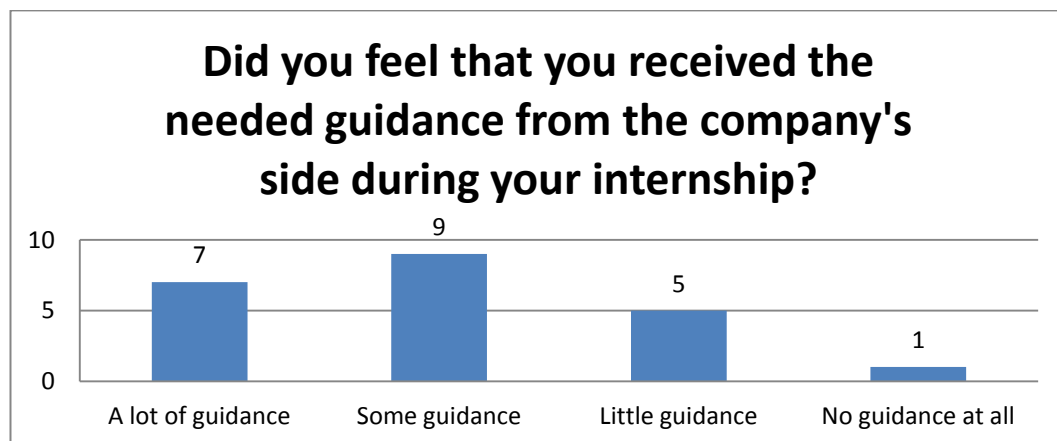
Figure 16. Received Guidance from Company during Internship.

The differences between the received guidance from companies can be due to the fact that the needed guidance before internships usually is not something that the

company can give, hence the importance and the lead role in giving guidance is on the university when applying for the internship. The roles switch places when performing the internship, i.e. the much needed guidance should be received from the company. According to the respondents and their answers, this seems to be the real situation, since 16 out of 22 said that they received a lot of guidance or some guidance. The six respondents, who received little guidance or no guidance at all, could have asked for more help, which could have resulted better orientation and more needed guidance.

Receiving guidance (and feedback) is important during the internship, because guidance is needed in order to know the tasks and duties and other responsibilities related to the work. It can also effect on motivation when knowing what is expected from oneself and also, knowing what to do. Lack of guidance and support can lead up to a failure within work tasks and lower motivation, since uncertainty, i.e. not knowing what to do, can lower self- esteem and make the intern feel unvalued and not important.

The respondents were asked how satisfied they were with the overall support during their internship, and what was interesting, was the fact that none of the respondents felt very satisfied with the overall support (see Figure 17), meaning that there is room for improvement for providing guidance.
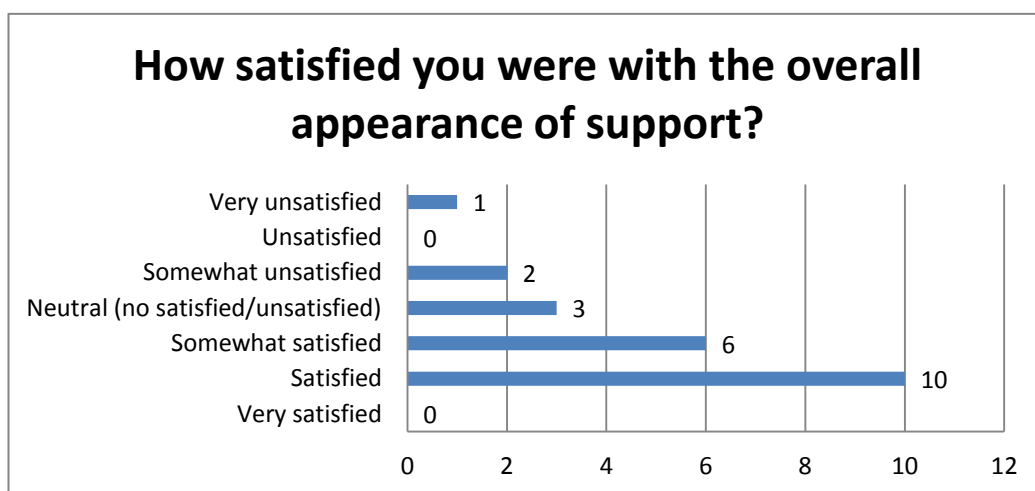
Figure 17. Satisfaction with the Overall Support.

However, even though none of the respondents felt very satisfied with the overall support, the satisfaction towards the overall support was generally quite good, since 16 out of 22 felt either satisfied or somewhat satisfied with the overall satisfaction. Two of the respondents felt somewhat unsatisfied and one respondent felt very unsatisfied with the received support and that is an issue the university (and the companies) should focus on. For example, having more feedback sessions, and planning and assembling some type of "guide-book", where they could gather answers from students about the issues, where they felt that more guidance would have been in place. This way the whole internship process could be improved and the students would get the needed guidance.

5.5 Focus on Rewards as Motivators

According to Frederick Taylor, money as a motivator is offering the best motivation for performance (Beardwell et al. 2004; 506). Also, in the interviews one interviewee said that her internship was paid and that affected her decision to choose the internship. She also mentioned, that she; *"wanted to get paid in order to be able to live in the new city during that time."* Also, both of the interviewees said that they felt more confiding with the employer, since they were willing to pay for the intern. Both interviewees had heard of stories about interns ending up doing all the "crappy stuff", which did not really fulfill the objectives of the internship, nor would they not have been counted as professional internships.

Therefore in this study the rewards and their effect on motivation were asked from the respondents, and the answers are reflected in the following Figures. Also, in this study the respondents were asked if there were any rewards used, and those, who answered yes, were asked to name those rewards. One respondent answered that raise was used as a reward, other respondent mentioned, that the employees received discounts to different stores, coffee shops, restaurants and gyms. One respondent said that he received free lunch and a flat, as a reward or in this case, the lunch would be counted as an incentive.

The respondents were divided into two groups based on their answers to the question if they received any rewards or not. 14 respondents answered no, and they were asked to answer to the following questions:

- Do you think that you would have felt more motivated to do the work if there would have been a reward?
- During your internship would you have been ready to increase your work efforts in order to get the rewards?
- Do you think that the employees would have worked more as a team in order to gain team rewards?
- The rewards would have motivated you to perform better in your job

Those questions and the answers will be presented in the Figures 18-20. The respondents, who answered yes to the question if they received any rewards, were asked to move to questions about the influences on motivation and those will be handled later on.
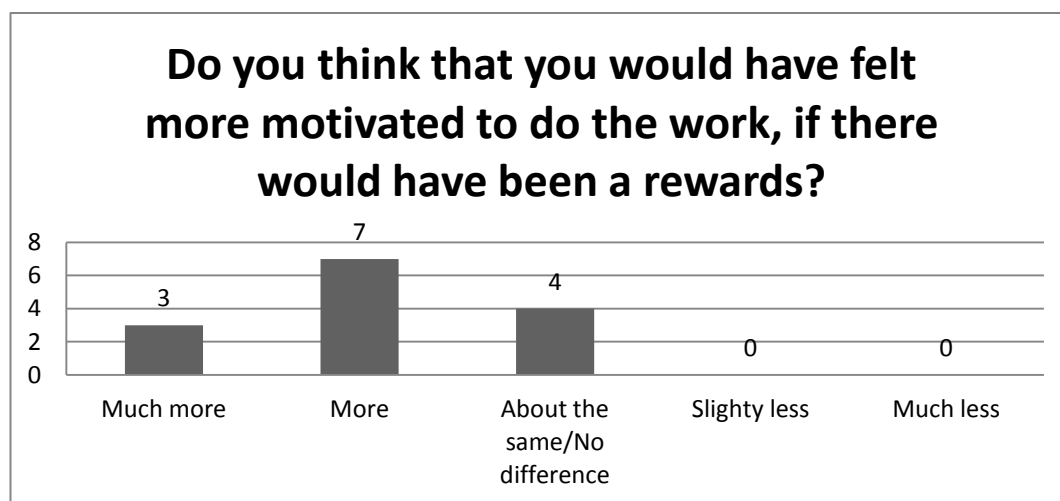
Figure 18. Increase in Motivation if Receiving Rewards

As can be seen from Figure 18, the respondents said that if there would have been a reward, seven out of the respondents would have felt more motivated to do the work. Out of 14 respondents three answered that they would have felt much more motivated to do the work, if there would have been rewards. Interesting fact to see from Figure 18 is that none of the respondents answered that they would not

have felt more motivated to do the work, if there would have been rewards. So, it is clearly obvious that rewards do have influence on motivation, hence, it is important for the employer to think about the rewards and incentives, even when it comes to the interns.

Like motivation, the increase of work efforts was also seen more tempting if there was a reward as an incentive as seen in Figure 19.

Figure 19. Increase in Work Effort in Order to Get Rewards.

From Figure 19, we can see that ten of the respondents would have been ready to increase their work effort more or much more, if that would have led to receiving rewards. In other words, again the rewards work as a motivator that affects on work performance. The ones who answered that it had no difference to their work efforts in order to receive rewards, could feel satisfied with the situation as it is, hence, there is no need for any extra incentives to put more effort in the work. Also, they could feel that they want to do their best anyways, so rewards make no difference in their work efforts.

Another issue, which was asked, was if the respondents thought that the employees would have worked more as a team in order to receive team rewards. Sometimes, if there is a project or another team work where there are many participants there might be some team rewards which will be given if the set goals and objectives are fulfilled. Usually, the group pressure itself could trigger the motivation
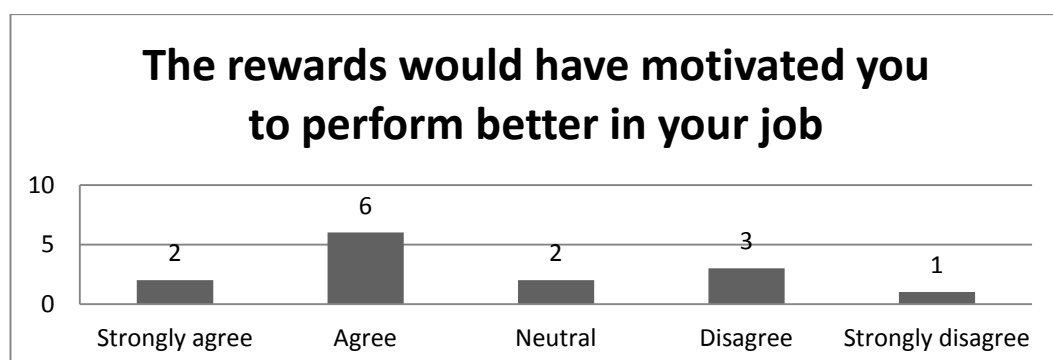
From Figure 21, it can be seen that when the respondents were asked if the rewards would have motivated them to perform better in the job, six said they agreed and two said that they strongly agreed. What was interesting was that three said they disagreed and one strongly disagreed that possible rewards would have affected their work performance.

If the reward is desirable in the mind of the employee it is more likely for them to perform better in the job, hence, the desired reward triggers the motivation, and due to that it is not a surprise that altogether eight out of 14 respondents said that rewards would have motivated them to perform better at work. Desired rewards can explain the reason, why there were four respondents who disagreed or strongly disagreed that the rewards had no influence on their motivation if the rewards were experienced not desirable, or they did not have any bigger value for the employee, or in this case the intern, then the rewards did not effect on the work performance.

The factors affecting those answers can be due to the nature of the work, or the fact, that if the respondents were thinking that the rewards in this case meant automatically money, they were not interested. If the money, as a motivator was not effective or desirable for the interns (Armstrong 1997, 182), they would have probably preferred different rewards, such as more responsibility.

5.6 Influencing Factors on Motivation

As money and rewards work as motivators, there are different factor that affect the motivation itself. In the following Figures, some of those influential factors were asked to evaluate by the respondents. The working atmosphere on workplaces can sometimes have huge impact on motivation of the employees, (see Figure 22). For example, if the atmosphere is tense and rigid, it can affect negatively on the employees mood and motivation, because they might not feel certain enough to start a new program, or they can be too afraid to ask something, because of the tense atmosphere.
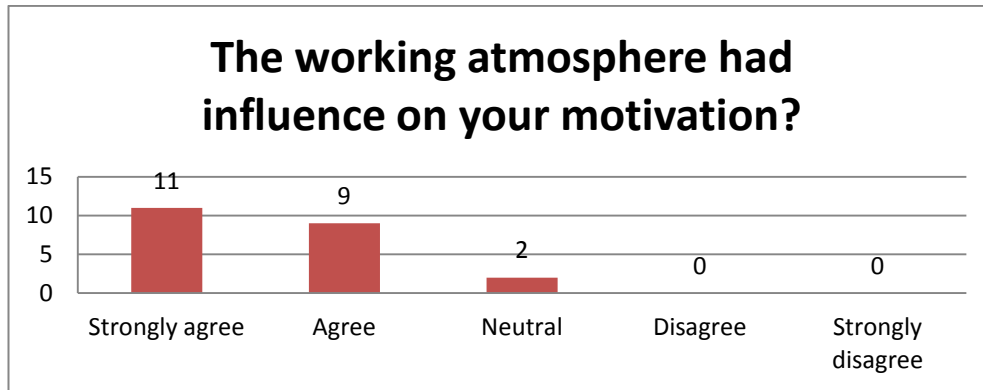
Figure 22. Influence of the Working Atmosphere on Motivation.

In this study the respondents were asked, if they felt that the working atmosphere had any influence on their motivation, and 20 out of 22 respondents, said that they agreed or strongly agreed. Hence it confirms the fact that atmosphere has influence on motivation. Only two respondents were neutral about the statement, and that can be due to the fact, that they worked most of the time alone, or they did not have that much interaction with the colleagues, hence, the actual working atmosphere was quite nonexistent, i.e. it did not have effect on the motivation. None of the respondents disagreed with the statement, that working atmosphere had influence on their work (see Figure 22), so that also proofs that working atmosphere has influence on motivation.

Similar answers were received from the respondents when asked if they felt that the working conditions had influence on their work motivation, (see Figure 23).
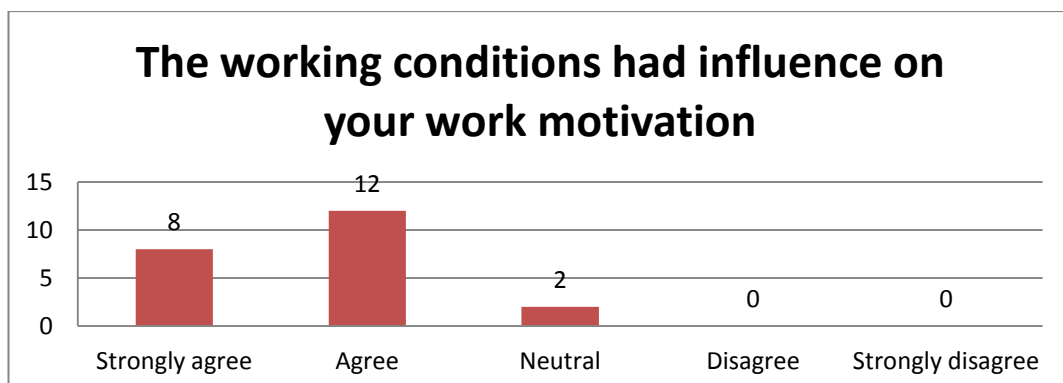

Figure 23. Influence of the Working Conditions on Motivation.

It is quite clear that if the working conditions are not the best ones, or otherwise inappropriate or unsuitable for the work at hand it can lead up to failure, inability to perform the work, or even in some cases dangerous situations. Therefore, it is important that the working conditions are controlled, so that every employee can perform their work up to their best ability. The working conditions can influence on the motivation; inspiring, encouraging and safe working conditions should be a basic right of every employee.

As it can be seen from Figure 23, 20 out of 22 respondents agreed or strongly agreed that the working conditions had influence on their motivation. Only two respondents felt neutral about the statement and none disagreed with the statement. Thus, we can say that with the right kind of, safe and encouraging working environment influences on the working motivation. Hence, the management should make sure and control that the conditions are suitable and fit for the environment, so that the employees can work at their best ability.

Another important factor influencing the working motivation is the equipment and their availability and functionality. Many work tasks require the usage of computers, cell phones, faxes and other possible equipment, depending on the task. Therefore it is important that the employer is providing the needed equipment, so that the work can be performed as meant. The lack of needed equipment causes problems, since the work tasks cannot be done, and it can also lower the motivation, because the employee can feel desperate and unable to perform the tasks.
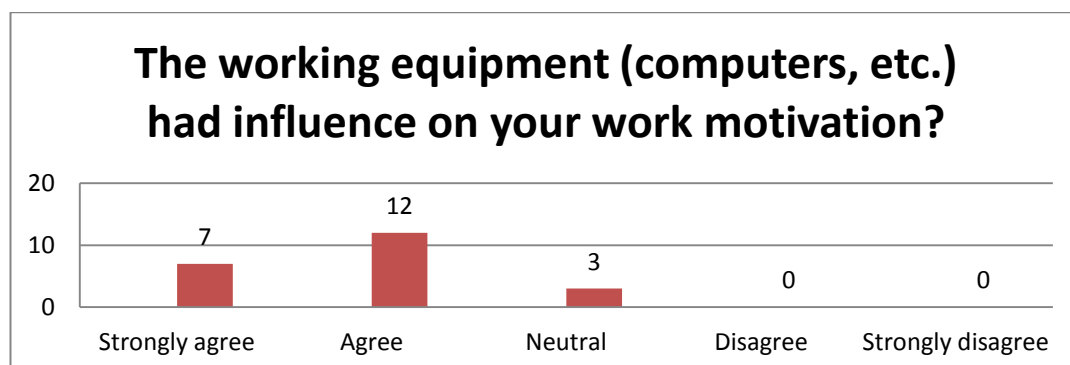

Figure 24. The Influence of Working Equipment on Motivation.

More than half; altogether 19 out of 22 of the respondents agreed or strongly agreed when asked if they felt that the working equipment, such as computers, tools, and other relevant instruments had influence on their motivation. Three out of 22 respondents had neutral opinion about the issue and none disagreed with the statement, (see Figure 24). The neutral opinions about this statement can be due to the fact that the work itself did not require or need any equipment, hence, it is hard to tell if those had any influence on the motivation.

This factor on motivation is quite clear and simple; for example if you are supposed to contact customers via email and phone, you need the right equipment in order to perform your work. Also, the usage of new and working equipment can even have a positive effect on the motivation, and the work performance. The biggest influence on motivation usually happens when the equipment and tools are broken, or cannot be used for some reason. That usually affects negatively on motivation, since the work simply cannot be done.

As mentioned before in the theoretical framework, the role of the mentor or supervisor and the guidance provided are important factor for the intern during the internship, but as important can be the cooperation and other received support from the colleagues. In this study the respondents were asked if they felt that the cooperation with the colleagues had any influence on their working motivation, and the results can be seen in Figure 25.
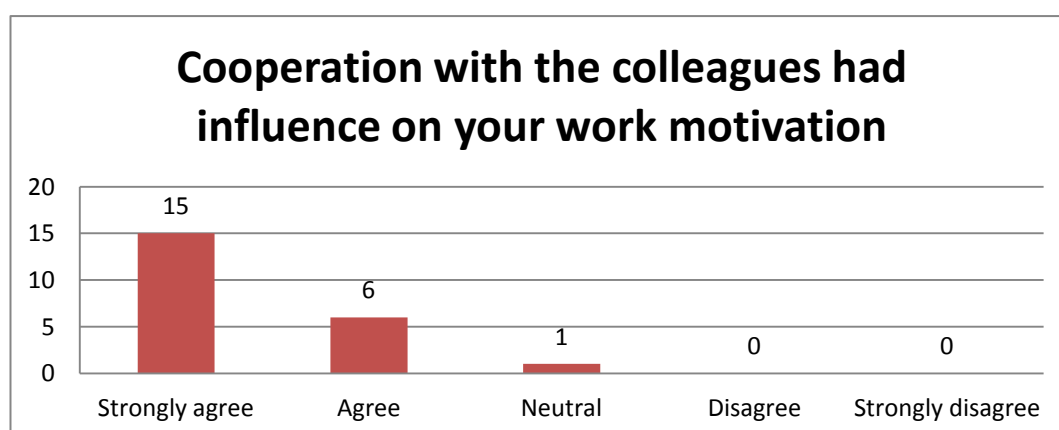
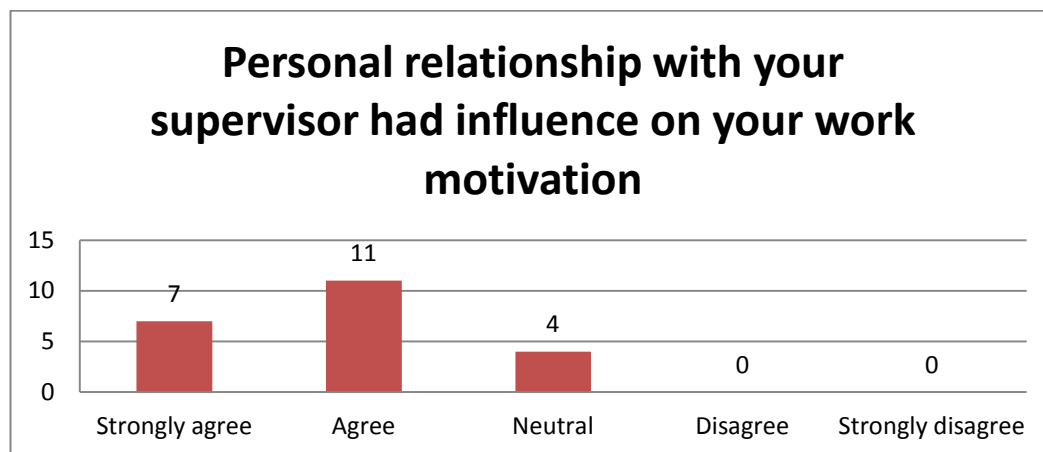**Figure 25.** The Influence of Cooperation with Colleagues on Motivation.

Cooperation is most likely valued at every workplace, since working together enables sharing the responsibility, tasks, and ideas. But for interns the cooperation can bring much wanted added value to the internship, since the older employees can advise with the work tasks, give career ideas and help with the tasks and other possible problems, and act as a mentor for the intern on the side.

In this study, in total 21 out of 22 respondents agreed or strongly agreed with the statement that cooperation with the colleagues had an influence on the motivation. For example, the motivation can rise when you know that you do not have to work alone, you can ask help and get guidance and receive feedback. In this matter the role of the motivator rises since even though there can be one named mentor for the intern, all the colleagues who work with the intern will be mentoring at the same time, and usually not even noticing it. Colleagues can also share some insights about the work and the career possibilities, so by paying attention to them and their working habits, the intern can gain a lot more information and know-how about the work, which is not taught in school books.

The three respondents who felt neutral about the statement, (see Figure 25) can be due to the fact, that their work tasks were mostly performed alone, and there was not that much cooperation with the colleagues, for example if the company, or the unit had small number of employees. However, that does not necessarily mean that the intern felt unmotivated or had an unsuccessful internship, it just means that the extra factor to increase the motivation by cooperation with the colleagues was missing, hence not influencing on motivation. Also, the neutral opinion can be due to the fact that not all people are affected that much by the people they work with, i.e. even though there could have been or was cooperation with the colleagues that did not effect on the motivation level of the respondents.

Working together with the colleagues at the workplace will also effect on the atmosphere on the workplace, hence the satisfaction of the employees and the state of the working atmosphere go together. One major influential factor is the formed relationship with the boss or the supervisor. If that relationship is bad and uncomfortable it can reflect negatively on the work, work performance and motivation. If the relationship is good, it usually affects positively on efforts made for work,

since the question will not be only about making and impression on the supervisor, but wanting to do a good job because the worker genuinely likes his/hers boss. In Figure 26, the influence of relationship with the supervisor/boss on motivation is presented.
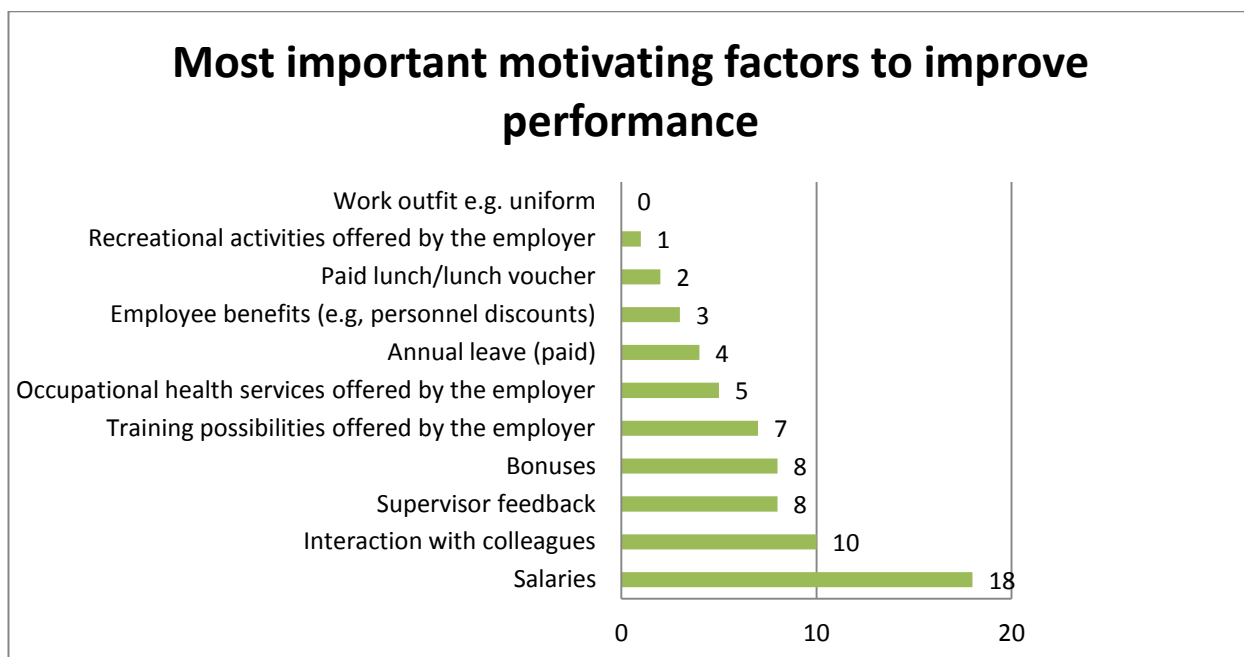
Personal relationship with your supervisor had influence on your work motivation

Strongly agree	Agree	Neutral	Disagree	Strongly disagree
7	11	4	0	0

Figure 26. Influence of Relationship with Supervisor on Motivation.

Altogether 18 out of 22 respondents agreed that the relationship with the boss or supervisor had influence on the motivation. Those respondents who felt neutral about the statement, the reasons to feel that vary, for example, the boss or supervisor was not present most of the time, hence no real relationship was ever born. It is also possible that the respondents felt that no matter if the relationship was good or bad, they wanted to perform their job well anyway and have a succeeded internship, and the relationship itself had no influence on their motivation.

As a conclusion it can be said that all those external factors; working atmosphere, working conditions, working equipment, cooperation with the colleagues and personal relationship with the boss/supervisor were influencing on motivation. Hence, it is important to pay attention to those factors even though they may seem normal and ordinary. As it can be seen from the results in Figures 22-26, when asked about the influence on motivation the respondents agreed or strongly agreed that those factors were affecting on their working motivation.

In addition to the factors affecting on working motivation, as seen in Figures 22-26, the respondents were asked to choose the most important motivating factors,

which they felt would improve their performance. The different factors and which was felt the most important factor can be seen in Figure 27.

Most important motivating factors to improve performance

Factor	Value
Work outfit e.g. uniform	0
Recreational activities offered by the employer	1
Paid lunch/lunch voucher	2
Employee benefits (e.g, personnel discounts)	3
Annual leave (paid)	4
Occupational health services offered by the employer	5
Training possibilities offered by the employer	7
Bonuses	8
Supervisor feedback	8
Interaction with colleagues	10
Salaries	18

Figure 27. Most Important Motivating Factors to Improve Performance.

From Figure 27 we can see that the most important motivating factor to improve the performance were salaries. In total 18 out of 22 respondents choose salaries as the most important motivating factor. The second most important factor was the interaction with colleagues, where ten out of 22 chose that. Third most important factor among the respondents was supervisor's feedback and bonuses, in both 8 out of 22 felt that those were the most important motivating factors to improve performance. Also, training possibilities was felt as one of the most important factors to improve performance, in total 7 out of 22 chose that as the most important motivating factor to improve performance.

The occupational health services offered by the employer, annual leave, employee benefits, paid lunch and recreational activities offered by the employer were not experienced as important motivating factors. This can be due to the fact, that health services many times belong to the basic rights for the employees, hence, that is not a motivating factor itself. Also, the annual leave was not desired or wanted factor for the interns, since as interns they would not be able to use the

leave, but in a longer working relationship, the paid annual leave is desired, and therefore four respondents probably felt that as one of the important factors.

What is interesting is the fact that two of the top three motivating factors (see Figure 27), were money, i.e. salary and bonuses. That result proves the fact that money as an incentive is very effective factor, and especially when it comes to motivating people.

5.7 Meaning of Internship

As discussed already in the theoretical framework, the meaning of internship can vary depending on who you ask. The most important meanings of internship according to the results from the study are to practice skills and to gain knowledge, (see Figures 28 and 29). Learning and practicing skills is crucial, because during internship it is possible to learn the "real-world skills", which will be needed later on in the working life and those skills cannot be learned in a classroom. Gaining knowledge about the specific area of industry is unlikely to happen in a classroom; therefore it is important to gain that specific knowledge during the internship.

The following Figures 28-33 will show the results, when the respondents were asked to evaluate the meaning of internship with help of different issues, such as gaining knowledge and receiving a job afterwards. Firstly the respondents were asked, if they agreed or disagreed with the statement that the meaning of internship is to practice skills. The dispersion of the answers can be seen from the Figure 28 and like already mentioned, practicing skills was felt one of the most important meanings of internship.
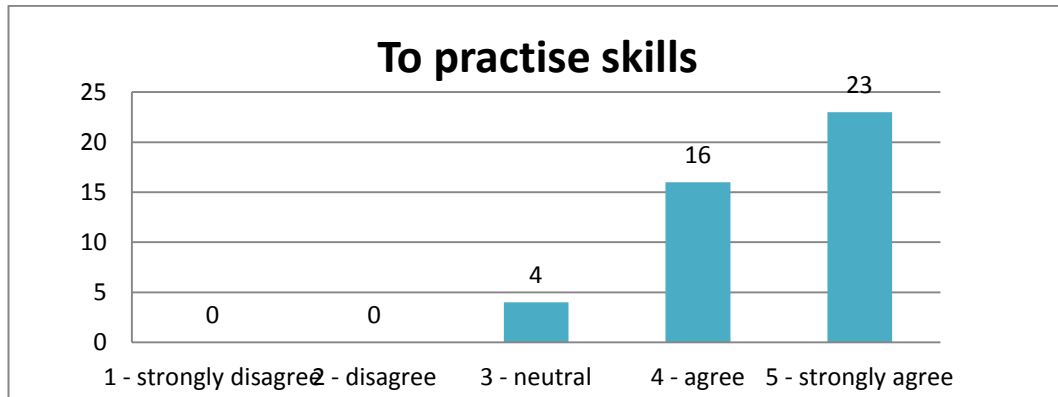
Figure 28. Meaning of Internship – Practice Skills.

Out of all the respondents, 23 strongly agreed that the meaning of internship was to practice skills and 16 agreed with the statement. This result proves the issue that learning and practicing skills is one of the most important objectives of the internship. Four felt neutral and none of the respondents disagreed, and that also confirms the statement. However, those who did feel neutral could have felt that way because they did not think that practicing skills was the main purpose or the meaning of the internship, but it was inevitable.

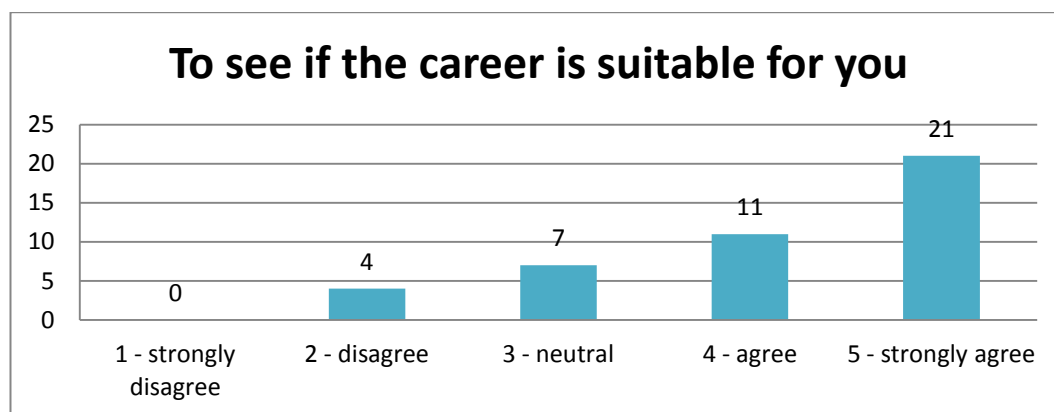Another meaning of the internship the respondents felt important was to gain knowledge, (see Figure 29).
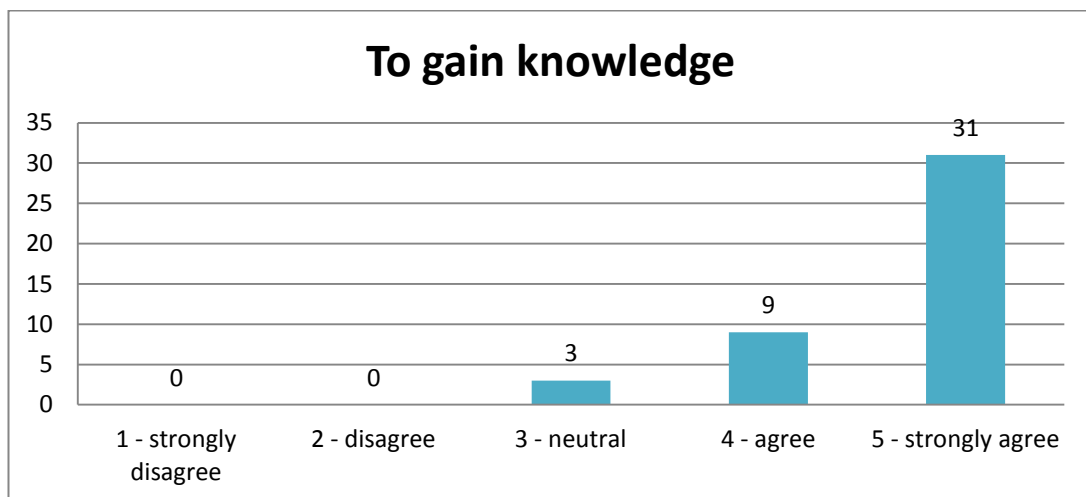
Figure 29. Meaning Internship – Gain Knowledge.

Altogether 40 agreed or strongly agreed that to gain knowledge was important. Gaining knowledge goes for everything from basic work tasks and content of the work to the knowledge of business as a whole. Like said before, the knowledge at workplaces cannot be taught, or really learned in a classroom, and therefore it is important to have the opportunity to gain that specific knowledge about the area of industry and internship is one excellent way to do that.

The reason why those three respondents, who felt neutral about the importance of gaining knowledge, could be that they had been working before in the same field, and they had gained the similar knowledge already. It is also possible that those respondents had parents, relatives or friends working in the field, and they got much knowledge already from there.

If the idea of the dream career has not been formed and cleared out during the studies, internships can lead the student to the right track, or the opposite; show that the career choice might not be the one after all. Therefore, internship can mean to someone the opportunity to see if the career feel one's own or not as seen in Figure 30.


Figure 30. Meaning of Internship – Is the Career Suitable.

In total 32 of the respondents agreed or strongly agreed that one meaning of the internship is to see if the career is suitable, (see Figure 30). Internships are a great way to test and see if the chosen area of industry might be the one. Many students usually have a clue of what they would like to do after graduation and an internship can either confirm that feeling, or then change it.

The four respondents who disagreed with the statement, might feel that way because they already knew, what they wanted to do, hence internship was only a way to gain more knowledge and learn some valuable skills. The seven respondents, who felt neutral about the issue could have felt that way because they knew their interest already, and internship was just a confirmation, i.e. the meaning of the internship was not to find out, if the career option would be the best one.

Since internships are mandatory, sometimes some of the students may think of taking the easy way out, and they will not pay any or little attention to what kind of internship they will be doing, the aim is just to receive the credits. The results, how the respondents felt about this issue, will be showed in Figure 31.
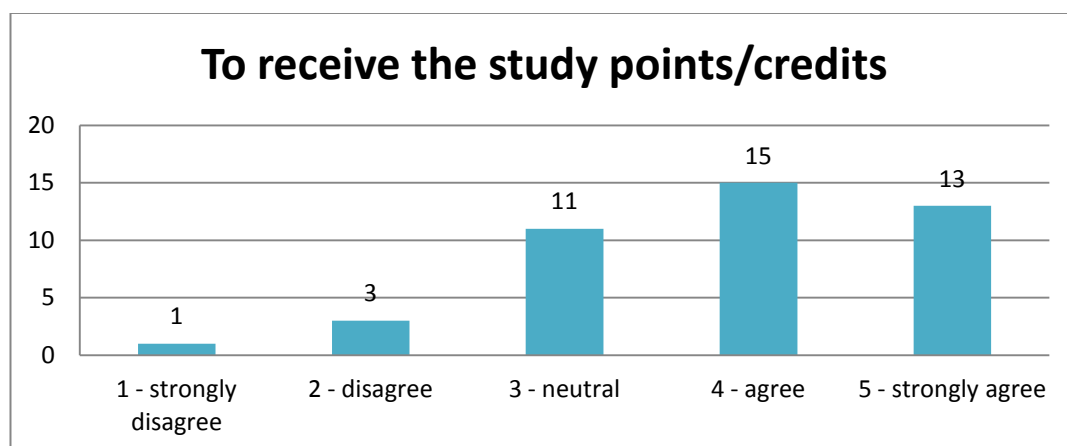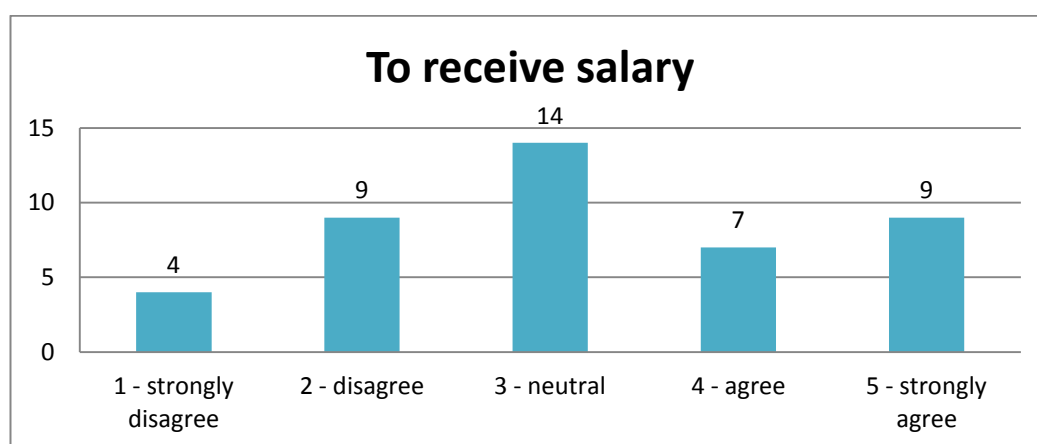
Figure 31. Meaning of Internship – Receive Credits.

As it can be seen from Figure 31, some of the respondents did not agree to that the meaning of the internship was to receive the study points. For them the internship must have meant something else, and it can be assumed that those persons would have done the internship even without the credits. However, altogether 28 out of 43 respondents said that earning the credits was one aim. Since the internship is mandatory pat of the studies it is nothing but normal to feel that there should be credits earned from the internship in order to get the needed study points and graduate.

Money as a motivator is important but money is also mandatory factor in order to survive since we need it everyday life to fulfill our basic needs and wants. There-

fore it is not a peculiar phenomenon, if the students feel that one meaning of the internship is to receive salary. These days the financial aid for students is a hot topic, and for a good reason; students are being "paid" for studying, but the monthly financial aid is unlikely to cover anyone's expenses, hence, other income is needed. For that reason many students might choose the internship placement, which is paid, than the other one, which might have been little bit more interesting, but unpaid. If the student has saved some money from e.g. summer jobs, and school-side work, it can be possible to attend for a non-paid internship. The respondents' thoughts about receiving salary can be seen in Figure 32.
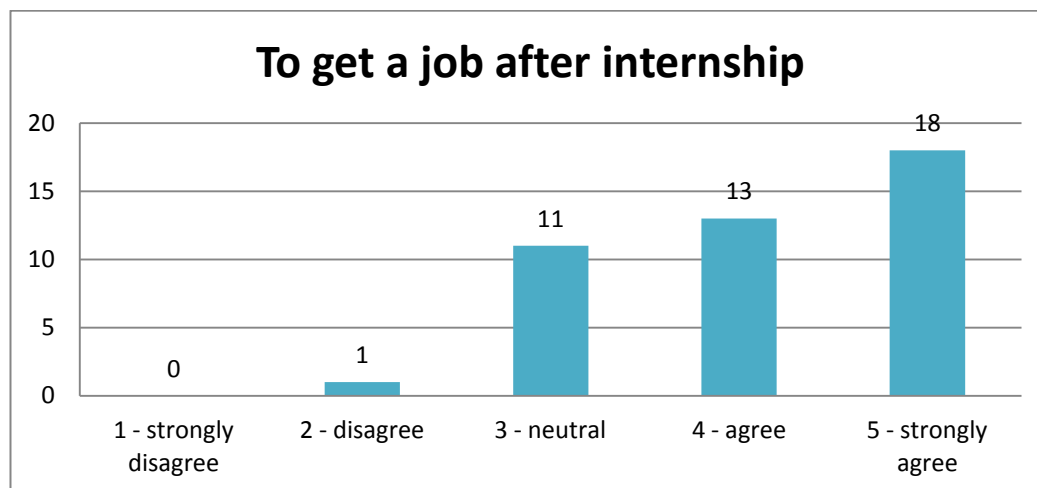

Figure 32. Meaning of Internship – Receive Salary.

What was interesting with this issue was that most of the respondents felt neutral about the salary, whereas as a motivational factor, money came to prominence. This can be due to the fact, that money is not the ultimate aim to perform the internship, and like said; students in Finland are receiving the financial aid, so it is not necessarily a necessity to receive salary from the internship. What brings more reliability to this matter is the fact that altogether 13 respondents disagreed that the meaning of the internship is to receive salary, (see Figure 32).

Those 16 respondents, who did agree that the meaning of the internship is to receive salary, are probably very well aware of their own abilities and skills, and they know that working for the company, even as a intern requires much from the student, and that the work and time is exchange to money.

For many interns, the internship is a place to try out their competencies. Many of the interns certainly hope that the internship would turn into a full-time job. According to the respondents, receiving a job after internship was an important factor and a meaning of the internship, (see Figure 33).

To get a job after internship

(bar chart)
- 1 - strongly disagree: 0
- 2 - disagree: 1
- 3 - neutral: 11
- 4 - agree: 13
- 5 - strongly agree: 18

Figure 33. Meaning of Internship – Getting a Job Afterwards.

As it can be seen from Figure 33, for 31 out of 43 respondents, receiving a job after internship was one important aim of the internship. If the internship place is desired and the student manages to get an internship from there, it is natural continuum to the internship to get a job, hence the results from this study proves that.

There was only one respondent who disagreed that the meaning of the internship is to get a job after internship. The reason behind it can be that the individual already had a promised job after internship. The reason could also be that he was not looking for a job, if for example he was performing the internship in the middle of the studies, i.e. he wanted to finish the courses first and then pay more attention to the possible job.

The reason, why the 11 respondents felt neutral about the issue, can be that in their minds the meaning or the aim of the internship is not to get a job, but to gain knowledge and skills, so that they can evaluate the other possible work places also. Other possibility is that the respondents were not expecting to receive a job after the internship, so they did not put that much emphasis on the matter, i.e. the ultimate aim of the internship was not receiving a job.

5.8 Factors Affecting on the Motivation to Apply for an Internship

In addition to the meanings of an internship, the respondents were asked to evaluate if the different factors, like size of the company or reputation mattered. Those issues were studied by asking two different questions; *why did you choose the company you applied* for? /*Why would you choose the company for internship/training?* and *What motivates/motivated you to apply for the internship?*

The little tone difference between the questions was thought out so, that the possible differences between motivational factors and factors affecting the decision would be shown. This way of asking did not separate the respondents who had done their internship to those who had not, so the answers can be generalized to all students. The results are presented in Figures 34 – 44 and in the figures the answers to the motivation factor will be shown. In the results there were no any mentionable differenced detected, only small variables with the quantities.

When choosing a company for the internship, one factor that can motivate to apply for it, is the size of the company. If the company is large at its size, it is possible that there are more available internship places; hence it can be more secure to apply for that company. In big companies it can also be easier to get your foot into the door, i.e. get a full-time job afterwards. The possibility of that can also increase the motivation towards work, hence work performance will be better and there will be more effort put into the work.
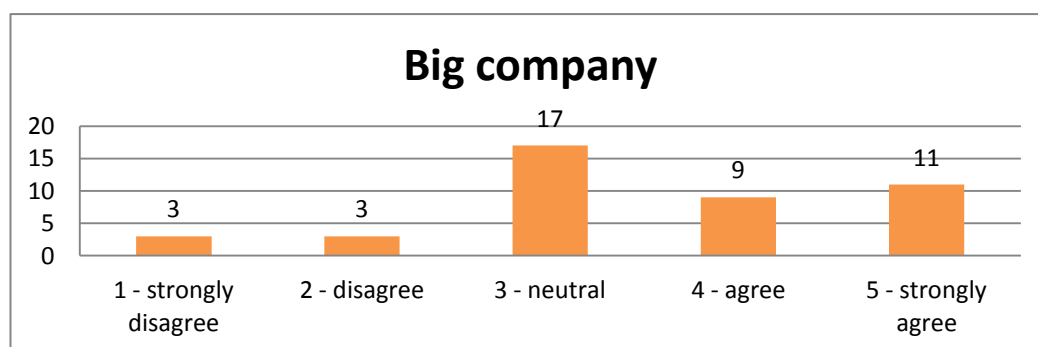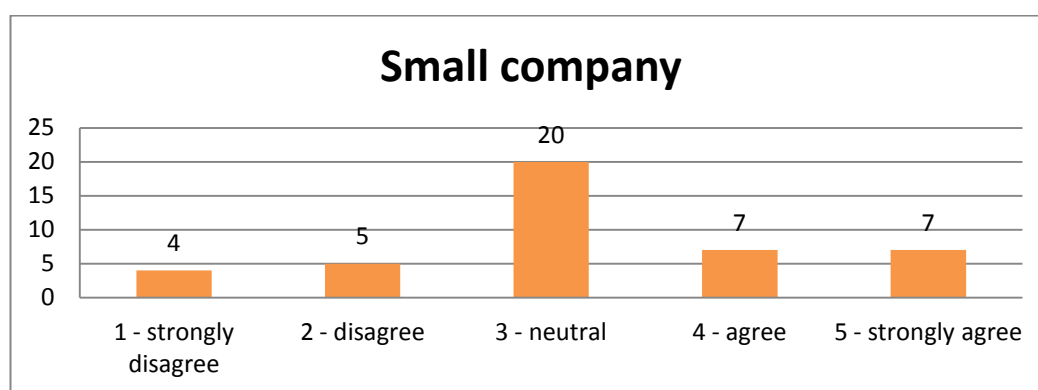
Figure 34. Motivating Factor – Big Company.

As it can be seen from Figure 34, 20 out of 43 respondents in this study agreed or strongly agreed that a big company would motivate them to apply for the intern-

ship. What was interesting, from the results, was the fact that 17 respondents felt neutral, when asked if the big company would motivate to apply for the internship. Reasons for feeling neutral can be that the size of the company simply did not matter that much as a motivational factor, nor was it a reason to choose that peculiar company for internship place.

The same kind of results was received, when asked if the small company would motivate to apply for the internship. Smaller company can be seen as more intimate and less hierarchical, and that can be a motivational factor.
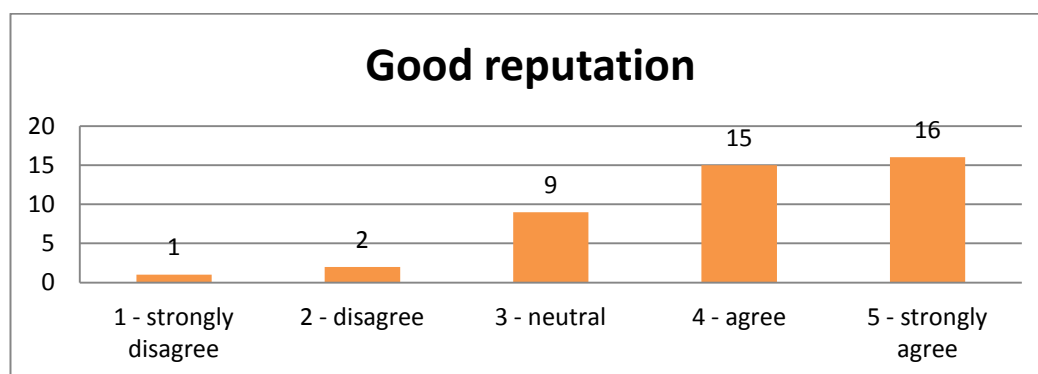

Figure 35. Motivating Factor – Small Company.

From Figure 35 it can be seen that only 14 agreed or strongly agreed that the small size company would motivate them to apply for the internship, which can be because of the intimacy factor, or the less hierarchical order. In total 9 disagreed that the small company would work as a motivational factor for them. The reason why a small size company would not motivate to apply for the internship can be that the respondents did not feel that a small company could offer good placements or that there are not necessarily that wide and comprehensive work tasks to offer.

20 out of the 43 respondents felt neutral, which can be due to the fact that the size of the company does not matter, as long as the internship placement is interesting and the student feel otherwise motivated to apply for the internship. Like seen in Figures 34 and 35, the size of the company; big or small, does not have any major influence as a motivational factor to apply for the internship.

When choosing a company for the internship, one thing that surely affects is the reputation of the company, especially if the company has a good reputation. Therefore good reputation can work as a motivational factor to apply for the internship and that can also be seen from Figure 36.

**Figure 36.** Motivating Factor – Good Reputation.

Good reputation as a motivational factor worked, which is proved by the fact that 15 agreed and 16 strongly agreed, that the good reputation of the company would motivate them to apply for the internship, (see Figure 36). Good reputation is usually linked to happy and satisfied employees, good working atmosphere and the overall activities. Also, in this study no mentionable differences were noticed, when asked if the good reputation was the reason for choosing the company; in fact 34 out of the 43 respondents did say that they would choose the company, because of its good reputation. So, again that proves that the good reputation work as a motivational factor and as a reason to apply for internship.

The nine respondents who felt neutral could feel that way, because of the following reasons: the company might have been a new company, hence it has not gained awareness and therefore its reputation is still nonexistent. Or then the reputation simply was not a major motivational factor for the students when choosing the company nor would it have affected on their motivation to apply.

However, in total 3 respondents disagreed that the good reputation would have had an effect on the motivation to apply for internship, which can be due to the factor that the company is new, or that the company's reputation did not matter

nor was an influential factor when choosing a company, nor it had any influence on motivation.

Usually, when choosing and scanning the possibilities for an internship, students tend to look companies which correspond to their own interest. That interest usually in linked to some specific industry, hence their products and services, but in this study when asked whether the products and services of the company would motivate to apply for the internship or choose the company, the results were differing a little to what was expected. Since the products and/or services of the company are linked to what the company actually does, it was expected that those factors would affect the decision of choosing a company or the preference for the products/services would motivate to apply for the internship. However, most respondents, in total 16 felt neutral about the issue, which can be seen from Figure 37.
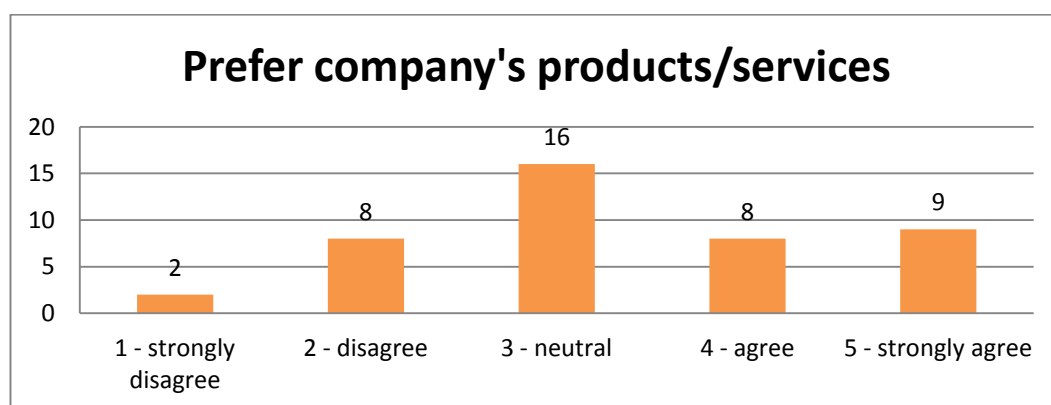

Figure 37. Motivating Factor – Prefer company's products/services.

Only 17 in total agreed or strongly agreed that the preference for the company's products/services would motivate them to apply for internship, (see Figure 37). That can be seen as a positive thing, since if the student is familiar with the company's services and products or prefers them; it might increase the enthusiasm and motivation towards the internship. Those ten respondents, who disagreed or strongly disagreed that preference of the company's products/services would motivate them to apply for an internship, can be due to the fact, that the products and services are such that the regular consumer would not need to use them. Many business-to-business companies' products and services, like industrial products,

would not be a normal daily-life purchase for regular consumer, or in this case student. Therefore, it is understandable that the preference of company's products/ services does not necessarily influence on motivation or choosing decision and that might also be the reason, why 16 of the respondents felt neutral about the issue.

In this study it was also asked about the location and if that would be a factor when choosing the company for the internship, or if the location would affect on the motivation to apply. The location can be a defining factor, for example when a student wants to perform an internship abroad. Especially in the International Business-program it is even recommended that the students would perform at least some part of their internship abroad. It will provide a great insight to a company's functions and activities abroad, and it will prepare the student for possible future careers. The results, whether the location affected on motivation will be shown in Figure 38.
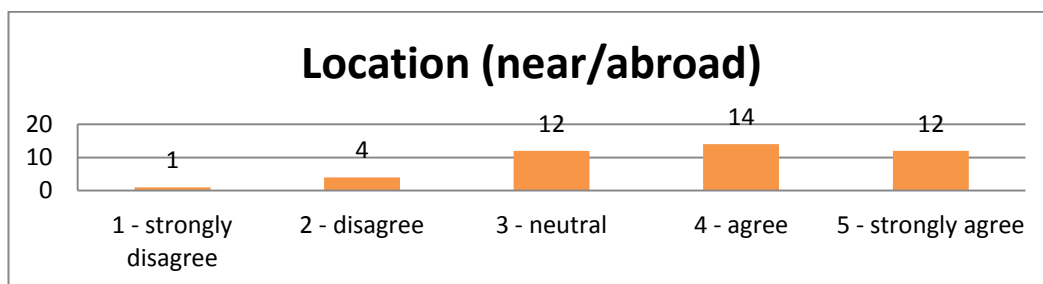

Figure 38. Motivating Factor – Location.

As it can be seen from Figure 38, more than half, 26 respondents in total agreed or strongly agreed that the location would motivate them to apply for an internship. The reason why those 12 respondents felt neutral about the issue can be that the students did not care whether the location was abroad or nearby, so the location was not a major factor for them to choose the company, nor was it a motivating factor to apply for an internship. The five respondents who disagreed that the location would motivate them or affect on the choosing decision, probably felt that way, because they would choose the company based on what it can offer, not where it is located at.

Sometimes, when scanning and evaluating the possible internship places, the feedback from other students, can have a major influence on the decision. However, in this study the respondents were quite neutral about the feedback factor, (see Figure 39).
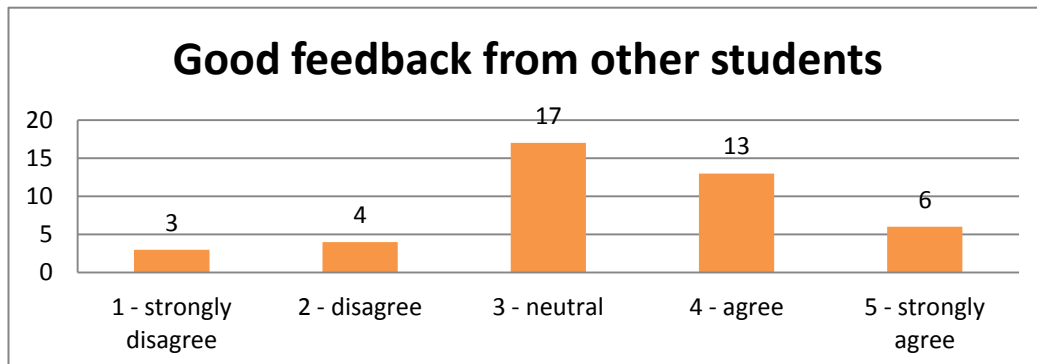

Figure 39. Motivating Factor – Good Feedback from Other Students.

Altogether 17 out of 43 felt neutral that the feedback from other students would affect on their decision, or motivate them to apply for an internship, (see Figure 39). That can be due to the fact that even the students value their friends' opinions; they might want to choose the internship place by themselves and according to their own interests. However, 19 respondents agreed that the feedback from other students would motivate them to apply for an internship. Listening to other students' experiences and feedback from the company can make a major difference for the students, who are thinking about their options. Receiving good feedback can increase the motivation to apply and also make difference when choosing the company.

Still, in total seven respondents disagreed or strongly disagreed with the statement that good feedback from other students would affect on their motivation to apply. The reason for that can be the same as for those, who felt neutral about the issue, i.e. students want to choose an internship, which matches to their own hopes and objectives. Hence, the feedback or the opinions of other students does not weight in the decision-making. Another reason, why those seven respondents disagreed can be that they had not heard any specific feedback of the company they were interested in, hence again the feedback did not have any effect on the motivation or decision-making.

One major inducement which motivates to apply for an internship is definitely own interest, i.e. interesting place and this can also be seen from Figure 40, where the results are presented.
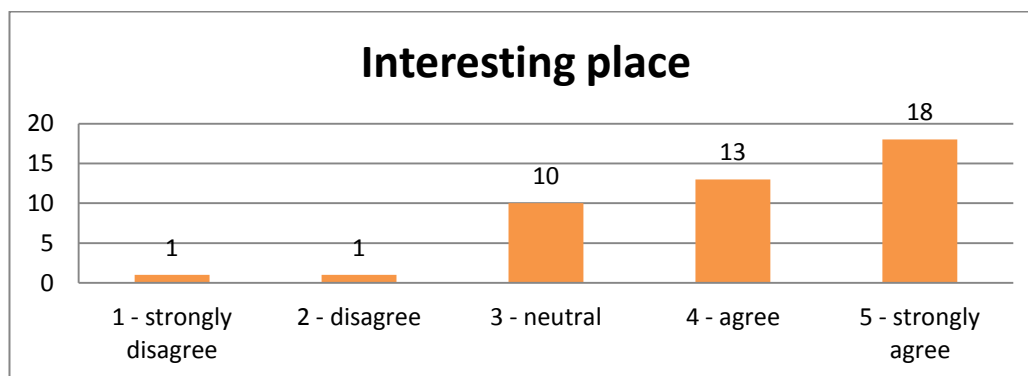

Figure 40. Motivating Factor – Interesting Place.

In total, 31 out of 43 respondents agreed that an interesting place would motivate them to apply for an internship, (see Figure 40). Interest can also be linked to the motivation, i.e. if feeling interested about something that usually increases the motivation towards that specific issue or matter. Interesting place is hoped to offer also interesting work tasks, hence the motivation is easier to keep up if the place and work itself are interesting. On the other hand, if one loses interest that usually affects on motivation level negatively, hence interest towards the place can set up good basis for starting an internship. However, it is also possible that the interest increases over time, and then it can increase the motivation at the same time.

Ten respondents felt neutral about this issue, and that can be due to the fact they did not feel especially interest towards the place, hence it was not interesting form them. However the tasks and the job description of the internship might have been interesting, therefore the interesting place as a motivating factor had no influence. The reasons are probably same for those two respondents who disagreed, that an interesting place would motivate them to apply for an internship.

As a one important motivating factor and incentive to increase the work perfor-mance was money, it also seems to be one important motivating factor to apply for the internship. The closer look to the results will be shown in Figure 41.
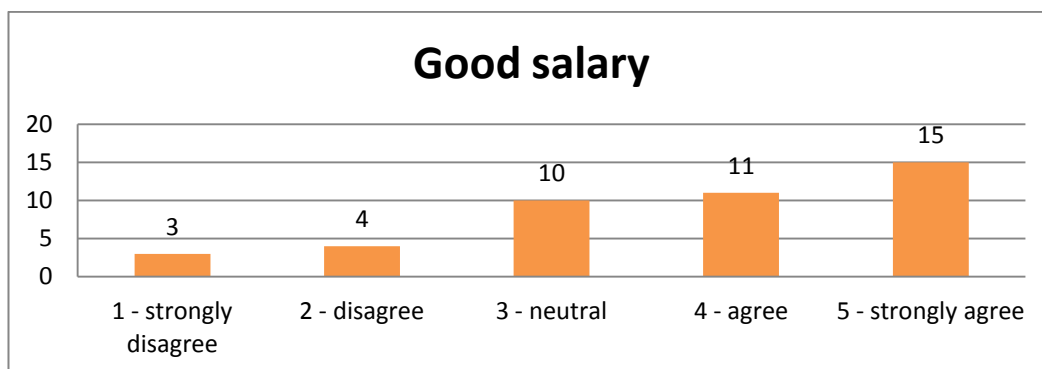
Good salary

**Figure 41.** Motivating Factor – Good Salary.

When asked if the good salary would affect on the decision for choosing the company or if it would motivate to apply for the internship, more than half of the respondents, in total 26 out of 43, answered that a good salary would motivate them to apply for the internship as it can be seen in Figure 41. This result proves again, that money is a powerful incentive.

What was interesting to see from the results was that in total seven respondents said that the good salary did not affect on their motivation to apply for internship. The reasons for that might be that the respondents found an interesting place, which was unpaid, but they wanted to apply anyway for it because of its other possible benefits. It is also possible, that those who disagreed, were thinking, that paid internship was not a motivational factor itself, hence, there were other factors more important, which influenced on motivation to apply and the decision-making.   The reasons why the ten respondents felt neutral about the issue could be that paid internship or a good salary was not the most important motivating factor to apply, i.e. good salary was also a nice addition. Or the internship was not paid, but the student applied anyway for the placement, hence the good salary was nonexistent and therefore it could have not been a motivational factor.

The company policies or organizational behavior refers to the business' approach to a given issue. That approach is usually elaborate and it might include different components, such as behaviors which can be experiences as taboos and different rights. Company culture, on the other hand is seen as the personality of the company and it defines what the company is like to work for and work in, form the

employee perspective. The company culture includes the values, ethics and goals on the company, but also the company's mission and the working environment. (Cook et al. 1997, 9; Pinnington & Edwards 2000, 99; DeCenzo & Robbins 2007, 207).

The results can be seen in Figure 42.
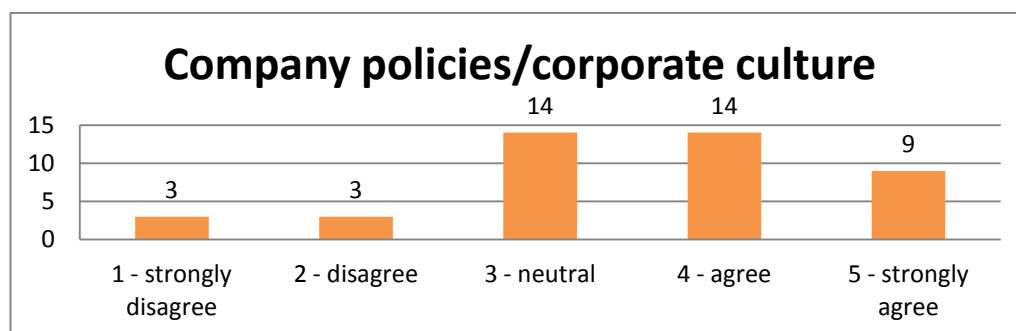
Figure 42. Motivating Factor – Company policies/corporate culture.

As it can be seen from, Figure 42, company policies or corporate culture was experienced by 23 respondents out of 43 as a motivating factor to apply for an internship. The company culture can affect on the decision making when choosing the company, because while some of the companies enhance a team-based company culture, which supports employee participation on every level, there are other companies, which are then more traditional and they enhance a very formal and sometimes even strict management style, i.e. hierarchy is highly valued. The clear difference can be seen with the company cultures if comparing the companies in Finland to the companies abroad, since for example in Germany the structure of the company is very hierarchic, whereas in Finland, there are no such clear hierarchic features noticeable.

If the respondents have searched and got into knowing the different companies and their policies and the corporate culture, it can affect on the motivation to apply for the certain places. For example, if the student is very social and appreciates team effort, then a company with more team-based corporate culture would be more suitable for that student.

However, for those respondents who felt neutral, or disagreed that company culture or company policies had influence on motivation the culture and the policies the company enhances might not be a major influential factor. Therefore those issues do not have an effect on the motivation when applying for an internship.

One main incentive for the students performing the internship will most likely be the hope of getting a job afterwards. And if there is a possibility to get the job afterwards, more than half of the respondents; 32 said that they agreed or strongly agreed that the possibility to get a job after internship would motivate them to apply, (see Figure 43).

Possibilities to get a job after internship

|	1 - strongly disagree	2 - disagree	3 - neutral	4 - agree	5 - strongly agree
	1	3	7	9	23
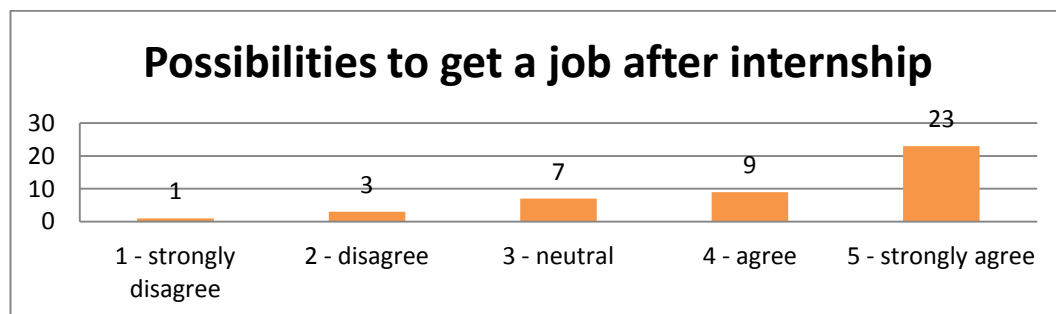
Figure 43. Motivating Factor – Possibilities to get a Job after Internship.

Many times the employers are reviewing possible future employees when having summer workers or interns, and that is good and beneficial for both parties, because if the student can expect a job offer after the internship, it will most likely increase to motivation level, but also, the student will take the job more seriously and focus on it and put more effort, since then after internship, she/he will not need that much guidance anymore. That is also a benefit for the company, because it saves time and money and also other resources, if they are able to hire new employees from interns.

The reasons why four of the respondents disagreed at some lever and seven felt neutral about this factor can be due to the fact that they only want to get the study points, and perform the mandatory internship in order to graduate. Or, the other reason could be that they already had a promised job after graduation or internship, so internship was only a routine and a part of the studies.

Another incentive for the students seems to be the good career opportunities; if there are many possibilities to proceed in the career, of course it seems more tempting and will most certainly motivate to apply for an internship. The results from the study showed the same thing, and the results can be seen in Figure 44.

Good career opportunities

1 - strongly disagree	1
2 - disagree	0
3 - neutral	8
4 - agree	10
5 - strongly agree	24
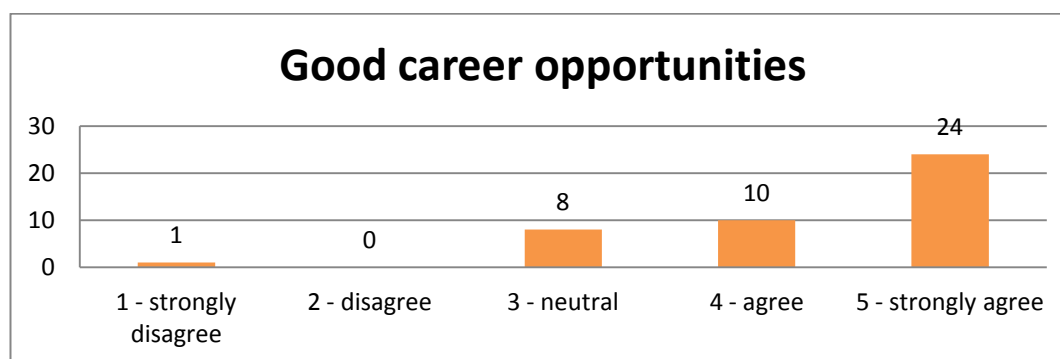
Figure 44. Motivating Factor – Good Career Opportunities.

All together 34 out of 43 respondents agreed of strongly agreed that good career opportunities would motivate them to apply for the internship, (see Figure 44). The possibility to make a longer career in the same place is an important factor when scanning the possible internship places, since many people do not prefer short-term jobs. Also, having good career opportunities is an important factor to many students, since employment after graduation is one of the main aims.

The respondents were asked to tell with their own words what motivated or would motivate them to apply for the internship. The answers were closely to the motivating factors asked in the questionnaire, like credits, possibility to get a job after internship and career opportunities, but also other results were gained.

Those who had not done their internship yet, said that they would choose the company, because a company might need a student to perform an internship and also write a bachelor thesis afterwards, so that was one reason, why to apply. Few respondents said that the internship was a one-time chance for them, and that motivated them to apply. In addition the possibility to perform the internship abroad affected on motivation to apply. Many respondents said that the own interest for the industry or field would motivate them to apply, but also the want to gain knowledge from that field. Some respondents said that the important shift from

classroom atmosphere to the working life was one important motivating factor. One respondent said that she had been working before in the company, and when they had a competition "Best Internship Place" she wanted to win it, and she actually did with her report. She also said, that goals are important in motivation, and that statement hold true.

5.9 Students Definition of Successful Internship

As the last question in the questionnaire, the students were asked to answer what were the three most important factors they think make a successful internship. The results can be seen in Figure 45.
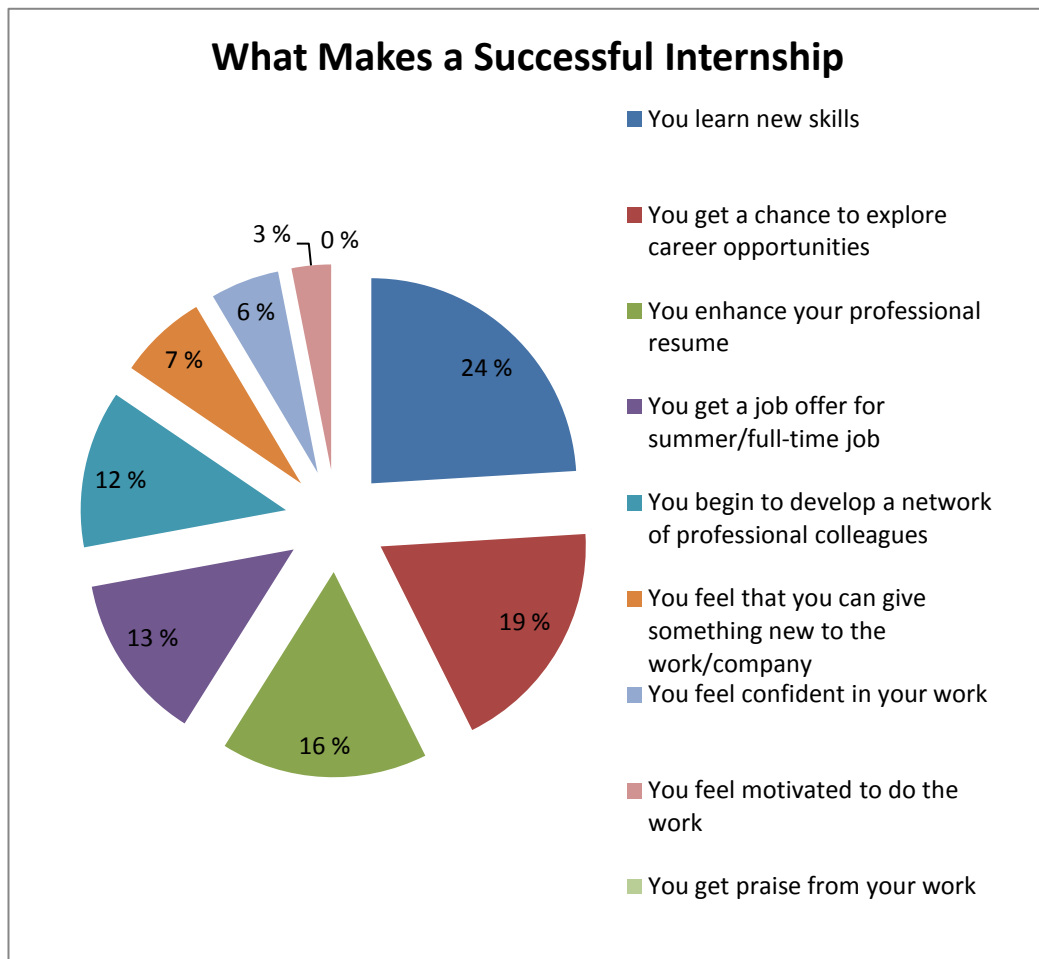
Figure 45. Factors that Make a Successful Internship.

The respondents chose their top 3, when asked what make a successful internship:

1. You learn new skills (24% = 31 out of 43)
2. You get a chance to explore career opportunities (19% = 24 out of 43)
3. You enhance your professional resume (16% = 21 out of 43)

The most important factor the respondents felt that makes a successful internship was the fact that you will learn new skills; in total 31 out of 43 felt that. This factor is also mentioned in the objectives of the internship, so learning things and new skills relating to the work makes the internship successful. Also, when asked what the internship means to you, almost all, in total 40 out of 43 agreed that the internship means to them to gain knowledge i.e. learn, (see Figure 28). In addition, 24 out of 43 respondents said that the chance to explore career opportunities was one factor that makes the internship successful. This factor is important, if the student does not know for sure, what she/he wants from the future career, so exploring was experienced important. The third most important factor that makes the internship successful was to enhance the professional resume; 21 out of 43 respondents felt that was one of the most important factor. Like mentioned before in the theoretical framework, many employers these days are paying more attention to the applicant resume, than the school courses, hence, the importance of experience and know-how from the certain area can have tremendous impact, whether the applicant will be hired or not.

For 17 out of 43 respondents job offers and for 16 out of 43 respondents building a network with professional colleagues were also important factors, which make the internship successful. Naturally, the internship can be said to be successful if it leads up to hiring. The job offer will be sort of a reward from well-done work, and if the intern wants to receive a job afterwards, she/he will be more motivated to perform at work. Creating the network was also considered as one important factor that makes the internship successful. This is probably due to the fact, that those networks can help later on, if applying a job in the company, or the network can help finding the work from somewhere else. Also, if nowadays good business relationships are highly valued, so if the good relationships are created already during internship, they can carry out and help also in the future.

The feeling that there is something to give for the company (nine out of 43 respondents), and feeling confident in work (seven out of 43 respondents), were also important factors, to some, but not in the same scope. The reason why these factors were not felt as important parts, which make a successful internship, as the top 3, can be due to the fact, that giving something to the company does not really improve the internship experience for the intern, nor does it benefit really the intern or the internship. Also, feeling confident at work is more related to the self-esteem factor, and therefore it is not felt that important factor when it comes to a successful internship.

Four of the respondents felt that feeling motivated to do the work was an important factor in successful internship. The low quantity might be due to the fact that feeling motivated to do the work does not relate directly to the success factors of internship i.e. feeling motivated to do the work is not a factor to define successful internship. Of course, motivation is needed in order to have a successful internship, but feeling motivated to perform the work tasks, are usually due to the person's own interest, work ethics and wants.

What was interesting finding from the results, was the fact that no-one thought that getting praise from your work was an important factor when defining successful internship. Usually, receiving feedback, negative or positive is important check-up for the intern and the employer to see where the work is going well, and the possible problematic areas. The reason why none of the respondents felt that receiving praise from work was an important factor in successful internship is probably that receiving the feedback or appraisal brings added value to the internship; it does not define successful internship.

6 CONCLUSION

In this chapter the results from the empirical study will be summarized. In addition, there will be a quick overlook about the comparison between the theories and the results. Also, some recommendations are made for students and the university considering the improvement of the internship.

As it can be seen from the results the role of motivation in a successful internship is significant, therefore, it is important to study the issue. However, studying the issue is not straightforward but it demands a lot of research and requires work on the issue. Motivation is a wide term and it is studied a lot, most certainly because there are so many different aspects to motivation, for example, intrinsic motivation and extrinsic motivation,

6.1 Summary of the Results

In this thesis the role of motivation in a successful internship was studied. In the research the focus was on satisfaction, different factors affecting on motivation and the meaning of internship. The issues were researched with the help of different motivation theories which were found in related literature and articles, and questionnaire and interviews which were carried out among the students in Vaasa University of Applied Sciences.

Based from the results of the study it was found out that there are many variables which define a successful internship. According to the respondents the three most important factors that make a successful internship are learning new skills, getting a chance to explore career opportunities and enhancing the professional resume. In can be argued that there is no right or wrong answer since the term successful can be experienced differently. However, as shown in the study, there are certain things and factors which are mentioned several times, like learning, professional experience, networking and the possibility to get a job after internship and those issues can be considered as a backbone for a successful internship.

When considering the research question of this study, it can be said that the motivation has a tremendous influencing role in internships. From searching to choosing the internships, the carrying out the internship and evaluating the internship as a whole, motivation can affect radically to the results. Since motivation is a powerful force it can affect strongly how we act and how we focus our actions.

As found out from the study, the level of the motivation can vary during the internship, but what should be deeply considered and paid attention to is what the motivators are. Therefore, it would be important for the interns to reflect their possible motivators and motivation levels in different situations during the internship process. As discussed earlier in the theoretical framework, it is also important for the employer (or the supervisor) to know what motivates different people, hence the right kind of incentives and rewards can be given, and better work will be done and performance improved.

Based on the study, it can be stated that satisfaction and successful internship go together. It is more likely for the interns, and the regular employees feel satisfied, if the right kinds on incentives and rewards have been used to motivate people. If there is any dissatisfaction it is important to detect that and try to turn it into satisfaction, since dissatisfaction can affect the working atmosphere, which can influence on the motivation of all the people. Dissatisfaction can also affect the relationships between colleagues, the boss or supervisor, which can lead up to even power struggle on workplaces. This again affects on working atmosphere which has influence on motivation.

6.2 Comparisons between Theory and Empirical Results

The question in the empirical research questionnaire were not all related directly to the motivation theories, but there are some factors and points, which were picked to the questionnaire. All the motivation theories will not be handled in this comparison part, only the ones which related somehow to the questions and received results.

According to the X & Y theory the employees were divided into two groups depending how they work, and what motivates them, but like said already in chapter 3, there can be more than just two groups, how people can be motivated, and that can also be seen from the results, like when asked the different factors affecting motivation, such as working atmosphere and colleagues. So in that way the X & Y theory did not hold true.

As for Herzberg's motivation hygiene theory, there can be found matching issues with the theory and empirical results. According to Herzberg there are always dissatisfiers and satisfiers, which affect on the overall satisfaction level and the motivation. In the study the respondents were asked how motivated they felt at the beginning and during their internship and if they felt unmotivated at some point and also, did they feel that they had a successful internship. Since satisfaction is strongly related to the motivation hygiene theory, based on the results it can be said that this theory hold true. For example, the respondents who felt that they had a successful internship, must have had some satisfying experiences, i.e. some of the satisfiers (motivation factors) were fulfilled, like personal growth.

In McClelland's learned needs theory the three needs are power, affiliation and achievement. These three needs could have had influence on the respondents' answer when asked, which factors would motivate them to choose the company. For example, in big company the career opportunities and possibility to gain managerial position could be defining factor for a person, who values the power need. For those persons, who value achievement, the possibility to get a job after internship could have been the driving need.

The expectancy theory by Vroom suggested that human behavior is directed by goals. For many students internship's goals are to gain knowledge, learn new skills and get a job after internship. Those all are expectations, hence the expectancy theory holds true. Also, when asked in the questionnaire, that if there would have been rewards, would the respondents have worked harder in order to get the rewards, the results were relatively clear; none of the respondents disagreed. So that also proves the expectancy theory assumption, that if the employee believes

that the attempt and succeeding the work tasks will lead to receiving rewards, he will be more motivated to perform better.

Locke and Latham's goal-setting theory can hold true based on the results, since the goal of the internship is to receive the credits, gain knowledge, learn new things and possibly get a job. Those goals are therefore driving the actions of the intern (student). Also, the clear planned internship, which has clear objectives is more motivating for the students because they make the objectives for themselves, hence they have the inner passion and motivation to achieve the goals. In goal-setting theory the money was said to be the primary motivation, and that can also be seen from the empirical results. When asked what the most important factor to increase work performance was, most of the respondents answered salary, i.e. money and that also proves that the goal-setting theory holds true.

Even though some of the theories are developed decades ago, they are still applicable and they can be implemented nowadays. The motivation theories are important tools for managers in order to know what different ways there are to motivate employees and how differently people experience, for example, rewards and different reward systems. For managers, human knowledge is needed so that they could understand the variables in behaviors, since many reasons behind acting a certain way is due to motivation and the level of motivation.

6.3 Recommendations

Based on the case study and the theoretical framework, it is recommended that the students would search and do some background research about the possible internship placements. It would help them to really evaluate and see which companies would offer the best and most suitable internship places for one. Comprehensive study of the possible internship placements is also preparing the student for the internship, but also it can affect positively on the motivation since it is easier to set objectives and goals when there is much knowledge of the possible work tasks beforehand.

Students should also write objectives and goals which could be specifically detailed. Those objectives would be good to go through with a teacher before the internship and with the supervisor, so that they will know at the workplace what the student expects and what the work should include. Hence, writing clear objectives and goals can help to achieve those and written goals can motivate more to work harder to achieve the goals.

It would also be good if there would be a chance to have more guidance before internship and when applying for the internship, since now according to the study results, the students felt that there was a lack of needed guidance. Also, the guidance would probably help a lot during the internship since at the same time the teachers could keep up with the interns and the internship process. That way it would be possible to intervene if there would be some problems, or other issues, which would require attention.

Also, because the study programs are little different, it could be beneficial for the university but also for all the students, if the university would gather an information bank about different companies, where the students have been carrying out their internships. For example, after the internship, the intern could fill in a form, where there would be simple information about the internship. This could help the other students to review the different opportunities and possibilities, and also, it would help the university to form a information bank about the internship places, since as now there are only few organization mentioned on the university website.

It would also be good, if the teachers in university would get to know more closely the factors affecting on motivation, since they need to guide the students and if a student is feeling unmotivated and reluctant to even search for an internship, something could be wrong, for example, with the guidance. Also, the university could think some other ways to motivate the students, for example, if it would be possible to organize a competition where the best succeeded internships would be rewarded, that would most likely increase the motivation towards internship and also motivate the students to perform at their best in their internships.

Another way to improve the enthusiasm and motivation towards internship could be a type of "report card", where the employer could evaluate the certain features of the intern and internship on a scale e.g. from 1 to 5. There could be maybe two or three times during the internship where this evaluation could be done, so then there would be a chance for the student to improve some features from last time. For example, if spontaneity would be one feature to evaluate, it is possible that in the beginning when everything is new, the spontaneity level is not that high, i.e. in report card it would be maybe 2. However, later on when the intern would gain confidence and knowledge, the level of spontaneity would grow, and in the next evaluation would be maybe 3 or 4. When there are clear objectives and goals, i.e. a want to achieve a 5 from spontaneity, it is easier for the student to alter his acts and be more motivated in order to achieve the goals. As it was discovered from the study, feedback sessions would be needed during the internship and by having these report cards it would help the work of the supervisor and also, motivate the intern to perform better in order to have a successful internship.

The overall attention paid to internships should be increased so that the students would receive enough guidance and support in order to have a successful internship. It is also important for university to make sure, that they provide the guidance needed and that they are aware of how their students are doing in the internship. University can also be held responsible for the success and skills of a student, and if the student is doing bad work at internship placement, it is not good advertisement for university.

Even though the motivation is mostly caused by our inner needs, desires, wants and goals, there are many external factors, which can affect on motivation, and those should be noted and discussed. For example, the pressure from outside to perform well in internship, is an external factor and if it is pushed too hard, it can turn against the student, i.e. it will only lower motivation. Therefore, for example in school, where some of the pressure is created, it is important that the student receives encouraging support which then combined with the right amount of pressure can trigger motivation and enthusiasm towards internship.

So, by planning and designing well the internship process, and all related factors, it is possible to improve the whole experience and motivate the students. It is important to listen to the students since they are in the main role in internships. Issues that can cause problems, for example, finding an internship, or setting goals and objectives for an internship should be discussed well in advance. This way it is possible to prevent many occurring problems and if some issues will occur the faculty and the students will know how to proceed in order to solve the problem. In order to have a successful internship it requires cooperation between a university and a student, but also from an employer. If the relationships between all three parties are good, it is most likely that problems can be handled well and without any difficulties, the university and the employer will know what the student expects, so that they can plan the internship to correspond to the wishes and objectives of the student and the student can rely that needed guidance and help will be given if needed.

The role of motivation in a successful internship is not only affected by the student, but all three parties, i.e. a student, an employer and a university. Therefore, the motivation should be maintained and managed by all three parties. Only that way it can be guaranteed that the role of motivation is understood and the motivation has the right importance during the internship process, and that the internship can be successful.

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Questionnaire about internship and motivation

1. Age
2. Study year
3. Gender
4. Have you performed your internship yet?

   a. Yes

   b. No

If you answered YES to question number 4, please continue answering to question number 5.

If you answered NO to question number 4, please continue to question number 28.

5. How did you apply/got your internship place
   a. Via summer job
   b. By sending application
   c. Relationships (e.g. family, relatives)
   d. You had been working there before
   e. Other way, what?

If you applied/got your internship other way, than listed in question number 5, please explain:

6. How motivated you felt yourself before internship?
   a. Very motivated
   b. Somewhat motivated
   c. Neutral (not motivated/unmotivated)
   d. Unmotivated
   e. Very unmotivated

7. How motivated you felt during your internship?
   a. Very motivated
   b. Somewhat motivated
   c. Neutral (not motivated/unmotivated)
   d. Unmotivated
   e. Very unmotivated

8. Did you feel unmotivated at some point during your internship?
    a. Yes
    b. No
    c. Sometimes

9. How satisfied you felt at the end of your internship?
    a. Very satisfied
    b. Satisfied
    c. Somewhat satisfied
    d. Neutral (no satisfied/unsatisfied)
    e. Somewhat unsatisfied
    f. Unsatisfied
    g. Very unsatisfied

10. Did you feel that you had a successful internship?
    a. Very successful
    b. Successful
    c. Somewhat successful
    d. Neutral (no successful/unsuccessful)
    e. Somewhat unsuccessful
    f. Unsuccessful
    g. Very unsuccessful

11. Did you feel that you received the needed guidance from school when applying for the internship?
    a. A lot of guidance
    b. Some guidance
    c. Little guidance
    d. No guidance at all

12. Did you feel that you received the needed guidance from school during your internship?
    a. A lot of guidance
    b. Some guidance
    c. Little guidance
    d. No guidance at all

13. Did you feel that you received the needed guidance from the company's side when applying for the internship?
    a. A lot of guidance
    b. Some guidance

    c. Little guidance
    d. No guidance at all

14. Did you feel that you received the needed guidance from the company's side during your internship?
    a. A lot of guidance
    b. Some guidance
    c. Little guidance
    d. No guidance at all

15. How satisfied you were about the overall appearance about the support?
    a. Very satisfied
    b. Satisfied
    c. Somewhat satisfied
    d. Neutral (no satisfied/unsatisfied)
    e. Somewhat unsatisfied
    f. Unsatisfied
    g. Very unsatisfied

16. Were there any rewards (such as extra bonuses, gifts, raises) during your internship?
    a. Yes
    b. No

If you answered YES to question number 16, please answer the question number 17 and continue then to question number 22.

If you answered NO to question 16, please continue the questionnaire with question number 18.

17. What rewards were used in your workplace during your internship?

18. Do you think that you would have felt more motivated to do the work, if there would have been a reward?
    a. Much more
    b. More
    c. About the same/No difference
    d. Slightly less
    e. Much less

19. During your internship would you have been ready to increase your work efforts in order to get the rewards?

    a. Much more
    b. More
    c. About the same/No difference
    d. Slightly less
    e. Much less

20. Do you think that the employees would have worked more as a team in order to gain team rewards?
    a. Strongly agree
    b. Agree
    c. Neutral
    d. Disagree
    e. Strongly disagree

21. The rewards would have motivated you to perform better in your job.
    a. Strongly agree
    b. Agree
    c. Neutral
    d. Disagree
    e. Strongly disagree

22. The working atmosphere had influence on your work motivation
    a. Strongly agree
    b. Agree
    c. Neutral
    d. Disagree
    e. Strongly disagree

23. The working conditions had influence on your work motivation
    a. Strongly agree
    b. Agree
    c. Neutral
    d. Disagree
    e. Strongly disagree

24. The working equipment (computers, etc.) had influence on your work motivation
    a. Strongly agree
    b. Agree
    c. Neutral
    d. Disagree

  e. Strongly disagree

25. Cooperation with the colleagues had influence on your work motivation
  a. Strongly agree
  b. Agree
  c. Neutral
  d. Disagree
  e. Strongly disagree

26. Personal relationship with your supervisor/boss had influence on your work motivation
  a. Strongly agree
  b. Agree
  c. Neutral
  d. Disagree
  e. Strongly disagree

27. Please choose from the following list the 3 most important factors, which WOULD motivate you to perform better in your job
  a. Salaries
  b. Bonuses
  c. Supervisor feedback
  d. Employee benefits e.g. personnel discounts
  e. Work outfit e.g. uniform
  f. Paid lunch/lunch voucher
  g. Occupational health services offered by the employer
  h. Recreational activities offered by the employer
  i. Training possibilities offered by the employer
  j. Interaction with colleagues
  k. Annual leave (paid)

For the following questions, please choose the option that suits the best

  1 - Strongly disagree

  2 – Disagree

  3 – Neutral

  4 – Agree

  5 - Strongly agree

28. Internship means to you

	1	2	3	4	5
To practice your skills	○	○	○	○	○
To gain knowledge	○	○	○	○	○
To see, if the career is suitable for you	○	○	○	○	○
To receive the study points/credits	○	○	○	○	○
To receive salary	○	○	○	○	○
To get a job afterwards	○	○	○	○	○

29. Why did you choose the company you applied/ Why would you choose a company for internship/training?

	1	2	3	4	5
Big company	○	○	○	○	○
Small company	○	○	○	○	○
Good reputation	○	○	○	○	○
Prefer their products/services	○	○	○	○	○
Location (near/abroad)	○	○	○	○	○
Good feedback from other student	○	○	○	○	○
Interesting place	○	○	○	○	○
Good salary	○	○	○	○	○
Company policies/corporate culture	○	○	○	○	○
Possibilities to get a job afterwards	○	○	○	○	○

30. a) What motivates/motivated you to apply for the internship?

	1	2	3	4	5
Big company	○	○	○	○	○
Good reputation	○	○	○	○	○
Prefer their products/services	○	○	○	○	○
Location (near/abroad)	○	○	○	○	○
Good feedback from other student	○	○	○	○	○
Interesting place	○	○	○	○	○
Good salary	○	○	○	○	○
Company policies/corporate culture	○	○	○	○	○
Small company	○	○	○	○	○
Possibilities to get a job afterwards	○	○	○	○	○

30. b) With you own words; write what motivates/motivated you to apply for the internship?

31. Choose from the list below the 3 most important factors that you think make a successful internship
    a. You get a chance to explore career opportunities
    b. You begin to develop a network of professional colleagues
    c. You enhance your professional resume
    d. You get a job offer for summer/full-time job
    e. You get praise from you work
    f. You feel motivated to do the work
    g. You feel that you can give something new to the work/company
    h. You feel confident in your work

Interview about Internship and Motivation

- Did you do your internships abroad or in Finland? Or partly both? Why?

- Did the country/location affect your motivation to apply for the internship?

- How did you get your internship/s?

- What were the most influential motivators for you to apply for the internship? Name a few.

- Was your internship paid? If yes, do you think that affected your choice for the internship place? Why?

- Did your friend/s have any influence for your motivation to apply for the internship? E.g. praise for the company?

- Was there something that made you feel unmotivated during your internship? What?

- Was there something (e.g. bonuses) that motivated you to work harder/ put more effort in the work, etc.? What?

- Would you say that you had a successful internship? Please, explain why?

- Would you say that you had an unsuccessful internship? Please, explain why?

- What factors/what would you do differently, if you could be in charge of your internship?

- Do you think that the school should work more with the companies who offer internships? Why?