
MOTIVATING YOUNG PEOPLE

A case study on AIESEC Tampere, Finland



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ABSTRACT

This study was commissioned by AIESEC Tampere, one of the most successful AIESEC committees in Finland. AIESEC is a worldwide non-profit organization run by young people to serve young people. AIESEC comprises an interesting group of young people and operates on their voluntary contributions and performances without providing any extrinsic or monetary benefits. This group of young people is a particularly interesting subject for motivation research. Besides, AIESEC Tampere has paid significant attention regarding how to retain its members as well as motivate them effectively. This study aims to evaluate the motivation level of AIESEC Tampere's members and also examine the motivating effect of the job content and personal growth needs on young people nowadays.

The empirical motivation situation of AIESEC Tampere was investigated in the light of Herzberg's Hygiene and Motivators. The investigation method used was in the form of a survey conducted with the members of AIESEC Tampere. Based on the survey, the validity of Herzberg's proposition regarding the motivating effect of job content applied on young people in modern organization context was once again reassured. The most interesting finding was that AIESEC Tampere members in particular, and young and highly educated people nowadays in general can be more motivated as well as more satisfied on their job by the intrinsic factors inherent in the job itself rather than other organizational factors or extrinsic benefits.

However the motivation level of AIESEC Tampere's members according to the survey result was lower than the desired level. Therefore, the motivation plan was suggested by applying job enrichment. AIESEC was recommended to enrich the depth of AIESEC tasks by maximizing the opportunity for learning and growing in order to improve the quality of members' experiences on AIESEC activities.

Keywords motivating young people, AIESEC Tampere, Herzberg, job enrichment, growth need

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1 INTRODUCTION

1.1 The importance of job content in motivating young people

After industrial revolution, work motivation has become one of the most fascinating areas of organizational behavior science. During the past 50 years, there have been a significant amount of researchers working on this specific subject hence numerous motivation studies and theories were also introduced. Nowadays, the issue of work motivation plays a crucial role in many aspects of organizational operation and also attracts many academic researches due to some reasons. Firstly, the intense competitive business environment along with globalization gives reason for organization to improve its effectiveness and efficiency in order to immediately react to customers' needs. For that reason the organization nowadays has become flatter in structure and more decentralized. Employees therefore have become the strategic determinants for the organizational success. Maximizing employees' engagement and loyalty to the organization helps ensuring high performance for organizations. Secondly, the increasing application of advanced technology into modern organizations requires creative, skillful and highly educated staffs that are highly demanded in the market. Hence, motivation issue has become more complicated lately as money is not the most effective motivator anymore. Last but not least, the confusing and pervasive nature of the motivation concept itself also fascinates many researchers to look deeper into this complex issue to figure out the role that work motivation plays in organization's success. Motivation affected and was affected by many other factors in the modern organization context which is the reason why a fully understanding of motivation will help to understand other variables of organizational behaviors as well as business management. (Colman McMahan 2011, 3-6; Kenneth 2009, 8 - 11.)

Nowadays, as the labour force is transforming to a younger, higher educated and more skilful generation with higher work-related expectations, the answer for the question "*what motivates employees at work?*" is not the same as before. The young generation nowadays is not motivated by simple factors as money or the likes as in the old days but by much more complicated things. Meanwhile, most of the people at manager level are somehow from older generations. There are many wrong assumptions made by managers about motivation while motivation theories are abundant and not applicable to all cases. That is why how to motivate the young employees is still a fascinating and fresh topic in published literature as well as academic management and organizational behaviours studies.

Most managers usually mention better pay, benefit and bonuses due to the fact that monetary benefit is the most traditional, most common and easiest tool to motivate employees. But a number of studies conducted by famous theorists including Kohn, Deci and many more have proven the negative effect of monetary rewards in motivating employees. In general, they all agreed that monetary rewards and other extrinsic benefits undermine employee's actual interest in the work itself in long term perspec-

tives. Therefore, the improvement of job content has emerged as one of the most effective method in improving employees' motivational level at work, especially to the group of young and highly educated employees. In fact, the development of motivation practices has been observing the increasing recognition for the importance of job content in modern organizations' context.

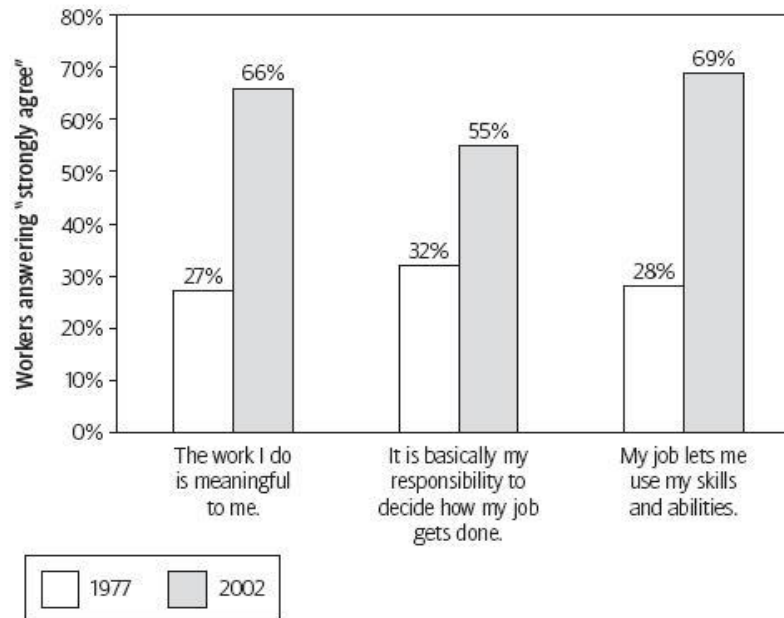


Figure 1 The change of nature of work in US companies. Designed by O'Toole and Lawler. From Kenneth W. Thomas 2009, p8.

Besides, the jobs nowadays have required much more creativity, efforts, and initiatives than before. Therefore, employees' high engagement and motivation in the job also are more important than ever in improving organizational effectiveness and efficiency. Consequently, there are more and more organizations that have been adapting the new strategy of improving employees' experience on the job to exert higher efforts and better improved performances rather than using monetary benefits as before. In figure 1, O'Toole and Lawler's analysis had proven that the nature of work has been changing in the last 30 years. Many organizations nowadays have been changing the job structure to provide employees improved experiences on sense of job meaningfulness, autonomy and personal growth. This trend of changing job characteristics proved the recognition of many managers in the effectiveness of job content as a motivator. (Kenneth 2009, 7-8.)

In the context of modern business management as discussed above, the focal point of this study is to research the effect of the job content on human behaviors at work, especially the group of young and newly graduated people. The research will also identify the differences between the job-related factors and other factors in motivating people at work. From the analysis, an application of job enrichment in order to improve the job experience and its meaningfulness to increase motivation will be discussed in the context of the case organization.

1.2 Why AIESEC?

According to Statistics Finland (2012), there are a total of 1.25 million students pursuing a qualification or degree in Finland in year 2011. This number is remarkably high in comparison with Finnish population which was recorded as a little over 5 million in 2012. As students accounts for 25 percentages of population they are a significantly important group not only to Finnish society but also to Finnish economy as well. In Finnish society context, AIESEC is currently the largest and most active student organization. AIESEC could be considered as a pool of potential, high-quality employees or even the future of the economy. Besides, the majority of AIESEC activities are mainly conducted in business theme in cooperation with many profit-making partners, and thus AIESEC is closely connected to business environment even though it operates on non-profit basis. The structure of teamwork in AIESEC is also similar to certain types of small companies nowadays. Therefore the author had come to the decision that this group of young and talented people is the best matched subject for the purpose of this study. On the other hand, AIESEC is dispersed into many units all over the world but their structures and overall objectives are kept the same, the author decided to conduct research on AIESEC Tampere unit, which is one of the most active units in Finland. In the author's opinion, minimizing the scope will not reduce either the credibility or the applicability of this research. In addition, a huge amount of time and effort required for analyzing a huge amount of data from all AIESEC units in Finland could be saved. (Statistics Finland, 2012.)

The main reason which captured the author's interest to initiate this study is that AIESEC members represent the young generation of potential leaders in their future organization. This study focused on how they are satisfied with their work without any monetary incentives by analysing how AIESEC members were attracted and motivated to continuously engage in AIESEC's activities. The author also aims to examine Herzberg's Hygiene and Motivators theory and the motivators' effect on motivating young employees at work without monetary benefits on the case of AIESEC Tampere to provide suggestion on improving its current motivation level.

1.3 AIESEC

1.3.1 Background

AIESEC is the world's largest non-profit, non-political, independent organization run by young people for young people focusing on engaging and developing young talents. It operates in over 110 countries and territories with more than 60000 members mainly made of voluntary students or post-graduates in over 2100 institutes of higher education. AIESEC's activities can vary from one country to another to adapt to local conditions but generally the aims of all AIESEC units are consistent. AIESEC's main objective is to create a learning environment and a global network where members can nutrient their skills, experience leadership in preparation for their future careers while contributing positive change to society. Besides,

AIESEC also plays the intermediate role to help young talents find support from profit-making organizations to improve their skills and experiences. While on the other side, these organizations find access to top talents through AIESEC global internship programme. As AIESEC ex-members, known as “Alumni”, are recognized as leaders in their current careers and communities, AIESEC has become more and more attractive to potential members and even other profit-making partners especially in business field. (AIESEC n.d.a.)

AIESEC originally stood for the term “Association Internationale des Etudiants en Sciences Economiques et Commerciales” when it first appeared in 1948 with internship exchange as its main activities. The original meaning of AIESEC became obsolete because the limitation of members’ background in Economics and Commercial Sciences is no longer appropriate when the organization expanded in size. Nowadays the name AIESEC is recognized worldwide for being what it really is rather than the original meaning of its name. (AIESEC n.d.b.)

Along the history of AIESEC’s development, AIESEC’s core activity also expanded to more engaging and meaningful experiences for members rather than the original exchange program only. Today AIESEC offers its members integrated experiences comprised of international internships along with interaction with global network to develop talents through a variety of activities, such as training programs, conferences, lectures, projects and the like. (AIESEC n.d.c.)

Basically all members are suggested to go through the path so-called “AIESEC circle” for the optimal experiences after initial registration as illustrated in Figure2 below:

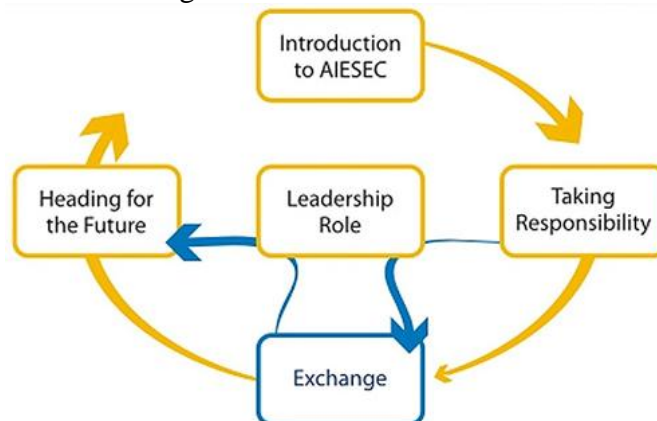


Figure 2 Customize your AIESEC experience. Designed by AIESEC website.

When a new member first comes to AIESEC, an “Introduction” section will help him/her understand the organization and decide the role he/she has interest in. When moving to “taking responsibility” stage, members will practically involve themselves in AIESEC activities. Member then can experience a variety of roles through various projects, and later they can choose to either go on exchange or take leadership of the local committee. The former option provides internship opportunity in one of

AIESEC's partners all around the world to gain working experiences, the latter option offers members a chance to lead a team or the committee, or organize an event for the local committee. In practice, there are many members who had got the best benefit out of their AIESEC experiences by pursuing both options. At the end of the circle, members will become "Alumni", and currently there are nearly one million Alumni all around the world who are working effectively in their careers thanks to the experiences and inspiration gained through AIESEC. (AIESEC n.d.d.)

In year 2010-2011, AIESEC has grown 14 percentages globally in the number of members and its success has been reinforced and expanded day by day (AIESEC 2011, 13). This continuously increasing growth rate proves the attractiveness of AIESEC to the youth. As AIESEC is operated primarily by volunteers, human is its most valuable asset. Therefore how AIESEC can attract talents and retain them without monetary benefits has become an interesting issue for motivation studies, especially with AIESEC's worldwide scope and its incredible effect on modern young society.

1.3.2 AIESEC Tampere

AIESEC Tampere first established 30 years ago is one of the most successful local committees in Finland. Its members are mainly from the 4 universities in Tampere areas and nearby cities including University of Tampere, Tampere University of Technology, Tampere University of Applied Sciences and Hämeenlinna University of Applied Sciences. Tampere unit operates with the same function as other AIESEC committees to direct its members along AIESEC circle. Besides international internship opportunities, AIESEC Tampere also offers its members a variety of local activities to help them build up an international network and nurture their skills. (AIESEC Tampere n.d.a.)

AIESEC Tampere is operated by five functional teams under the lead of the Local Committee President (abbreviated as LCP). The teams are named as Sales, Student Relations (a.k.a. Outgoing Exchange), Incoming Exchange, Talent Management and Communication. Sales team contacts companies and other institutions in the Pirkanmaa area to produce internship opportunities for foreign AIESEC members therefore the team leader is also called Corporate Relation Vice President (abbreviated as VP). Student Relations team is in charge of promoting the internship program to local members and select suitable trainee to send to a partner institution or company abroad through another foreign AIESEC committee. Conversely, Incoming Exchange team assists trainees from other foreign committees when they first come to Tampere for internship and also during their stay. Talent Management team is responsible for recruiting new members, organizing interesting events for current members as well as locating members into appropriate teams. Lastly, the Communication team manages both internal and external communication of AIESEC Tampere by using the website, email, posters, social networks, and the likes. These teams are interdependent but also work together to achieve the overall goals of the committee. Members of each team will be recruited and lead-

ers will be selected out by votes internally prior to the beginning of each term which lasts for an academic year. Hence the members of the teams as well as of the committee will keep changing continuously every new term as new members are recruited and current members also rotate between teams to experience new tasks or eventually “graduate” from AIESEC to become “Alumni”.(AIESEC Tampere n.d.b.)

Based on the structure and functions of AIESEC Tampere as introduced above, the importance of human asset to the operation of the committee is significant since all the activities of AIESEC are planned, carried out and also enjoyed by its members. Eventually, main input and final output of the organizations are also its members. All AIESEC committees operate by volunteers hence it catches the author’s interest in how AIESEC Tampere attracts members and retains them without extrinsic benefits.

1.4 Purposes and objectives

This study aims to answer the question “How to motivate young people using the job contents without monetary incentives” by examining Herzberg Hygiene-Motivators theory on the case organization - AIESEC Tampere. In this study, the author focuses on how AIESEC Tampere builds its brand name among university students’ community, recruits them, gets them involved and keeps them engaging actively in its activities without providing any extrinsic benefits. This study aims to figure out what motivated AIESEC members to perform their tasks with high level of effort regardless of the lack of extrinsic benefit. Besides, the study will also help AIESEC Tampere in particular and AIESEC in general to understand its members and their needs in order to boost their motivation level. Furthermore this study also aims to introduce an insight into how young people are motivated at work by the job itself which is an important issue for most organizations in modern business environment.

There are five objectives in this study

- The first objective of this study is to research AIESEC Tampere’s background such as objectives, structures, functions, and especially its motivation issue to get an insightful understanding about the researched subject.
- Secondly, there will be a briefing introduction of the chosen motivation theory, which is Herzberg’s Hygiene-Motivator theory and job enrichment, as the theme this research.
- Thirdly, to exploring current motivational situation of AIESEC Tampere and what factors increased or decreased members’ satisfaction and motivation, the research will be conducted in the form of an online survey with AIESEC Tampere’s members regarding their opinions on previous experiences with AIESEC and what motivates them during their experiences.
- The forth objective is to thoroughly analyze the survey findings into relevant reports to identify factors which motivate or de-motivate AIESEC Tampere’s members in the light of Herzberg’s Hygiene and Motivators theory and draw conclusion about current motivation level

- in AIESEC Tampere as well as the validity of Herzberg's proposition in motivating young people in modern organization context.
- Lastly, based on the research findings, a suggestion section will be recommended for AIESEC Tampere to attract new members and to motivate current members effectively.

1.5 Research methods

This study is based on both desk and field research methods. Desk research method is used mainly in collecting information for writing the theory section and AIESEC's background. Theories of motivation are gathered from many sources as books, e-books and online articles. On the other hand, background information of AIESEC Tampere is referenced from its webpage, annual reports and information from AIESEC Tampere's current leaders.

The main empirical basis for this research is based on a tailored research questionnaire designed with consideration of both AIESEC Tampere's background and this study's purposes. The research is conducted in Webropol which is a research website provided by HAMK University of Applied Sciences. The research link was sent through AIESEC Tampere internal communication system to all members thanks to the help of AIESEC communication Vice President - Mr. Juho Hartikainen as well as other social media channel as Facebook and the likes.

2 MOTIVATION THEORIES

During the development history of motivation study, there have been a variety of definitions but the simplest but widely-recognized one was said by Forrest as "consistently putting effort, energy and commitment into desired results"(Colman McMahon 2011, 5). To clarify Forrest's definition, Laurie Mullins further described motivation as "the direction and persistence of action" (1985, 480). Motivation can be viewed as "the degree to which an individual wants and chooses to engage in certain specific behaviors"(Mullins 1996, 480). The level of motivation is measured by the intensity and consistency of efforts that an individual put in to get the goal accomplished. In simple term, motivation concerns about why individual chooses a course of actions, keeps continuing even in difficulties towards goal accomplishment over a long period (Mullins 1996, 480.).

Mullins also introduced the underlying concept of motivation as "individuals' internal driving forces by which they attempt to achieve some goals in order to fulfill some needs or expectations" (Mullins, 1985, 480). According to this view, motivation must be created from inside the individual, not by external influence. Herzberg suggested that external factors cause movement, not motivation. Identifying these internal driving forces is normally the target of various motivation studies, and this study is not an exception. In the light of the chosen motivation theories, the case organization's motivation issue will be discussed in the next chapter. In this chapter, an overview of motivation theories will be simply introduced, and

the theoretical theme of this study which is Herzberg's Hygiene and Motivators theory will be thoroughly presented in order to build the strong ground for the practical analysis in the next chapter.

2.1 Work motivation

In organizational context, the above-mentioned definition of motivation is expanded with the extent to which the "desired goal" of individual must be in the same direction towards the organization's goal. Robbins & DeCenzo (2005, 320) developed the definition of motivation in workplace as "the willingness to exert high levels of effort to reach *organizational goals*, conditioned by the effort's ability to satisfy individual need". In this context, motivation focuses on the relationship between organizational goals and individual's needs and efforts. Unsatisfied needs create a state of tension within the individuals which activates behavior to release that tension. In this case individual's "desire goal" is tension-reduction, in other words is need satisfaction. The deviation of work motivation from original motivation definition occurs when individual is still "consistently putting effort, energy and commitment into desired results" but the "desired results" run counter to the organization's benefit. Unfortunately, this phenomenon has been happening to all kinds of organizations in practice and hence drawn attention of many theorists to conduct research on work motivation (Robbins & DeCenzo 2005, 320-321.)

Most of the studies regarding motivation at work focused on analyzing employee behaviors to predict trends of behaviors to demonstrate a strategy of how managers can get more out of their employees. Early theories in the 1950s mainly analyzed how the work and rewards satisfy individual's needs. This view classified as *content theories* received many criticisms due to its assumption of human's indifference. In fact, human is individually different, hence what motivates them also varies. Even the same person interacts differently in different situation. Recent theorists developed the basic theories into a more humanistic approach classified as *process theories* which suggested that human's behavior are driven by much more complex factors than needs only. (Colman McMahon 2011, 9-38.)

The four most popular among content theories were Maslow's hierarchy of needs, Alderfer's Existence – Relatedness - Growth model, Herzberg's Hygiene-Motivators theory and McClelland's Three-Need Theory. In fact, all content theories focused on analyzing how needs affect individuals' behaviors. There is a close relation among these theories since they all looked at individuals' needs but from different angle with different way of classification. That relation is illustrated in the figure below:

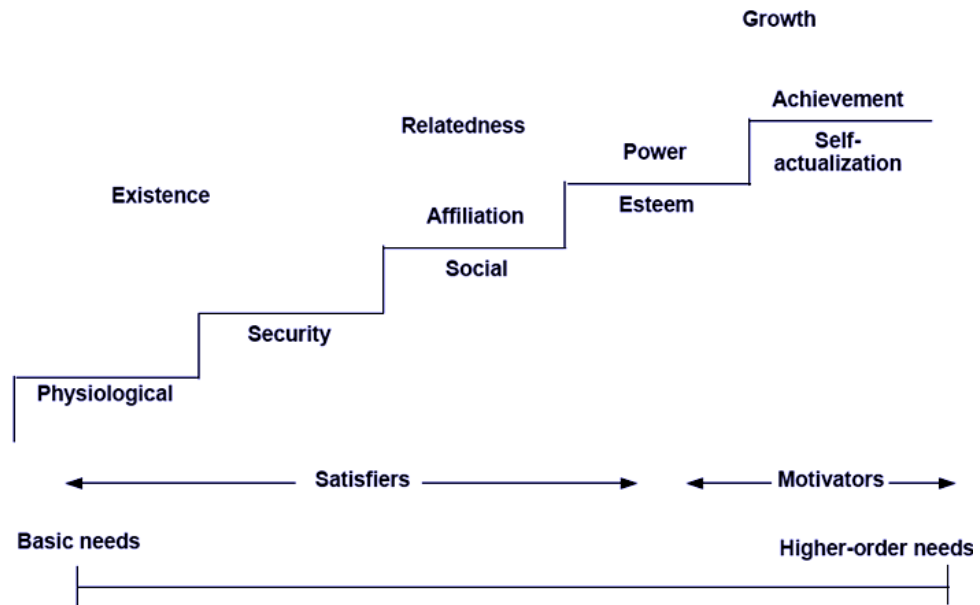


Figure 3 Relationship between Content Theories of Motivation. Bowditch & Buono 2006, p72. A Primer on Organizational Behavior. 6th Edition. John Willy and sons, Inc.

The needs-based assumption gained numerous critiques due to their visible flaws. One of the common critiques is that practically human being is much more complex than being explained by needs only. All individuals are different and environmental factors cannot be ignored. Even the way people react to the lack or fulfillment of needs is different. Another point argued that needs vary over time and among individuals. One more important view said that content theories cannot travel well since people from different countries have different priority of their needs. With that amount of criticisms, many researchers were motivated to develop a more applicable but also more complex theory of motivations so-called process theories. (Colman McMahon 2011, 9-36; Robbins & DeCenzo 2005, 322-324.)

Process theories “focused not only on what individuals’ need from their work but also on how individuals believe they can achieve it and what influence the process” (Colman McMahon 2011, 38). Expectancy theory and Equity theory were the most popular ones that effectively represent for their categories. They proposed a much more humanistic aspect of motivation study that human is all different in their perception of what they want from works. This is supported by the fact that the more society develops, the more human beings differentiate. Therefore the basic assumption about needs is no longer powerful enough to explain human behaviors. Process theories nowadays are usefully for many organizations to predict employees’ behaviors and get their engagement into organizational goals. (Hitt & Black & Porter 2009, 306.)

In fact all of the theories introduced are partially true but there is no motivation theory which can apply to all individuals in all kinds of organizations. With a significantly huge number of work motivation theories introduced in the past, it could become hard and complicated to choose which theory is applicable due to the complexity and diversity of human beings.

Although the process theories are more applicable to modern organizational environment, the content theories are more commonly known in practice due to their simplicity and effectiveness.

2.1.1 The choice of theories

Steers and Porter suggested a proposition of work motivation by classifying all the factors affect motivation at work into 3 sets of variables come from the individual, the job and the work environment. In the last section there were a number of motivational theories introduced but they only dealt with certain aspects of the three sets above. Up till now, the “ideal” theory which can address the influence of all these three important sets to individual’ motivational process does not seem to exist yet. Therefore it is impossible to choose a “best” theory for any organizational issue concerning motivation. However, the existing theories are mostly complementary to each other rather than contradictory, and thus the choice of theory for this study become a matter of choosing which approaches are most helpful to understand the case organization’s situation and suggest more applicable improvement. (Steers & Porter 1991, 19-24)

Individual	Job	Work Environment
<ul style="list-style-type: none"> • Interests • Attitudes • Needs 	<ul style="list-style-type: none"> • Intrinsic rewards • Autonomy • Direct feedback • Variety in tasks 	<ul style="list-style-type: none"> • Peers-groups influences • Organizational actions <ul style="list-style-type: none"> • Reward practices • Systemwide rewards • Individual rewards • Organizational climate

Figure 4 Variables affecting motivational process of individual at work. Design from. Motivation and Work Behavior. Steers, R. & Porter, L. 1991, p20.

With the case organization for this research as AIESEC Tampere, which operates on a voluntary basis without any monetary benefits for its members, Herzberg’s Hygiene-Motivators theory and job enrichment are considered as most appropriate to this study’s context and AIESEC’s practical situation for certain reasons.

First, all AIESEC members belong to group of young people, who are young, passionate, well-educated and have high expectation of work. The core question for this study is how AIESEC’ activities and tasks themselves motivate its members. On that basis, this study will deal with motivational factors concerning the job itself and organizational environment

in AIESEC Tampere. Similarly, Herzberg theory also separated the set of motivational factors concerning the job content and the other set concerning the organizational context. Herzberg's theory can effectively explain the core benefit which is the opportunity for personal growth that members achieved through AIESEC experiences.

Secondly, Herzberg denied the effectiveness of monetary benefits in motivating people and demonstrated the importance of the job content. There would be no other subject more suitable to examine Herzberg's theory than AIESEC. Monetary benefits have no role in explaining why members decided to join AIESEC and further undertake the tasks because AIESEC has not been providing its members any of those extrinsic benefits.

Lastly, with the assumption that job satisfaction is the main determinant which retains AIESEC's members, Herzberg's theory was also considered as suitable due to its implication to the job enrichment concept. By reflecting AIESEC current task design pattern which was effective in engaging current members into tasks, the author aims to develop and improve AIESEC tasks in term of job content to attract more members and motivate current members to actively undertake more tasks.

Even though there has been developed theories based on Herzberg's proposition, in the author's opinion, Herzberg's theory is still worthwhile to be reminded because it marked the revolution to motivation study by clarifying a number of wrong assumptions prevailing back in the past about what is motivation and what is not. It is also a better approach to view the theory from its root rather than by its later developed theories. Especially in this study context, Herzberg theory is much simpler than other theories but still has sufficient explanatory power to analyze and to be effectively applied to AIESEC's context.

2.2 Herzberg's Hygiene-Motivators theory

Frederick Irving Herzberg (1923 – 2000) is an American psychologist who became famous for his proposition of Hygiene-Motivators theory and job enrichment. These two definitions made a remarkable influence to modern business management and human resources studies. His theory was first introduced in the book "The Motivation to Work" (1959) and since then there were a number of supporting researches made by other theorists and Herzberg himself to develop his idea into useful materials for business management. (Colman McMahon 2011, 27.)

Herzberg and his collaborators first introduced the theory based on the findings from the interviews with 203 engineers and accountants in Pittsburgh of the US. He gave the researched subjects questions regarding the situations they felt extremely good or bad about their jobs and also required detailed explanations. In the end, the collected data showed certain consistency that allowed him to withdraw a conclusion. The method used in his research was the critical incident method which was considerably new at the time. Herzberg's interviews were built with open-ended questions which allowed more accurate and detailed responses and minimized

the effect of assumptions. Therefore, the results seemed to be more reliable. (Mullins 1996, 494 - 495.)

Following the first research, he took 12 further researches and visualized his findings in the chart as presented in figure 5. After more researches done to verify his previous proposition with a much larger sample size of 1685 responses across many different careers and levels of social statuses, Herzberg finalized his conclusion about job satisfaction and motivation at work into his infamous Two-factor theory or also called Hygiene-Motivators theory.

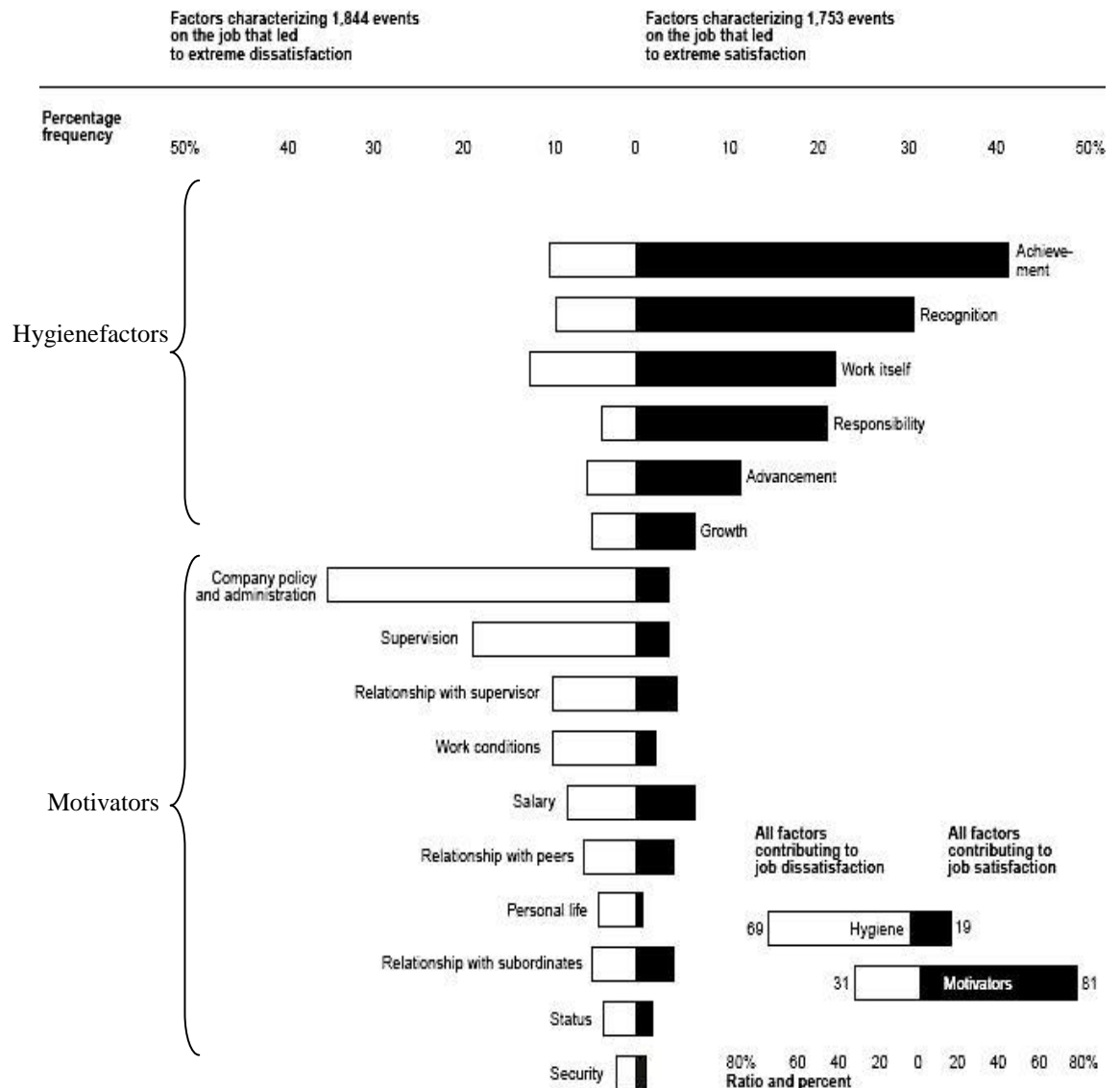


Figure 5 Factors affecting job attitudes as reported in 12 investigations. Designed by Herzberg in One more time: How do you motivate employees?. Herzberg, F. 1968. US: Harvard Business Review

Looking at the chart, hygiene factors accounted for 69 percentages of job dissatisfaction's causes while 81 percentages of factors causing job satisfaction were drawn from motivational factors. Responders tended to state hygiene factors as the reasons for satisfaction, but they cited motivational

factors to explain their dissatisfaction. Therefore, Herzberg concluded that hygiene factors were the main causes of dissatisfaction at work meanwhile motivators were the main determinants leading to satisfaction. But most importantly, he claimed that these two sets of factors are totally independent to each other. It was the breakthrough finding in Herzberg's researches since it went against the prevailing assumptions at the time. The common belief back then was that job satisfaction and job dissatisfaction are presented on the same dimension, opposite to each other and separated by a midpoint at which individual feels neither satisfied nor dissatisfied. From that midpoint, the improvement of the influencing factors will lead to job satisfaction while their downturn will push individual towards dissatisfaction. However, Herzberg believed that job satisfaction and job dissatisfaction are caused by distinctly different sources therefore job satisfaction is not the opposite of job dissatisfaction and vice versa. He emphasized that separating these two ranges of factors is a must since there was not any correlation between hygiene factors improvement and higher level of job satisfaction, and so did the relationship between motivators and job dissatisfaction. In other words, hygiene factors only prevent employees from dissatisfaction and after exceeding a threshold, they ultimately lead to "no dissatisfaction". Hygiene kept people from unhappy, without causing any effect to either job satisfaction or work motivation. Similarly, motivators can create long term job satisfaction but the lack of it will not cause dissatisfaction. (Herzberg 1968; Mullins 1996, 494-495; Tietjen & Robert 1998, 227.)

Herzberg also explained the distinction between "motivation" and "movement". The two words were believed to be termed from the same Latin word "*movere*" which means "*to move*". However, Herzberg proposed that hygiene factors cause only movement whilst motivators created motivation. At that time, there were many managers who believed that supervision, money, and other hygiene factors were effective methods to exert high level of employee's effort at work. Herzberg said that those drives cause only movement, not motivation because employee will neither willingly do the job nor enjoy the process. Instead they only do their work because they want to enjoy the rewards. Don Tyler further clarified this difference in consistent with Herzberg's view, "Motivation is someone doing what needs to be done, and doing it for their own reasons. "Movement is someone doing what needs to be done, but only doing it for someone else's reasons (Don Tyler n.d., 1)." (Bassett-Jones & Lloyd 2005, 933; Maddock & Fulton 1998, 92.)

In next section, Herzberg's proposition about hygiene factors and motivators will be discussed clearly in details. Their influences on job satisfaction and motivation also will be presented in order to create an application from Herzberg's work for the case organization of this study. There will also be a glimpse into job enrichment defined by Herzberg to prepare the basis to introduce the revised model of job enrichment that will actually be used for later suggestion section. The materials supporting the next section will be based mainly on Herzberg's article published in 1968 and his Retrospective Commentary rather than his first book "The Motivation to

Work”, since they are more up-to-date and more accurately represent his view.

2.2.1 Hygiene needs and KITA

Hygiene concerns how employees are treated at work, so-called “man’s relationship to the environment” (Herzberg 1973). The list of hygiene factors found in Herzberg’s interviews comprised of salary, company policy, working conditions, human relation, supervision, status, and security. In short word, everything surrounds what individual actually do in the job, hence Herzberg referred them as *extrinsic factors*. Herzberg termed those factors “hygiene” according to hygiene’s meaning in health care and medicine. Good hygiene condition only keeps human from illnesses but it does not make them any healthier. Likewise, hygiene factors in organization only can keep people from dissatisfaction, bring peace to organization but cannot motivate employees. In short, they only bring movement. Meanwhile, motivation must be created by improving job satisfaction, not by eliminating dissatisfaction. (Herzberg 1968.)

However, most motivational theories back then missed the significant difference between motivation and movement. They also considered good treatments as motivating techniques. It was why Herzberg proposed the term KITA to demonstrate the distinction between motivators and movement techniques. In his article published in 1968, Herzberg introduced a new acronym of hygiene as KITA – Kick-In-The-Ass”. He claimed that the simplest way to have people do something is to “kick him in the ass”. With this plain way of expression, he tried to emphasize that KITA only caused people to move since they were afraid of punishment such as physical pains from the kicks or loss of rewards. Herzberg (1987) stated that KITA were only a “*behavioral modification techniques of animal training for humans*”. Therefore KITA has no explanatory power over human beings’ motivated behaviors. (Herzberg 1987.)

According to Herzberg, KITA could be negative or positive. Negative KITA was very common in the past but nowadays they are rarely seen. Negative KITA keeps employees working by making them afraid of punishment. They were sub-classified as physical and psychological. Even though all KITA(s) look different from their appearances but in nature they aim at as well as actually lead to the same consequences. (Herzberg 1968.)

Negative physical KITA are actual kicks and the likes that can physically hurt employees if they do not work properly. Nowadays they are prohibited by law but back then they were used widely. Herzberg pointed out three drawbacks of this method that make them inapplicable and unattractive to managers. Firstly, they are not elegant in behavior wise. Even children are taught to treat others nicely. Hence these kicks go against morals. Secondly, this method will hurt the company’s image. In modern business context when sustainability and social responsibility are more and more important, physical KITA are avoided by most companies, especially in developed countries. Thirdly, the nervousness it causes to em-

ployees might result in counter effects which literally could be a counter kick from employees towards the company and might be exploded any-time leading to huge damage. To conclude, limitations of negative physical KITA are obvious due to these reasons above. (Herzberg 1968.)

It is noteworthy that negative psychological KITA only hurts people internally or mentally that makes the consequences less visible. It makes employees feel bad unless they perform what employers wanted. There is also no evidence for accusations of being threaten or “kicked”. Therefore, this method was preferred by many companies back then due to its advantages over the physical KITA. This is a cruel game on employees’ emotions by manipulating them to get the desired result similar to physical KITA but in a smarter way. In nature, both physical and psychological KITA are the same. (Herzberg 1968.)

Negative KITA is somehow related to the lowest level in Maslow’s hierarchy of needs. Herzberg claimed that certain negative KITA(s) are originated from human beings’ animal nature. For example, the instinct to avoid pain worked as a drive for employee to work properly. Other drives which are related to basic biological needs such as the need to earn money or to release hunger also are KITA. Herzberg claimed that with negative KITA, only the kicker is motivated, the targets of the kicks only moved as they are doing things for others’ purposes. (Herzberg 1968.)

While negative KITA was easily recognized as not motivation, positive KITA was normally mistaken as motivation because they somehow also lead to improved performance. It should be noticed that hygiene factors are also helpful for organization to give attention since they also bring benefits even only in short term and not motivation wise. Along with the importance of motivation, unpleasantness at work should also be avoided by proper provision of hygiene factors. Hygiene factors are important as well, but in motivation term, they do not have any influence. Therefore it was distinctly separated from motivator in Herzberg proposition. ((Herzberg 1968.)

Positive KITA includes rewards, incentives, promotion or the likes which employees will get in return for doing work. Even though employees received rewards they wanted from work, they performed the work for others’ purposes rather than their own. The effects that positive KITA achieve are not different from negative KITA; the employers are motivated while employees move. Herzberg summarized that while negative KITA threaten employee, positive KITA offer them rewards. Negative KITA force people to move, positive KITA seduce people to move. Herzberg (1973) stated that seduction is much worse than coercion since the consequence happens from the victim’s own contribution by which he called “you kick yourself”. Furthermore, he believed motivation functions as a push instead of a pull. The pushing force only helps people go faster while the pulling one is the only force that keeps people moving. Although there will be no movement without the pulling force, in the organization’s view, there is also situation that a pull happens to be more effective than a push, espe-

cially in short timeframe. (Herzberg 1968; Hassard & Holliday 1998, 161.)

Herzberg classified drives caused by some higher levels of needs as KITA as well. Herzberg developed a list including 9 factors which were used by many managers to create motivation but only cause short-term movement from his point of view. For example, one method, which was viewed as causing positive effect, suggested reducing work hours, but Herzberg argued that motivated employees prefer working more than less. Another example was two-way communication. Herzberg did not consider it as motivational factor but it benefits organization in many ways but only not in motivational term. And the most popular KITA was spiraling wages which only motivate people to seek for higher increase in wage, not for improved performance. These examples above proved that it was hard and vague for people to recognize motivators from positive KITA. And based on the fact that there was not any motivation proposition existed yet at the time that pointed out the difference, positive KITA were widely believed as motivators before Herzberg's theory proposed. (Herzberg 1968.)

In general, Herzberg proposed that motivation must last by itself without any external influence or stimulation. It should also be noticed that KITA can only cause movement when it still exists, and thus individual cannot move themselves without continuous "kicks". Their effort will be exerted only as much as how strong the kicks are, and no more. The core idea in KITA is that the one who wanted the work done and benefited from that is the employer. Indeed the employer is motivated while employee is only the one who moves to get the work done. Herzberg briefly explained the difference between motivators and KITA(s) in an open lecture aired on BBC in 1973 that "if he wants to do a good job because he want to do a good job, it is motivation; if he wants to do a good job because he wants salary, a car, or a house, it is movement." (Herzberg 1968; Herzberg 1973.)

2.2.2 Motivators

In contrary to KITA which lasts for a short term, Herzberg (1968) defined motivators as "internal self-charging battery". Rather than influenced by external forces, motivation must come from inside of individual and stemming from the job content itself. Herzberg referred these factors as intrinsic motivation. Motivators actually concerned about what individual actually do at work. Are they allowed to do what they want to do at work? Are they intrinsically satisfied with their jobs? In other word, motivators are all about the "quality of human's experiences at work" (Herzberg 1973). When individuals highly value intrinsic rewards achieved by working, they do not need continuously incremental rewards offered to sustain job satisfaction and motivation. That explained why movement and motivation were usually mistaken in short term view, but over a longer period, their effects will be totally different. (Herzberg 1968; Herzberg 1973; Tietjen & Robert 1998, 227.)

According to the research result found in figure 5, Herzberg recognized that sources of motivation mainly involved individual's sense of achievement, recognition of the achievement, the work itself which should be meaningful to the individual, increased responsibility, advancement and growth. In general, motivators are mainly related to the job content. In order to motivate employees, these factors should be given adequate attention. This range of factors somehow reminded the highest levels Maslow's hierarchy and Alderfer's growth need, with the utmost important motivator as the innate need for personal growth. In short, the existence of motivators can satisfy employees' ultimate level of needs which is the need for self-actualization. (Herzberg 1987.)

The improved experience of employee on these motivators, according to Herzberg, will improve job satisfaction and thus initiates and sustains motivation at work. Since motivation is mainly related to the job content, Herzberg suggested paying ultimate attention to the importance of job design which initiated his infamous proposition of "*job enrichment*". In order to effectively utilize employees' effort, Herzberg suggested that the work should be enriched by considering motivators in structuring job. He proposed a model of job enrichment which involved manipulating these motivational factors. According to Herzberg (Paul & Robert & Herzberg 1969, 61), "job enrichment seeks to improve both task efficiency and human satisfaction by means of building into people's jobs, quite specifically, greater scope for personal achievement and its recognition, more challenging and responsible work, and more opportunity for individual advancement and growth." The concept of job enrichment will be thoroughly discussed in the next section. (Herzberg 1987.)

2.2.3 Job enrichment – An Application of Motivation-Hygiene theory

Job enrichment is "the practice of building motivating factors into job content" (French, Rayner, Rees & Rumbles 2011, 247). The objective of job enrichment is to improve employee's experience on the motivators by modifying jobs. This should be distinguished from "job enlargement" which only literally enlarges the job's horizontal structure without altering the required sets of skills. Simply adding meaningless tasks into employees' current works will only enlarge the job instead of enriching them. Job enlargement, by combining jobs at the same level, only gives workers more boring and routine jobs without improving intrinsic satisfaction or motivation. On the contrary, job enrichment develops the depth of job with vertical loading tasks that can increase job meaningfulness to employees. In the article (1968), Herzberg suggested 7 considerations to improve his previous proposed motivators which should be applied in order to successfully enrich job, as illustrated in figure 6 below. (Herzberg 1968; Mullins 1996, 530.)

Principle	Motivators involved
A Removing some controls while retaining accountability	Responsibility and personal achievement
B Increasing the accountability of individuals for own work	Responsibility and recognition
C Giving a person a complete natural unit of work (module, division, area, and so on)	Responsibility, achievement, and recognition
D Granting additional authority to employees in their activity; job freedom	Responsibility, achievement, and recognition
E Making periodic reports directly available to the workers themselves rather than to supervisors	Internal recognition
F Introducing new and more difficult tasks not previously handled	Growth and learning
G Assigning individuals specific or specialized tasks, enabling them to become experts	Responsibility, growth, and advancement

Figure 6 Principle of vertical job loading. Designed based on Herzberg, F. 1968. One more time: How do you motivate employees?. US: Harvard Business Review.

The above practices were tested with two groups of employees and the grouper forming enriched job showed dramatically improvement in work results in comparison to the group with usual jobs. The former group also showed more positive attitudes about the job while the latter felt the same. Herzberg then concluded that job enrichment can practically lead to higher level of job satisfaction and motivation. However, his suggestion encountered a significant numbers of critiques and questions regarding the clarity of enriching methods, which initiated him to revise his job enrichment model in 1987. (Herzberg 1968.)

In the modified model, his previous factor of “recognition for achievement” was translated into “direct feedbacks”. Likewise, the original term “responsibility” was also split into “direct communication”, “personal accountability”, “control over resources” and “self-scheduling”. Meanwhile, the “new learning opportunity” led to “unique expertise” stayed as the core of the model. It represented for the original “growth and advancement” which now became the most important and indispensable for the model to operate.

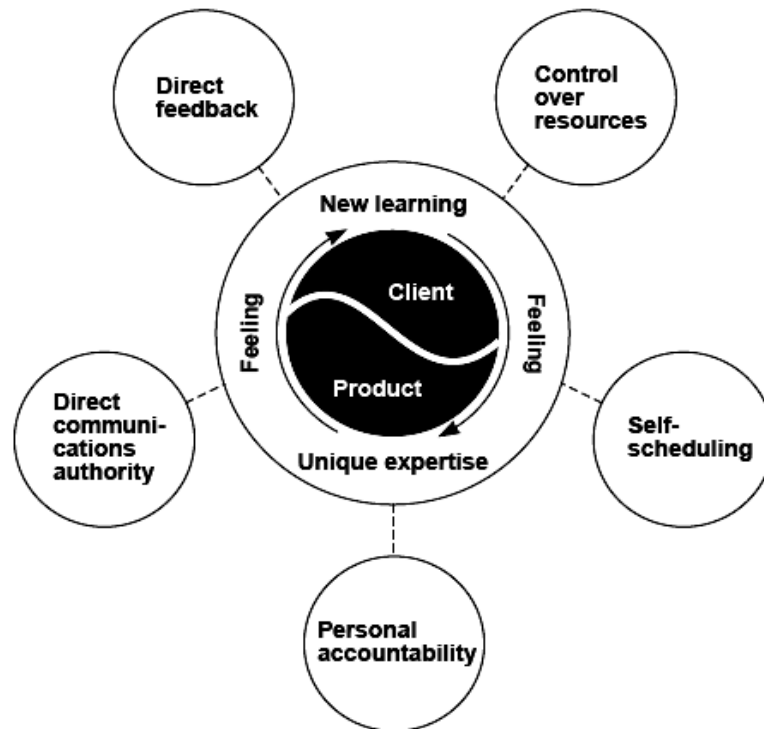


Figure 7 Sensory ingredients of job enrichment. Designed based on Herzberg, F. 1987. Retrospective Commentary. US: Harvard Business Review.

Direct feedback come from the individual self-checking on the progress of achievement in his work. Feedback should not come from systematic appraisals, supervisor' assessment, or others' opinions. In other words, feedback should not be formulized outside the system of individual's job performance. But above all, the individual must have a meaningful job to do at first. Otherwise it is meaningless to hold him responsible for self-checking. The more individual are held accountable for his work, the better quality his output is produced as well as the greater sense of achievement he feels. A method to increase accountability is to let him perform a complete task such as assembling a product or a component, or delivering a complete service. In order to perform work effectively and efficiently, common obstacles also need to be removed by providing employee more autonomy in scheduling, control over resources and direct communication. These factors will facilitate the employees' work process and also lead to increased responsibility as well. Above all, the most important ingredient for job enrichment is new learning opportunities which create unique expertise. Herzberg suggested allowing workers to directly contact their clients or users of final products or services to gain experiences and expertise as well as better understandings on the clients' requirement. Besides, the jobs that are challenging and required full or even greater of employees' ability can also initiate opportunities for learning and improving. Herzberg (1973) demonstrated that "all jobs should be a learning experience, a growth experience inherent in the job". Therefore, the opportunity to growth was the last but most important ingredient in the core of his model that makes the job meaningful to the job doer. In short, an enriched

job should allow individual to experience an improvement in all motivators including achievement, autonomy, accountability, and especially the opportunities for learning and growth. (Herzberg 1987.)

Although job enrichment is useful in motivating employees, Herzberg also admitted that not all jobs can be enriched, or need to be enriched. The first and most important determinant in motivation is individual's "ability". Herzberg claimed that it is impossible to motivate someone doing a good job who even does not know how to do the job. Therefore the very first issue of motivation is training. By training the individual become capable to perform the job. The more the person can do the job, the more they are motivated. He furthermore claimed that "motivation is a function of ability and a function of the opportunity to use that ability" (Herzberg 1973). Job enrichment is only the tool to provide employee that opportunity to use their ability. Furthermore, there is situation that the cost to enrich jobs overweighs the benefit it created. Hence job enrichment is not profitable for organization to apply. In brief, application of job enrichment should be put into appropriate situation.

While Herzberg's Hygiene-Motivators theory encountered a number of criticisms, his proposition of job enrichment was more accepted both academically and practically. However, it was further developed by Hackman and Oldham into the popular and widely-used job enrichment model prevailing nowadays. In order to improve the applicability of this study, the author decided to develop suggestions for AIESEC Tampere on Hackman and Oldham's model rather than Herzberg's model.

2.2.4 Critiques and applications of Herzberg's theory

One popular misinterpretation of Herzberg's theory which was criticized by many researchers was that hygiene factors are inferior to motivators. This is not true. He clarified his point against criticisms in a speech later in 1973 that "hygiene is not a second class citizen system". His view was that hygiene factors and motivators are not comparable to each other. They are as important as the other but cause different effects. While motivator causes motivation, hygiene only prevents dissatisfaction and causes only movement. Indeed nowadays Herzberg's movement stays under the term "extrinsic motivation" and motivators as "intrinsic motivation". Herzberg never said that hygiene is not effective in improving job performance. If the job is boring and impossible to be enriched, Herzberg stated that it is possible to use hygiene factors to improve employee's job performance. But the results will not last long and the employee's hygiene needs will escalate which require more and more resources. Therefore the objective of all managers is to satisfy employees on both hygiene and motivational factors, but only improvement in motivators can create long term commitment and motivation to benefit both the employee and the organization. His suggestion was that manager should separately control the two sets of factors and more attention should be put into motivators to effectively motivate employees. (Sachau 2007, 381-382.)

Herzberg's proposition was also questioned since he did not mention individual difference. But since all human being is different, there has not been any theory that can explain different human behavior. All motivation theories only tried to figure out a pattern of human behaviors in order to predict and motivate them. Like other needs-based theories, Herzberg's theory was criticized because people are different from individual to individual, and from country to country. Different culture prioritized their needs differently. However, Herzberg proved the ability to travel across boundaries of his theory by conducting complementary researches in 6 countries outside the US including Japan, India, South Africa, Italy, and Israel. He claimed from these researches' results that different cultures did not show particular difference towards his proposition about hygiene and motivators. (Jackie Gavaghan 2012; Herzberg 1987.)

Another noteworthy criticism in Herzberg's theory was inherent in his denial of human relation's ability to motivate. This criticism is practically true. In fact human relation also leads to psychological growth. Individuals also seek to develop social relation through their life-long experiences. It was proven by many researches that good interpersonal relationship can lead to long term happiness. In this study, considering the case organization which is a voluntarily formed group of young people, the author will examine whether interpersonal relationship can affect AIESEC members' motivation level. (Sachau 2007, 383.)

The most popular critique on Herzberg's findings was about his research method. The critical incident method was criticized for a high possibility that the results could have been affected by the respondents' subjective assessments and biases to be deviated from the actual objective reflections on the situation. Critics argued that people tend to take credit of success for their own effort but blame the environment for failure. Therefore the real reasons behind extreme job satisfaction and dissatisfaction might be inaccurately identified and thus reducing the credibility of Herzberg's conclusion. It was such a pity that Herzberg did not use other research methods to emphasize the credibility of his work. Even so, the critics could not prove that Herzberg conclusion was wrong and Herzberg's later researches with larger sampling size also resulted in consistency with his previous research result. Furthermore, there have been many researches and motivation theories widely used nowadays were depended majorly on Herzberg's proposition and thus the credibility of his work is still widely acknowledged. In fact Herzberg's theory is still widely known and applied by a significant number of managers nowadays.

2.3 Revised model of job enrichment – The Job Characteristics Model

Richard Hackman and Greg Oldham developed Herzberg's job enrichment into the famous Job Characteristics Model (1980) which is considered to be more comprehensive and applicable for managers in designing jobs that effectively motivate employees for better work outcomes. The model concerned about five primary job characteristics similar to Herzberg's motivators but their interrelationships and their impact on work outcomes were discussed more detailed. The enriched job with high scores in all five cha-

racteristics is highly motivating to the job doer. In the scope and context of this study, the author considered this model as a better and more appropriate application to AIESEC Tampere’s context than Herzberg’s model. This model will be discussed below as the theme for the suggestion in later chapter. (Robbins & DeCenzo 2005, 434)

2.3.1 Three psychological states

In general, the Job Characteristics Model proposed five characteristics of job influencing employees’ three critical psychological states which will affect their work outcome as well as job satisfaction. More details of this model were visualized in the figure below.

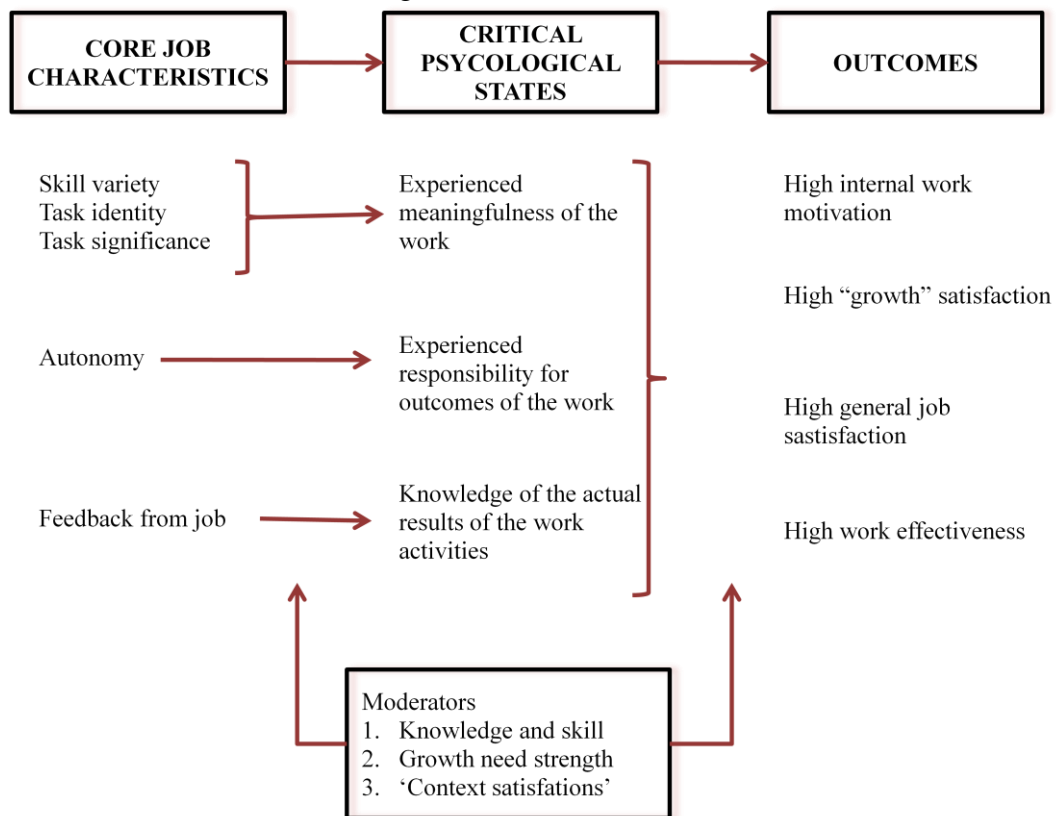


Figure 8 A job characteristics model of work motivation. Designed based on Work re-design. Hackman & Oldham 1980, 90.

Behavioral scientists claimed that there are three psychological states that significantly influence individual’s motivation and satisfaction at work. In the first state, the job must be perceived as meaningful, important and worthwhile according to the employees’ personal values. Secondly, employee must believe that he will be personally accountable for his work outcome. Lastly, the individual must be able to know how well he is performing in the concerned job. The existence of all three states will give employees a good feeling when they are performing well on a job. This “good feeling” was referred as an intrinsic reward. In another publication of Hackman and Lawler (1971), this good feeling was explained as *“the internal rewards obtained by an individual when he learns (knowledge of results) that he personally (experienced responsibility) has performed well on a task that he cares about (experienced meaningfulness)”*. This internal

feeling is the intrinsic reward that employee seek to achieve when they put effort into performing the job regardless of the existence or inexistence of extrinsic rewards such as incentives, salary, promotion and the likes. That is when motivation being created. Overall, when employees fully perceived all these three psychological states towards a job, they will experience high level of motivation, job satisfaction and growth. Thus, the employees' performance will be improved and absenteeism as well as turnover rate will be minimized. (Hackman, Oldham, Janson & Purdy 1975; Hackman & Lawler 1971.)

2.3.2 Job characteristics

According to Hackman and his collaborates, a meaningful job should involve three dimensions of skill variety, task identity and task significance. Skill variety is the degree to which the job requires a variety of skills and abilities in different activities. When more skills and activities are involved, the monotony of task can be eliminated and thus the job becomes more appealing to employees. Furthermore, the requirement for some skills that individual is still lacking will eventually become challenging but fascinating to him since it provides the opportunity and drive for learning and growing. In addition to task variety, task identity is the degree to which the task is built from the completion of a whole and identifiable work and leads to a visible outcome. The employee should be able to do the job from the beginning to the end to create a complete unit of outcome (component, product, services or the likes). Lastly, task significance is the degree to which the job's outcome affects other people from both internal and external of the organization. In other words, task significance is all about how your work means to other people. For example, when employee perceived that his work affects positively to others' wellbeing, his work will become more meaningful to him. The model's proposers also claimed that even though a high level of all three dimensions can lead to a meaningful work, it is not a must to be high in all three. The fulfillment of only one dimension could also create job meaningfulness if employee mostly concerned about that characteristic. (Hackman, Oldham, Janson & Purdy 1975; Hackman 1977.)

Beside meaningfulness, a good sense of personal responsibility also fosters motivation. In the model, the characteristic which fosters responsibility is *autonomy*. It was similar to Herzberg's viewpoint that employee should be given *freedom, independence and discretion in scheduling and performing his own work*. Autonomy allows employee to perceive work's outcome as the result of his own effort and capability rather than the result of given instructions. He then will be able to feel a strong sense of personal responsibility regarding his work's success or failure by which he will be inspired to put in more effort. (Hackman, Oldham, Janson & Purdy 1975.)

The last state, knowledge of the actual result, comes from *feedback*. Feedback is the degree to which the individual receives direct and clear information about the effectiveness of his job performance. In order to improve this dimension of job, employee should receive objective feedbacks both

during and at the end of his performance. By knowing the progress and how well he has performed, he will be more motivated and committed to his work. (Hackman, Oldham, Janson & Purdy 1975; Mullins 1996)

Hackman introduced a mathematic approach to job enrichment based on the Job Characteristics Model in the formula below. He believed that a job with high MPS score will be more motivating and more interesting to the job doer.

$$\text{Motivating Potential Score (MPS)} = \frac{[\text{Skill Variety} + \text{Task identity} + \text{Task significance}]}{3} \times \text{Autonomy} \times \text{Feedback}$$

Figure 9 Motivating Potential Score formula. Based on Hackman, R. 1977. Improving life at Work. Glenview, III: Scott, Foresman.

From figure 8 and 9 it could be concluded that while the first three dimensions contributing to job meaningfulness only need to have at least one value above zero, conversely zero at either feedback or autonomy will immediately cause MPS to be zero. Therefore, autonomy and feedback are vital characteristics to improve motivation as well as job outcome. In this study, the author will not take this formula into further consideration because this study focuses more on qualitative assessment.

2.3.3 Moderators

It should be noticed that this model should be considered under the effect of many variables. In the model, there were also moderators which can affect the job enriching process. The first and most important moderator was growth-need strength of each individual. Individuals' different preferences and priority in values can cause significant impact on the effectiveness of the model's application. For example, if the employee does not value intrinsic rewards, then even a job with a very high MPS score on its own cannot lead to any job satisfaction or motivation. People with low need for growth can even be anxious or frustrated by the enriched job. A person that has strong need for achievement or strong need for growth can be more internally motivated by work. The model can only be applied most effectively on the employees with high growth need strength. According to McClelland, human needs can be triggered by life experiences and appropriate context. Therefore, even the employees are not achievement-oriented there is still possibility to redirect them. (Hackman, Oldham, Janson & Purdy 1975; Jackie Gavaghan 2012; French, Rayner, Rees & Rumbles 2011, 250.)

The most significant difference from Herzberg's theory was that while Herzberg's job enrichment ignored the difference in individuals' interaction towards enrich jobs, Hackman and Oldham acknowledged it. Furthermore, people are also different in ability. There should also be careful consideration regarding the gap between individual's capabilities and job's requirements. If the gap is too far then it could frustrate employees and

lead to withdrawals. (Hackman, Oldham, Janson & Purdy 1975; French, Rayner, Rees & Rumbles 2011, 250.)

The last moderator concerned about the context satisfaction which also were defined by Herzberg as hygiene factors. According to the Job Characteristics Model, hygiene is a moderator in improving employees' level of motivation. Although the lack of hygiene factors cannot totally eliminate job satisfaction and motivation, it could somehow reduce the level of motivation. It is practically true, since if someone is hungry, they definitely cannot work effectively. But it only happens in very extreme cases of context's dissatisfaction. After a threshold, it will not make much difference to the outcome. Indeed, the satisfied employees on hygiene factors are more likely to positively interact to enriched jobs than the hygiene-unsatisfied employees.

In conclusion, although the Job Characteristics Models mainly concerned about improve the job content, it should be noticed that factors externally to the job displayed moderator roles on the model's operation as well.

2.3.4 Strategies for effective application

To effectively apply the Job Characteristics Model in enriching jobs, there were certain principles suggested by Hackman, the model's proposer. These principles were said to be most likely to improve the five core job characteristics to enhance the job's motivating potential. Applying these principles will create a successful application of job enrichment concept in the organization, expressed in employee' improved work performance and high quality work experience. The effect of these principles in changing job characteristics is illustrated as in figure 10 below. (Hackman, Oldham, Janson & Purdy 1975.)

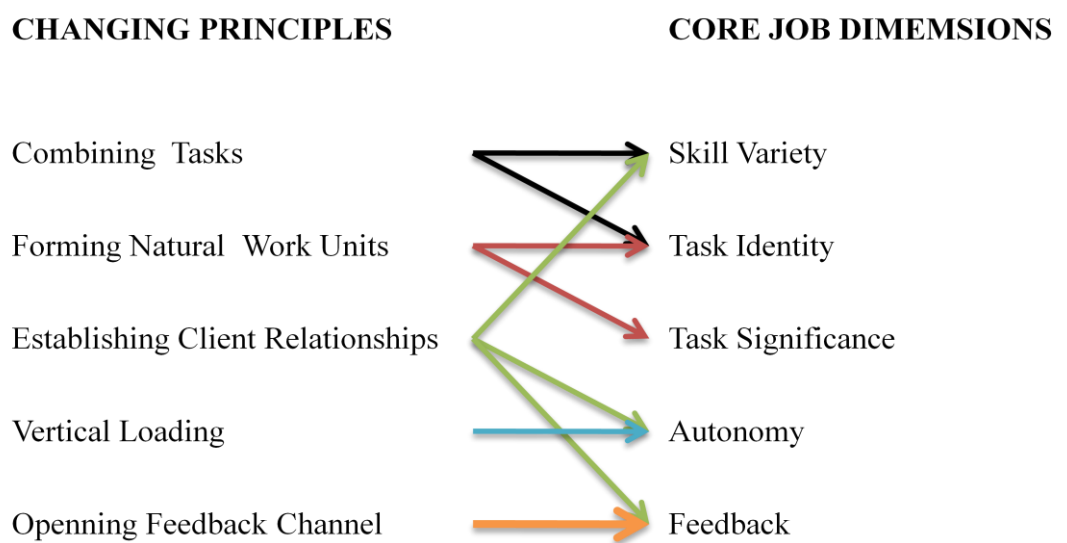


Figure 10 Principles for changing jobs. Designed by Hackman, R. 1977. Improving life at Work. Glenview, Ill: Scott, Foresman. Reprinted by Steers & PortersP428.

The first suggestion is to form natural work units. This principle concerned mainly about how the task is distributed among the employees. Natural work group could be formed to undertake the whole complete unit of operation and also provide the sharing of skills among group members. Then the sub tasks can be divided equitably and logically among the group members and in consideration of the organization context so that the whole organization can operate most effectively. Most importantly, the work undertaken by an individual must be an identifiable, meaningful and complete piece of work. Employee should be individually responsible for at least a visible completion of work. The employee then will be able to sense what his outcome needs to look like and how it influences others or their work. This method enhances two dimensions of job which task identity and task significance, therefore, improves meaningfulness of job. (Hackman 1977; Boddy & Paton 2011, 473.)

The second principle is to combine tasks to increase employee's experience on a variety of activities and skills. This is opposite to Taylor's specialization. Over time Taylor's proposition was proven as causing negative effect to employees rather than motivating them. In fact, the motivating effect of task variety was widely recognized by many managers as well as motivation theorists. A notice should be taken into account that even though a variety of tasks combined together, they should still be related as a complete and meaningful task as a whole, not a variety of meaningless tasks. The combination of tasks that an individual undertakes should allow him to experience a task from the start to the end which also makes him feel entirely responsible for the task outcome. Combining tasks improves two dimensions of job which are task identity and task variety. If the complete job resulted from task combination process above is too much for an individual to personally undertake. The task then should be assigned to a team instead. (Hackman 1977.)

The third strategy is to *establish client relationship* to improve three job dimensions including feedback, skill variety and autonomy. First benefit is that employees will get more praises and complaints from clients or customers. One common problem happening to other work designs is that employee has little or no contact with the end-user of the product or service of which he contributed to the making process. Consequently, he has little access to customers' direct feedbacks and hence it reduces his sense of responsibility and meaningfulness of work. Direct relationship with clients allows the task doer understanding better about their clients' needs to adjust his performance and also to see his work in the bigger picture. The second benefit is that employees' interpersonal skills will be improved by managing client's relationship. The last dimension –autonomy– is improved by providing employee personal responsibility for his relationship with the end-user of his work output. The process to set up client relationship could start from identifying the clients, establishing possible direct contact between them and the workers, lastly facilitating the procedures by which the clients can judge and give direct feedback on the products or services. Most importantly, both employee and clients should be able to fully understand and agree upon the assessment criteria. (Hack-

man1977; Hackman, Oldham, Janson & Purdy 1975; Boddy & Paton 2011, 473.)

Another strategy for job enrichment is *vertical job loading*. As in Herzberg's proposition of job enrichment, vertical job loading improves autonomy of employee's work by adding the responsibilities for planning and controlling into the workers' normal responsibility for executing the job. Employee who is allowed to have discretion in most aspects of his work will feel his sense of responsibility and also commitment to work enhanced. Specific aspects of jobs that could be given discretion include work methods, scheduling, problem solving, budget control and some others. (Hackman 1977.)

The last suggested principle to enrich job is to *open feedback channel* for the task doer. This method helps improving employee's knowledge of the actual results of his performance. Employee should receive feedback directly from the job rather than from other channels such as manager's comments or company appraisals systems. For example, supervisors sometimes corrected mistakes of employees himself without bothering to notice employees. Therefore employees were unaware of his mistake and thus unable to avoid them in the future. This method also prevents interpersonal conflicts between employee and his supervisor from influencing and distorting objective feedback on how he is actually performing on his job. The process of building feedback channel mainly focuses on how to removing blocks which keep employees away from naturally occurring data about his job performance. One important incoming data arrived from the client relationship discussed above. Another method is to allow employees to control over quality checking process himself by which he gains sufficient and objective data on his performance. This helps employee to receive regularly and personally feedback that motivates him to increase the quality of his work and be able to correct immediately any error. Besides, self-generated feedbacks also increase employees' ownership over the job. Nowadays work becomes more and more computerized therefore feedback system could be integrated into computer system and thus can provide immediate feedback effectively, especially for employees who mainly perform computer-based tasks. (Hackman 1977.)

In conclusion, these suggested strategies, if effectively applied, will possibly affect the organizational outcome as well as employees' level of motivation and satisfaction positively in long-term perspective. But as discussed previously, these changes should be applied in consideration of appropriate conditions of the moderators.

3 APPLICATION OF HERZBERG'S HYGIENE FACTORS – MOTIVATORS IN AIESEC TAMPERE

According to Ms. Thanh Van Bui - AIESEC Tampere's Vice President, AIESEC Tampere currently has around 50 active members in this academic year. Although the number of students who joined AIESEC related events as common audiences could be a bigger number but only these 50

members have actively taken part in the operation of AIESEC Tampere. It could be considered as a relatively small number which raised the concern about attracting more members from the pool of local and foreign students in Pirkanmaa region as well as retaining and engaging current members.

This chapter will mainly discuss the motivation level in AIESEC Tampere in the light of Herzberg's theory. The practical data for this study were collected mainly from the online questionnaire with current active AIESEC members. The questionnaire was designed in order to identify the effect of the hygiene factors and motivators in motivating AIESEC members. The members' satisfaction towards the organization and their motivation level towards the AIESEC activities they involved in the past will be the main concern of this survey analysis. From this point onwards, the word AIESEC will represent AIESEC Tampere.

3.1 The questionnaire

3.1.1 Methods

There are two main parts in the questionnaire. The first part aimed at collecting the respondents' general information and their non task-related feelings, expectations towards AIESEC Tampere. The second part which is also the main part then focused mainly on the members' experience on their previous AIESEC tasks as well as their expectations in AIESEC future tasks. In short, the questionnaire was developed in order to collect sufficient data to evaluate the factors attracting members to AIESEC as well as the effect of hygiene and motivators to AIESEC members.

The questionnaire was designed by mainly using multiple choices format for the respondents' convenience. Open-ended format was also used in a few questions where there is the need to obtain additional data from the respondents. The author believed that this convenient format will facilitate the respondents' processes of completing the survey and thus reduce the possibility of disruption or withdrawals during the answering process.

The questionnaire was not formulated only on the theme of Herzberg's theory but also according to the particular context of AIESEC Tampere as well. Therefore, even though only active members who already took responsibility in AIESEC Tampere activities are the critical subjects for this research due to the research's focus on motivation level, other members who did not or not yet take responsibility for AIESEC tasks are also considered as an important group of the respondents. Because attracting new members and engaging inactive members into the organization's activities also significantly concerned AIESEC Tampere besides motivating current members. For that reason, the result collected from the first part of this survey even though was not the focus of this study but still considered as useful data for AIESEC. On the other hand, the main part of this study which is to examine the effect of Herzberg's motivators and certain hygiene factors in motivating AIESEC members was centralized in the second part of the survey. Only those active members who used to under-

take responsibility in AIESEC tasks or activities were able to take part in the second part of the survey since this part only concerned about the members' experiences on AIESEC tasks and the factors that motivated or de-motivated them in those tasks.

After all, the effectiveness of motivators related to the task content in AIESEC environment will be evaluated along with other organizational factors in order to conclude about the motivation level and members' satisfaction in AIESEC. The survey result will build a strong base for AIESEC to improve the motivation level of its members and their engagement in AIESEC as well by understanding what expected by members to effectively satisfy their expectation.

3.1.2 Sample

As all members are students and the research was conducted during summer which led to a relatively low rate of responses. There were 18 responses collected from AIESEC members which accounted for 36 percentages of current AIESEC members. Therefore, it is admitted that the respondent rate has not met the initial expectation to give the clearest picture about AIESEC Tampere motivation situation. However, since there was consistency in the responses which showed positive support to the chosen theory, the author considered the survey result as an relatively reliable source of references to examine the application of Herzberg's theory on AIESEC Tampere' context. Besides, the responses in this survey are considered as valuable sources of feedback for AIESEC since they were answered by the group of active members who have been highly concerning about AIESEC. Their opinions are high quality feedbacks which are believed to have strong effects in improving AIESEC future performance.

3.2 The group of respondents

This part of the research was designed to collect general information about the group of respondents. The data was used to examine the correlation between the respondent group and the subject of this study which is the group of young graduates. The result has showed a strong connection between the two.



Figure 11 The respondents' age range

Ninety-four percentages of the respondents are under 29 years old in which 65 percentages of them are between 18 and 24. It could be stated

that the majority of the respondents as well as AIESEC members are comprised of a group of young individuals which is also the target research subjects of this study. Another noteworthy point is that 67 percentages of the respondents are female.

Meanwhile, their nationalities are comprised of Finnish, Vietnamese, Spanish and Nepalese. This has proven the diversity of nationalities among AIESEC members since it operates on international context. This group of respondents also helps reassure the ability of Herzberg's theory to travel across the boundaries between cultures.



Figure 12 The respondents' occupation

Besides, this group of young people comprises mainly of students which accounted for 82 percentages of the respondents. This result showed compliance with the original target of this study.

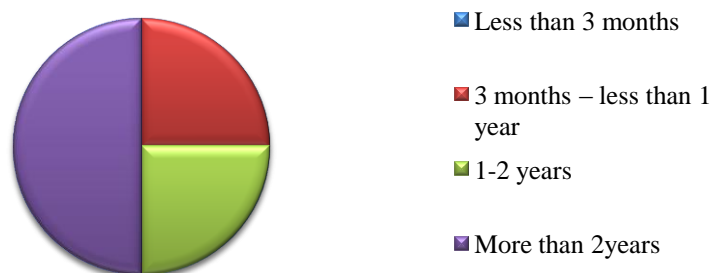


Figure 13 Time length for being an AIESEC member

It should be noticed that the respondents have joined AIESEC for different length of time which provided different levels of commitment and experiences towards the organization. There must be the obvious difference between the newly joined members and the members who were connected to the organization for longer duration of time. As the majority of the respondents were with AIESEC for more than two years, they felt more committed to the organizational issues hence they were more motivated to fill out this questionnaire than newcomers. Therefore, half of the respondents were those who joined for at least 2 years and a quarter also joined for more than 1 year.

Frequency of participation could also be regarded as one of the conditions to classify members as well. In AIESEC context, there are members who are actively involved in AIESEC activities and also take part in organizing events or other kinds of works. Besides, there are also members who took

little involvement in organization. Therefore they have only joined AIESEC occasionally when they feel like it and thus leading to a low level of commitment.

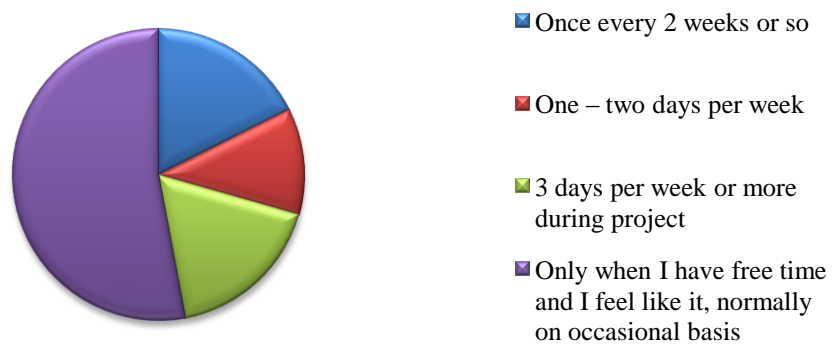


Figure 14 Frequency of the respondents' participation in AIESEC activities

Half of the respondents only come to AIESEC on occasional basis since AIESEC members are free to join or take responsibility. Very few members have fixed schedule regarding AIESEC-related tasks except those who had responsibility for ongoing projects or the leaders who are responsible for organizational operations. Active members who have taken part in projects could come more frequently during the hectic period of the project rather than being present all the time, and take break after that or continue other projects according to their wills. Meanwhile the leader roles in AIESEC Tampere committee will be more time-consuming since they have to be responsible for a number of concurrent tasks at a time, as well as support other members' tasks. Hence the frequency of this group's participation can be on weekly basis or even alternate day basis but in most cases, they can also rotate or share the work among themselves to relieve the burdensome responsibilities. This group accounted for 30 percents of the respondents. Even so all members have significantly high discretion in term of time scheduling and the way they handle their work since all members all have other main activities at school or at their official workplace. In general, the schedule in AIESEC normally is highly flexible

3.3 Current gap of the engagement level between active members and inactive members

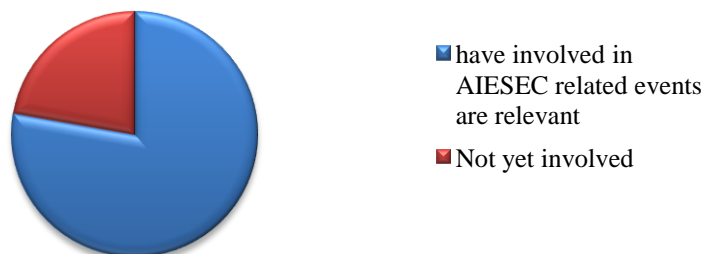


Figure 15 The respondents' involvement in previous AIESEC activities

It was a positive finding that 100 percentages of the respondents stated they feel happy with their AIESEC experiences regardless of their levels

of commitment to AIESEC activities. Even so, an interesting fact was found that a quarter of them did not feel like taking any further involvement to AIESEC activities except having fun. It can simply be explained that they do not like to take responsibilities or do not have enough interest in the activities. Since they did not have any responsibility in AIESEC therefore they also come to AIESEC on occasional basis only.

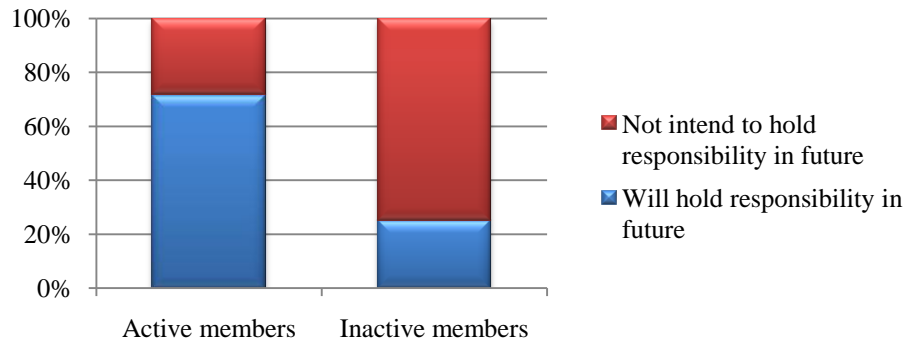


Figure 16 The respondents' intention to hold responsibility in future

Another significant finding was that majority of the not-yet-involved group have joined AIESEC for more than one year. They still stayed with the organization but refused taking any responsibility, and 71 percentages of them do not have any intention to take responsibility in the future while only 25 percentages of the active group said the same. It could be seen from the contrast attitudes of the two groups towards taking future responsibility that the more they get involved, the more they are motivated to take responsibility. The survey also found out 75 percentages of the inactive group considered AIESEC experience as irrelevant to put in their future CVs since they did not really improve either experiences or skills through AIESEC. A respondent particularly stated that he will put it in his CV after his internship which he earned through AIESEC. Meanwhile 86 percentages of other groups said the opposite that they will proudly state that they are AIESEC members and believe it will strengthen their CVs regardless of whether they obtained an internship position through AIESEC or not. Likewise, only 50 percentages of the inactive group said they will introduce AIESEC to their friends while the respective rate of the active group was 86 percentages. There was a lack of belief in the inactive group on the value that AIESEC can offer to its members because they only saw the internship opportunity as the only offer while the active group is much more positive and fully understand what they can actually gain through AIESEC.

There is a huge difference between the active group's attitudes towards getting involved in AIESEC activities and the inactive group's attitudes. When they were involved, their attitudes are much more positive. The issue arose from this distinct difference was how to get more involvement and commitment from the group of members who are not really engaging in the organization yet. In fact, this group of inactive members are much larger in numbers than the active group. It is actually a pool of potential members who should be motivated to be more engaging to AIESEC, and the responsibility belonged to AIESEC to engage them more.

In this study the issue mentioned above will be discussed under the theme of Herzberg's Hygiene and Motivators theory. Even though the inactive members stated that they are satisfied with their experiences with AIESEC, they are not motivated to take further involvement. In this case, they could have been satisfied with hygiene or extrinsic factors but had not experienced the existence of intrinsic motivators. The consequence happened was that they stayed with the organization over a long time but did not engage in any activities rather than being the audiences. It was because they could not see any benefit from getting involved. Meanwhile the other group who took active role in the organization was satisfied with intrinsic motivators and thus became more engaged and motivated.

3.4 Factors attracting new members

This section will discuss the factors affecting the new members' first impression of AIESEC, what they expected from joining the organization and what they actually achieved. This will build a fundamental basis for further analysis regarding how to improve AIESEC attractiveness to potential members and also improve its popularity in the local region.

3.4.1 Initial recognition

There were many promotional tools used by AIESEC to make it known among the student community within Piranha region. The promotion campaign has been launched every year not only around the start of the academic year to attract new students but also during the year. However, not all promotional methods bring the same results. There are always some methods which are more effective than the others. In this research, the responses showed that the word of mouth is the most effective channel since it explained for the initial recognition of more than half the respondents about the name of AIESEC.

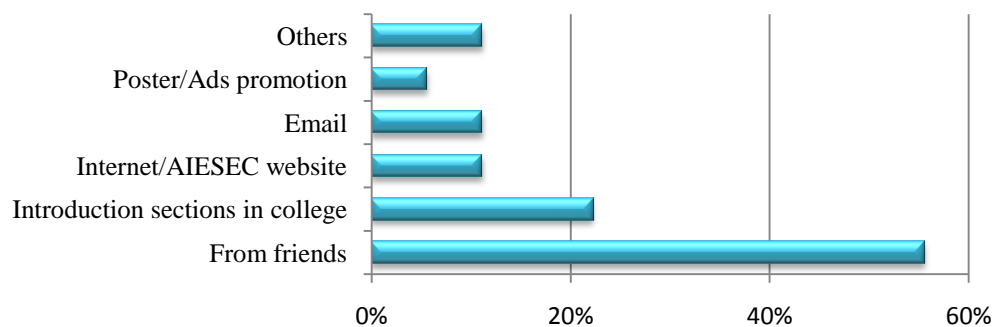


Figure 17 Sources for initial recognition about AIESEC

Other promotional methods used were emails within universities' email system or external, AIESEC websites, posters and introduction sections in college such as info stands or info night events. While all the official promotion channels required much more efforts and resources but contributed

little to the recognition of AIESEC name, the word of mouth is much more effective in promoting AIESEC name. The more AIESEC members satisfied with their experiences, the more they will suggest it to their friends which make AIESEC more popular. Therefore the most effective method to expand AIESEC popularity is not by promotional tools but by providing AIESEC current members and Alumni the satisfied experiences which will initiate them to either unconsciously or intentionally promote AIESEC to others. This leads back to the core concern of this study which is how to improve members' experiences with AIESEC. This particular issue will be further discussed later.

3.4.2 Initial expectation

All people come to AIESEC with lots of expectation. Since it could cost them time, effort and somehow money for things such as transportation or the likes for joining AIESEC, especially on a regular basis. Those expectations could be found on the list below which reflects their value to the respondents. The respondents were asked to rate the importance of a certain benefit from not important at all, moderately important to very important that attracted them to join. By identifying those expectations, the result collected from the respondents will help the author as well as AIESEC understand members' preferences in order to supply what value the most to them and thus to improve their satisfaction on their experiences with AIESEC.

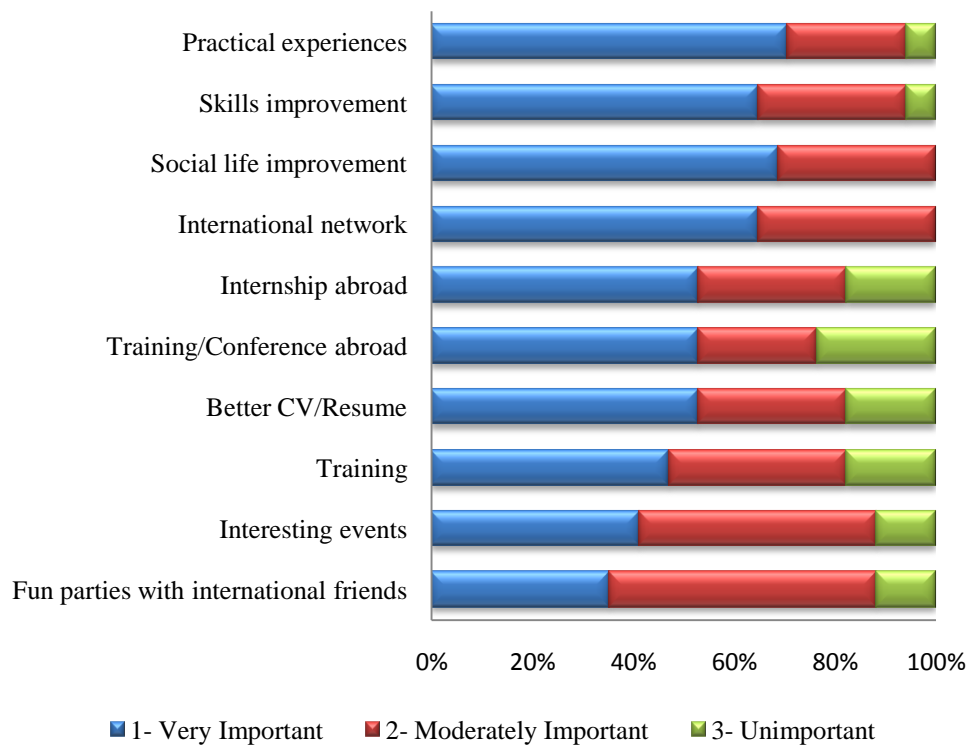


Figure 18 How the respondents value the benefits they initially expected

According to the chart above, the respondents showed relatively similar attitudes towards those benefits. The majority of the respondents rated all

these benefits at least by moderately important. This pointed out the fact that all benefits above are appreciated by the respondents but they prioritized certain benefits as more important over the others. Seventy-one percent of the respondents and 65 percentages showed absolute interest in gaining practical experiences and skills improvement respectively which made the two become the two most expected benefits. These two were stemming from personal need for growth and followed by a number of social needs as international network and social life improvement with 65 percentages response rate for “very important”. Regarding these benefits, there were a very few respondents who consider them as unimportant at all. It could be concluded that majority of AIESEC members have prioritized growth needs as the most important to them.

Meanwhile, other benefits such as better CVs, opportunities to go on training/conference abroad also received attention but less than the top four, as only approximate half of the respondents considered them very important but approximately from 18 to 24 percentages rated them as unimportant. Training without the need to travel is also another benefit which drew absolute interest from 47 percentages of the respondents and somehow important to another 35 percentages. However, these benefits were rated as unimportant by approximately 30 percentages of the respondents. The diversity in the respondents’ opinion could be caused by different personal preference. As Herzberg once said, it is all based on value judgement, certain people value extrinsic rewards as important while other people do not. On the contrary, most of the respondents value intrinsic rewards highly, as in the top of the chart there is nearly no disagreement upon the importance of the first four benefits relating to personal growth. Another reason for these lower-ranked benefits to be rated as unimportant could be the long duration needed for these benefits to be recognized. Also not all members have sufficient resources and intention to travel abroad.

It should be noticed that more people want practical improvement than training, it could be explained that theoretical training does not seem to be highly interesting to young people because they all learnt that at school. When going to join extracurricular activities such as AIESEC, they put practical experience as the first class concern, followed by other improvement such as international network or the likes which they hardly get at school.

At the bottom of the chart were factors such as interesting events and fun parties. These factors are most visible activities of AIESEC. These events are held weekly or so and have been attracted many participators, a number of them are even not AIESEC members. They also helped promoting AIESEC to more people. Even though they are the most visible, they are not considered as the most attracting benefits for AIESEC members when they decided to join. Because they are not the core benefits offered exclusively by AIESEC. Young people can also have parties as well as interesting events elsewhere. That is why these two were at the bottom of the chart but the interesting finding in this was also not many of them thought of these offers as unimportant. In fact, nearly 50 percentage points from the respondents rated these two as moderately important. It could be ex-

plained that their existence helped reducing dissatisfaction rather than giving satisfaction, as similar to Herzberg’s proposition of Hygiene. Interesting parties and events are not what members look for when they come to AIESEC but help keeping them stay with AIESEC. These are not effective tools in motivating current members or get them engaging into organizational activities. However, these factors should not be deprived since it will undermine members’ satisfaction as well as commitment to the organization.

3.5 Motivators in engaging and motivating current members

Concluded from the findings mentioned above, the more members get involved in AIESEC activities, the more they are motivated and engaged into the organization since more of their expectations are satisfied. In this section, the factors intrinsically related to AIESEC tasks will be discussed regarding how these motivators affect motivation level of AIESEC members. The existence of these factors’ in AIESEC task design experienced by the respondents will also be examined.

As mentioned in the chapter of motivation theories, Herzberg introduced five factors whose existence will improve individual’s motivation and satisfaction at work. They are comprised of sense of achievement, recognition, responsibility, meaningful work, and growth and achievement. In other to examine Herzberg’s theory in the context of AIESEC Tampere, the questionnaire result will be analyzed according to these five set of motivators. The respondents were asked how these factors affect their motivation in AIESEC-related tasks and also in other tasks unrelated to AIESEC to draw conclusion on how these factors generally influence their motivation. Furthermore they also answered whether they experienced high level of these factors existent in their AIESEC previous experiences, in other words, whether they were motivated by these factors in their previous AIESEC tasks. At last, the level of motivation in AIESEC will be evaluated.

3.5.1 Achievement

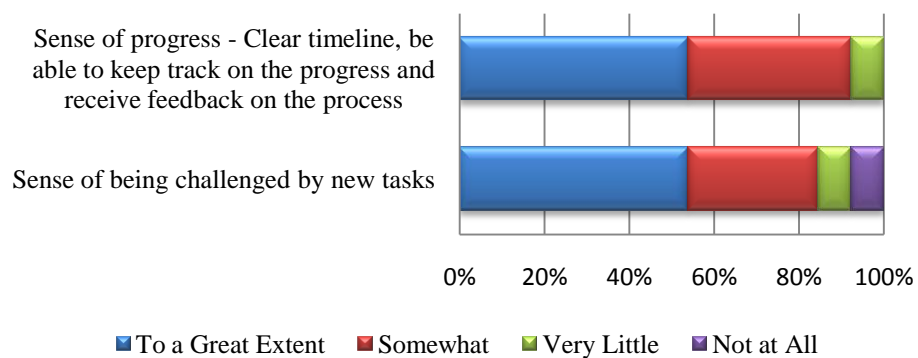


Figure 19 To which degree AIESEC members are motivated by the existence of progression and challenging tasks

Half of the respondents stated that they are highly motivated by a good sense of progression. Thirty-eight percent said that they are somewhat motivated and there is no answer which denied its motivating effect. In details, clear timeline to keep track on the process and direct feedback are highly valued by the respondents. They would be more motivated if they know how well they are doing on the task, that they are going the right way and their effort will definitely lead to at least an accepted outcome. These senses together build up the sense of achievement for the task-doers which motivate them to put more effort into the task.

The more challenging the task is, the more the individual can perceive achievement by performing well on it. Fifty-four percent of the respondents showed significant interest in challenging tasks while 31 percentages showed interest but not in a great extent. Totally 85 percentages recognized the importance of the sense of challenge to their motivation proved it as an effective motivator. Eight percent said they are not motivated at all by challenging task. It could be explained by the McClelland's need orientation that only certain people are achievement oriented while others are frustrated by challenge. Therefore although being challenged is a good sense to some people, they also de-motivate some therefore should be used wisely.

In general, most of the respondents considered sense of achievement from progression on challenging task as an effective motivator to them. Regarding the respondents' previous tasks, 46 percentages think the tasks were challenging and 31 percentages sensed satisfactory progression on performing the task. It could be concluded that AIESEC tasks provided the task doers an acceptable level regarding sense of achievement. However this particular motivator issue still need to be improved as more than 50 percentages of the respondents did not feel satisfied with it.

3.5.2 Recognition and rewards

Besides being able to sense their own achievements, the respondents highly rated others' recognition on their achievements. The chart below shows the respondents' expectation of achievable rewards from their AIESEC task performances, and whether they actually achieved them. As the respondents can choose more than one option it could be assumed that the rewards with higher percentages are meaningful to a larger group of members.

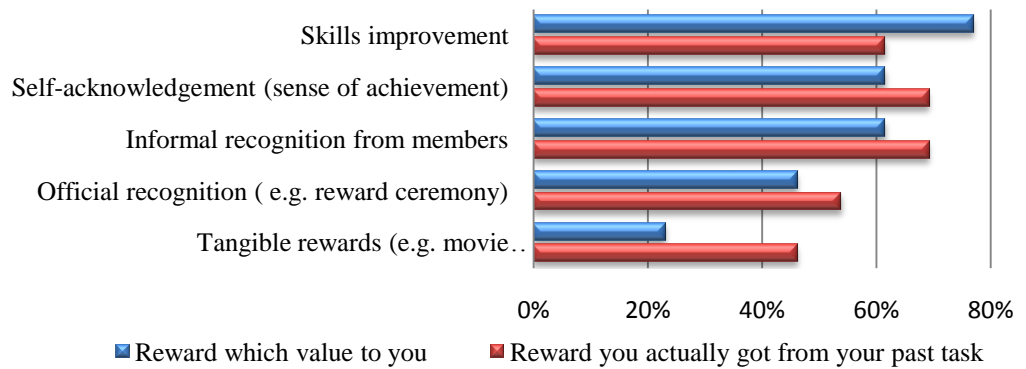


Figure 20 Rewards that members wanted to achieve and whether they actually achieved them

It could be seen from the figure above that the growth need for skills improvement topped the chart with 77 percentages of the respondents who highly valued this intrinsic reward. At next, the sense of achievement represented for the need for self-actualization was highly important to 62 percentages of the respondents which placed it at second place. The result that more than 60 percentages experienced the first two intrinsic rewards with their previous AIESEC performances also showed the positive level of these intrinsic motivators in AIESEC.

Informal recognition by other members is also expected by 62 percentages of the task doers while only 46 percentages appreciated official recognition such as reward ceremony, certificates or the likes. However the gap was not significant between these two while the rate of the last reward, which is tangible benefits, dropped significantly to 23 percentages. The remarkable finding was that only a very small number of the respondents rated extrinsic rewards as highly important.

In short, AIESEC members expect recognition when putting efforts into performing their AIESEC tasks, especially from other members. These recognitions should be provided in order to motivate the task doers during the process and at the end of the task. In practice, while 70 percentages of the respondents experienced informal recognition and 54 percent experienced formal recognition, only 46 percentages received tangible rewards. It showed that the reward system of AIESEC has worked quite effectively so far.

3.5.3 Responsibility–Autonomy

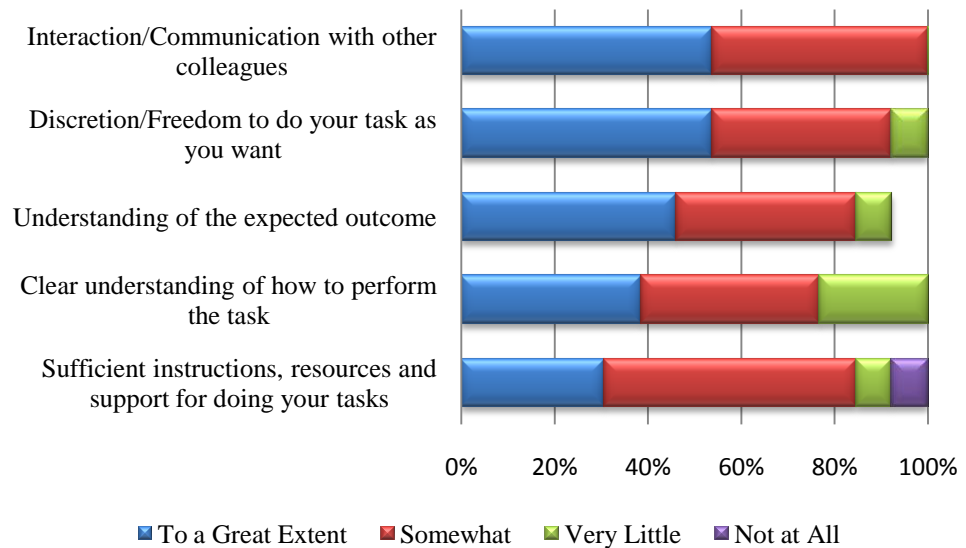


Figure 21 To which degree AIESEC members are motivated by the existence of autonomy-related factors

According to Herzberg (1973), increasing responsibility means increasing accountability plus autonomy while reducing control. The answers from AIESEC members showed consistency to Herzberg’s view as 54 percentages of the respondents showed strong preferences towards discretion on tasks. 38 percentages took it as having certain motivational effect and only 8 percentages said that discretion plays very little role to their motivation level. In general, majority of the respondents agreed that freedom to perform the task gives them more motivation, commitment and engagement.

On the other hand, forty-six percentages of the respondents considered understanding of expected outcome, in other words what the outcome should look like as a visible unit, as an effective motivator to them. Meanwhile 38 percentages said that they are slightly motivated by this factor. Altogether 84 percentages recognized it as a motivator. This factor helped the respondents to self-check the progress of his work and allowed him to perform more autonomy. It should be noticed that autonomy only works effectively if the individual is able to confidently perform well on his own.

Only discretion will not lead to improved outcome, hence autonomy does not mean lack of instruction. Sufficient support and instruction also help. Discretion should also go along with autonomy over resources, direct communication and ability to perform well on the task in order to effectively motivate people. In this survey, AIESEC members also responded positive on how these factors effectively motivated them. Fifty-four percentage points from the respondents recognized the strongly motivating effects of direct communication, while only 38 percent said the same towards the factor of clear understanding on how to perform the task and 31 percentages are strongly motivated by sufficient support, resources and instructions. While communication was strongly supported by the all of the respondents as an effective motivation, the two last categories received much less support since 38 to 54 percentages of the respondents are only

somewhat motivated. Twenty-three percent of the respondents showed little concern on how well they know how to do the task. 8 percentages of the respondents paid no attention to the last factor while another 8 percentages have little concern on it. The diversity in the respondents’ opinions raised a concern on the sensitivity in providing the last two factors since an excess of these two can reduce the sense of challenge and achievement in the task while their existence only somewhat motivate people. Their use therefore should be carefully considered.

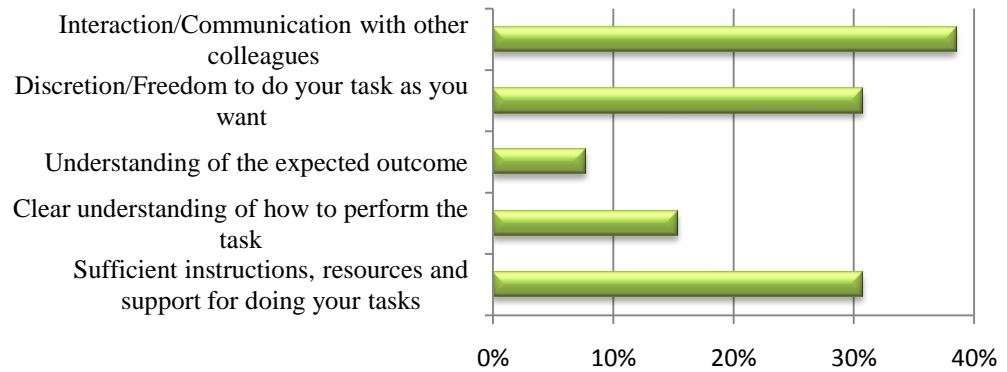


Figure 22 The percentages of the respondents who have experienced a high level of autonomy-related factors in AIESEC tasks

In practice, thirty-eight percentages of respondents experienced the high level of direct communication while 31 percentages received high level of discretion, and sufficient instruction and support in their previous tasks. This rate is considered satisfactory in term of effectively motivating AIESEC members but consideration for improvement is suggested as less than half of the respondents mentioned them positively. Meanwhile only 15 percentages were clear on how to perform the task and 8 percentages of them know what outcome should look like. This showed relatively low level of task doers’ capability and knowledge on the tasks which required more supports and guidance.

3.5.4 Meaningfulness of the work

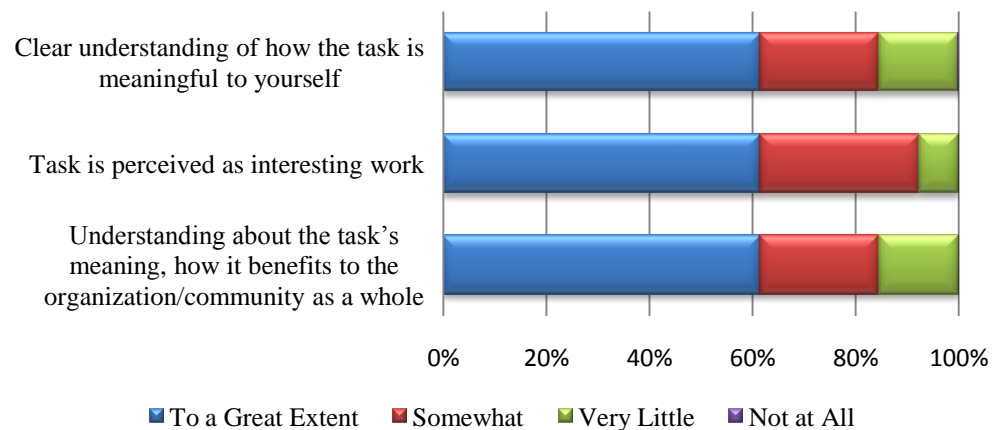


Figure 23 To which degree AIESEC members are motivated by the existence of the meaningfulness of work

According to Herzberg, people are interested and motivated by the work itself, therefore they want to do the job voluntarily rather than being forced. Since all the tasks assigned by AIESEC are performed by the voluntary members, hence task meaningfulness to the task doers plays a vital role in the volunteers' decision to take responsibility. 62 percentages of the respondents answered that the tasks' meaningfulness to themselves can significantly affect their motivation. Another 23 percentages also recognized its effect but stated that they are affected slightly. All together majority of the respondents agreed that they are motivated by the task that is meaningful to them.

The meaningfulness of the task could arrive from certain sources. One of the sources is visible task outcome which was discussed previously in the "Responsibility–Autonomy" section. Over sixty-two percentages of the respondents highly concerned on interesting tasks. In total more than 92 percentages considered this as their motivator. Challenging factor as mentioned before also contributed to the meaningfulness of the task as well as the sense of achievement. Interesting and meaningful job is one of the factors that kept members retaining in the organization and putting more efforts in their work. On the other hand, the task's meaningfulness to the organization as well as the community also remarkably improved meaningfulness of the task to 62 percentages of the respondents and slightly affect another 23 percentages of them. In short, besides the respondents' own interest, AIESEC members are also motivated if their work outcomes benefit others' interests.

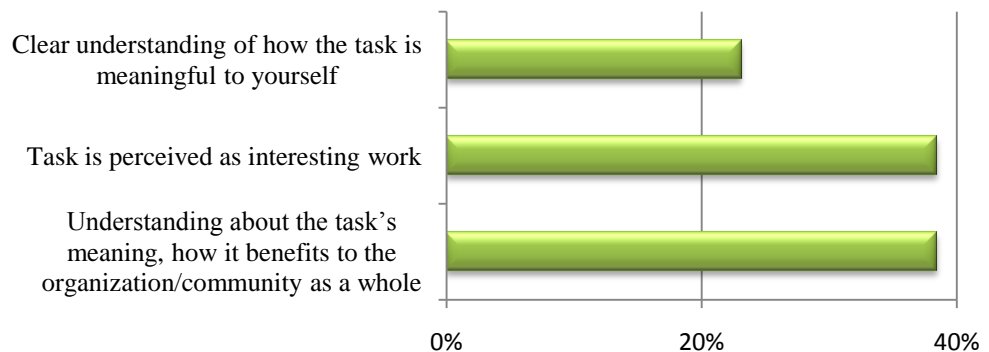


Figure 24 The percentages of the respondents who experienced high level of meaningfulness in AIESEC tasks

AIESEC tasks were considered as interesting to 38 percentages of the respondents. The same number of the respondents fully understood how the task means to others as well as to AIESEC. This showed a satisfactory level but as the meaningfulness of tasks is highly important to AIESEC members, the rate should be improved more. On the other hand, only 23 percentages understood how the task is meaningful to them. This rate is slightly lower the acceptable level. Therefore it should be given more attention and consideration.

3.5.5 Opportunity for growth and advancement

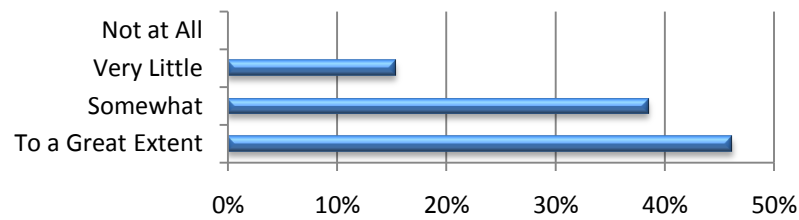


Figure 25 To which degree AIESEC members are motivated by the existence of task variety

The core factor of motivators is “the growth opportunity inherent in the job” (Herzberg 1973). Growth could be created by task variety which required a wide range of skills therefore it initiated personal improvement. This factor was also confirmed by the majority of the respondents as an essential motivator. 46 percentages of respondents want to experience the variety of tasks which allows them to nurture their skills and enhance experiences. In addition, 38 percentages of the respondents showed recognition that they are somewhat concerning while there is no answer which totally denied the motivating effect of task variety. Besides, more than 60 percentages of the respondents showed a great deal of interest in personal growth such as practical experiences and skills improvement as the most popular initial expectation in AIESEC (see 3.4.2). Another supporting proof was that skills improvement also was the most wanted reward of AIESEC task doers as shown in Figure 20. On the other hand, there were 62 percentages of the respondents who experienced skills improvement by performing AIESEC tasks which is a relatively high rate. Meanwhile, only 38 percentages of them experienced high variety of task. In sum, AIESEC tasks provided a good deal of opportunities for its members to improve their skills but it should also consider improving the variety of tasks that the members can experience.

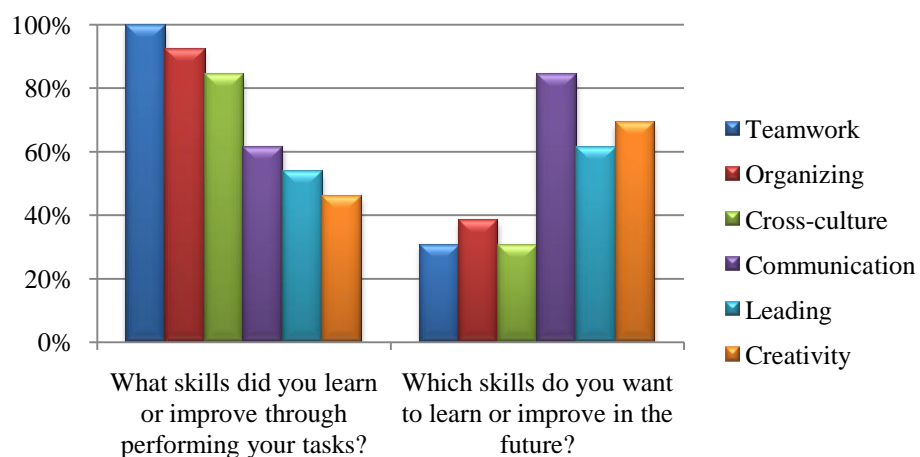


Figure 26 Skills the respondents experienced in AIESEC and skills they want to improve in future tasks

The respondents were asked to choose the skills improved by their previous AIESEC tasks and skills they want to improve in future task. All the

respondents experienced teamwork, followed by organizing skills and cross culture skills with 92 and 85 percentages of the respondents respectively. Communication, leading and creativity stayed at the bottom of the skills improved by AIESEC tasks with 62, 54 and 46 percentages respectively. In general, the respondents stated that AIESEC tasks provided them opportunities to practice and improve mostly at teamwork, organizing and cross culture skills while the other skills as communication, leading and creativity were experienced by remarkably smaller number of the respondents.

The order reversed when it came to the skills that the respondents want to improve the most. They are obviously more interested in the skills they did not experience. The top three skills in the previous poll now received least responses with the rate of 31 percentages for team work and cross culture while organizing skill was mentioned by 38 percentages of the respondents. On the other side, 85, 62 and 69 percentages of the respondents wanted to improve communication, creativity and leading respectively. These latter skills should be involved more in AIESEC future tasks according to individual members' wishes.

3.5.6 Interpersonal relation

Even though Herzberg proposed that this factor is rather a hygiene factor than motivator, many critiques stated that it is actually motivator (see 2.2.4). In this research, the survey resulted in favorable to the critics as 85 percentages of the respondents stated that they are highly motivated by a sense of belonging and having good relationship to other group mates. This was the highest rate a motivator earned in this survey which showed the importance of interpersonal relation.

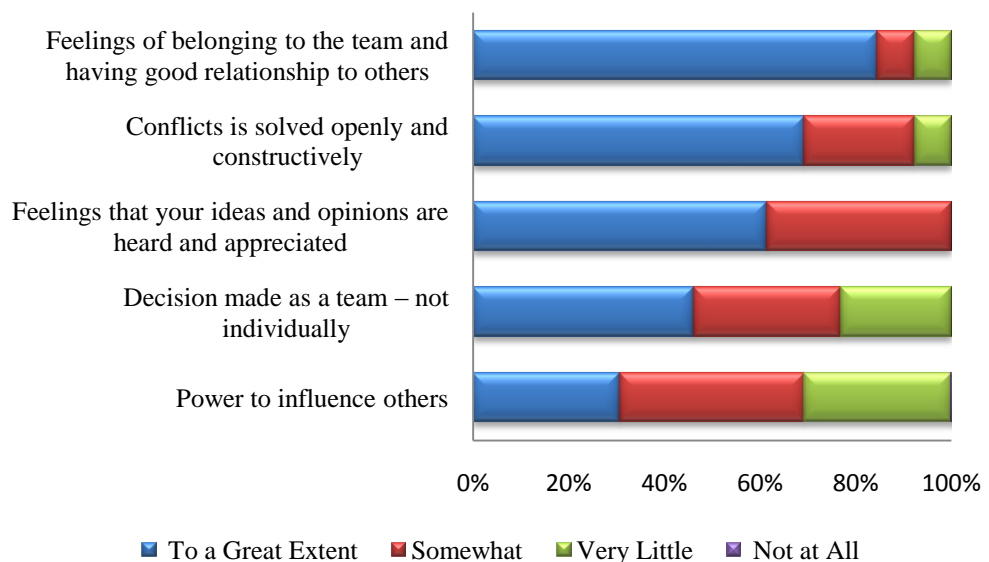


Figure 27 To which degree AIESEC members are motivated by the existence of interpersonal factors

Sixty-nine percentages of them then stated that they are significantly motivated in the environment where conflicts can be solved openly and con-

structive. Sixty-two percentages are motivated if they feel that their opinion are heard and appreciated. Meanwhile 46 percentages of the respondents want to involve in decision making process rather than only perform things decided or arranged by others. On the other hand, only 31 percentages of them highly appreciate the power to influence others while the same number of the respondents is only motivated very little. It could be concluded that AIESEC members are more motivated by group cohesion, decentralization and good interpersonal relationship rather than power or authorities. Most importantly, there is no answer which denied the motivating effects of all the mentioned factors in this section proved that interpersonal relationship in AIESEC’s teamwork played significant role in motivating members. Even though it went against Herzberg’s proposition, it could be partly explained by the special environment context of AIESEC which is an organization of voluntary young people hence interpersonal relation is considered more important than in profit making organization.

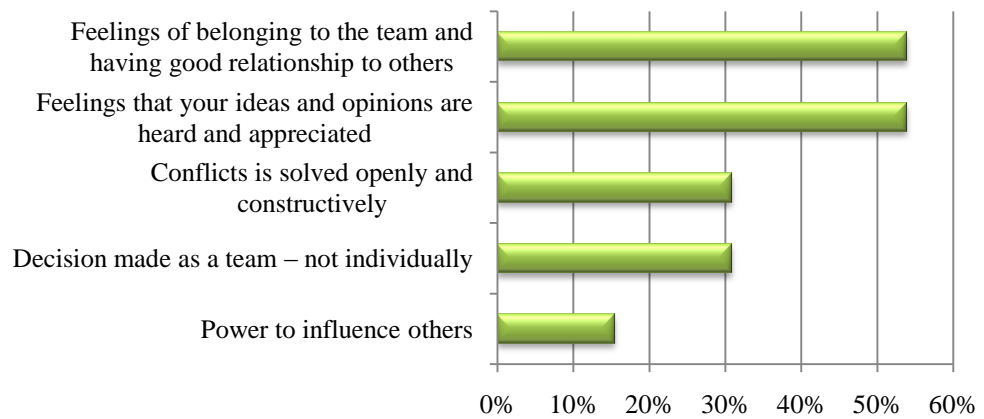


Figure 28 The percentages of the respondents who were highly satisfied with interpersonal factors in AIESEC environment

It was quite a high number of the satisfied respondents regarding their interpersonal relationship in AIESEC. Fifty-four percentages of the respondents felt a good sense of belonging to the team, having good relationships with others and their ideas also being heard and appreciated in AIESEC environment. This was also the highest rate among all the motivators discussed. In the same manner, 31 percentages of the respondents also satisfied by decentralization, and constructive conflicts which were solved constructively. Meanwhile, only 15 percentages of them experienced the power to influence others. It showed that teamwork in AIESEC is highly decentralized where everyone can make their points and be appreciated. But as the respondent rate was less than 50 percentages, an improvement plan is still worth considered.

3.6 Hygiene - Organizational context related factors

Besides the job-related motivators, members also stayed with AIESEC for other factors related to the organizational context. In Herzberg’s point of view, these factors cannot motivate people to exert more effort or be more

interested in the job but can keep them from dissatisfaction and thus prevent withdrawals, absenteeism, and low morale and so on. In Hackman’s view, these factors played as moderators in motivating people beside the job content. In short, a threshold of these dimensions should be at least satisfied before the individual could be effectively motivated by motivators. According to the respondents of this research, when these dimensions got worse they felt less commitment to the organization and thus their motivation to undertake active roles in AIESEC were also reduced. The influence of hygiene factors to AIESEC members is presented in the figure below.

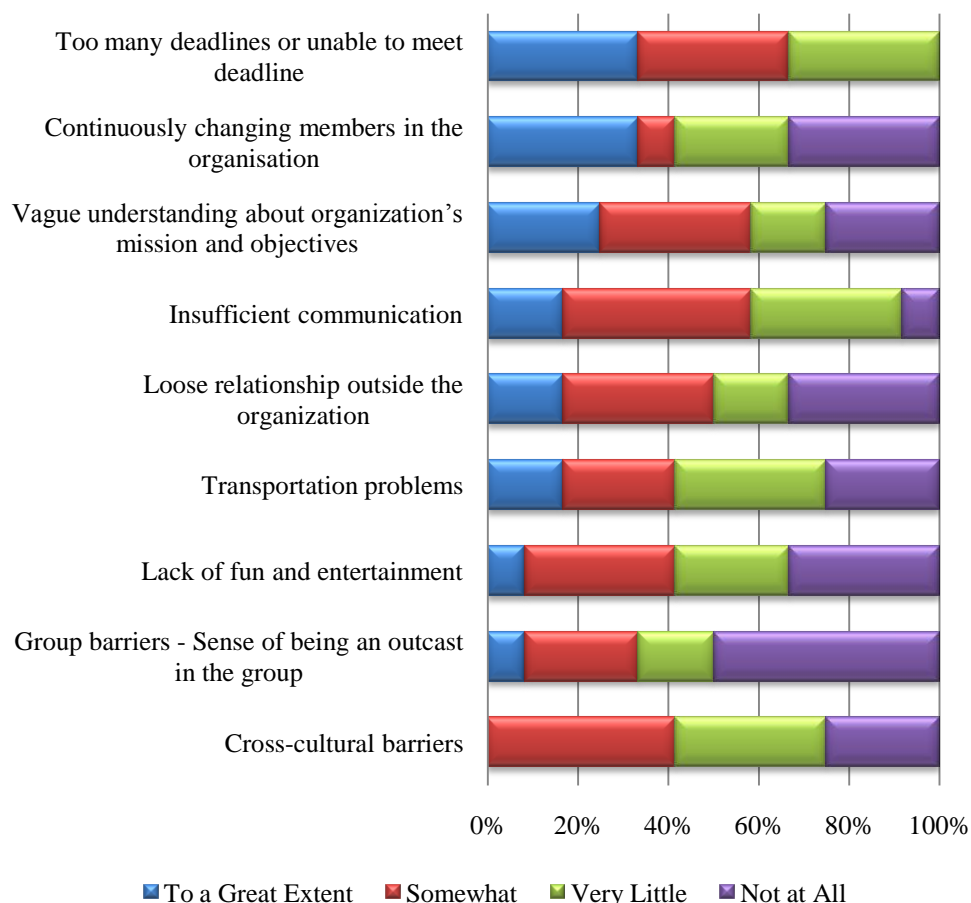


Figure 29 The factors that de-motivated members from engaging further in AIESEC

The most significant issue that remarkably decreased motivation of 33 percentages of the respondents, which is the highest rate in the chart, is the number of deadlines which made AIESEC task become too time-consuming in comparison to other extra curriculum activities. Another 33 percentages of the respondents also supported this view even though in less extreme level. 33 percentages paid little attention to this factor while there was no respondent who did not have any problems with it. The difference in the responses could be caused by the different levels of commitment to AIESEC activities among the respondents. The more they get involved, the more they are likely to be stressed out by deadlines.

At the same rate, 33 percentages of the respondents also stated that they are less committed to AIESEC due to continuously changing of members.

As new members are recruited and the leaders in AIESEC organizations are also voted annually, there are huge changes in the organizational structure and membership every year. Therefore the bond between members is not long lasting that makes the organization more volatile and unstable. The social connections also became pretty shallow to certain members which made them less connected to AIESEC. However, even though the negative effect of changing members topped the chart, there were also 33 percentages of the respondents who did not have any concern regarding this factor while another 25 percentages pay very little attention to it. It could be explained that they understand the nature of AIESEC and they prioritized other factors more.

The third place on the chart of factors decreasing motivation level in AIESEC belonged to members' vague understandings about AIESEC's missions and objectives with 25 percentages of the respondents highly affected. Also 33 percentages were slightly affected while another 33 percentages were not affected at all. Generally this factor negatively affected at least 58 percentages which is a considerably high rate thus also should receive adequate attention. As AIESEC is dispersed into a huge number of local units, it is important to convey the unified direction of the organization so that members know what they are committed to and to where they are heading.

The next factor which is slightly less problematic was inadequate communication. Seventeen percentages of the respondents were significantly affected by it in a negative way. This rate was followed by 42 percentages who were somewhat affected. Lack of communication also explained for other problems in AIESEC environment which negatively affected members' motivation such as the lack of understandings about overall objectives, missions of the organization, and loose relationship between members. This happened since AIESEC is only a virtual organization hence the members did not share the same physical workplace and all communication is mostly remote.

At the lower level of dissatisfaction, 17 percentages of the respondents were greatly de-motivated by loose relationship outside the organization with members while another 33 percentages were slightly affected by it. In sum there were 50 percentages of the respondents de-motivated by this factor. Even though they are not severe as the factors discussed in previous paragraphs, they still made negative impact to members and should be avoided or improved. As members changed continuously, the connection between members can hardly go any further out of the organizational context and hence the members' social needs cannot be fulfilled.

On the other hand, a minority of the respondents mentioned other barriers to their participation in AIESEC but their effect was much smaller. More than half of the respondents were fine or affected very little by these factors. The factor ranked sixth on the chart of factors decreasing motivation in AIESEC context was transportation, which was greatly agreed by 17 percentages of the respondents. This could be considered as a subjective problem since it depends on each individual member. AIESEC Tampere

only operates mainly in Tampere for all events, parties and meetings which caused problems for members living far from the city. 27 percentages of the respondents also were somewhat de-motivated by this particular problem meanwhile it was not considered a problem for those who live in Tampere.

The factor ranked seventh was the lack of fun and entertainment. Only eight percentages of the respondents found this factor greatly affecting their motivation while 33 percentages had opposite opinion. Majority of them did not find it importantly influence their motivation and commitment to AIESEC. Likewise, the factor ranked 8th in the chart was the group barrier which created sense of alienation. This factor caused dissatisfaction for only 8 percentages of the respondents while a half of them did not encounter it at all. This problem could be considered as personal issue rather than organizational since it only happened for a minority. In fact, the organizational culture of AIESEC is quite open and welcoming for newcomers. Eventually, cross culture is an attraction of AIESEC rather than a barrier.

Besides, there were other factors that de-motivated AIESEC's members as interpersonal relationship in the group. A respondent emphasized that he is most de-motivated when working with group mates who showed no involvement in the work. As AIESEC task run on voluntarily basis therefore the members can do as much as they wanted. But it cause dissatisfaction to other members as they sense inequity and disintegration in the group if they put in lots of efforts themselves. Another minus point was the lack of non-business related activities and thus AIESEC is not really attracting to students in other disciplines such as engineering or automation major. The respondent stated that AIESEC Tampere focuses too much on management students only.

A conclusion can be withdrawn from the chart above is that most dissatisfaction and de-motivation of members are caused by factors related to individuals' social needs such as loose relationship, changing members, lack of communication, alienation, lack of entertainment and so on. The improvement on these factors cannot effectively motivate people in their task performance but at least can keep them happy with the organization and reduce withdrawal rate. In order to motivate the members to put more efforts into performing their tasks, the motivators still play the main roles, but in AIESEC context with a group of young voluntary members, these organizational factors should be kept at least at satisfactory level to retain them in AIESEC before getting involved in any activities.

4 SUGGESTION PLAN

As discussed in 3.3, the differences between active and inactive members are relatively remarkable. The inactive group was much less engaged and committed to AIESEC and its activities than the active group. A respondent from the research also stated that without taking any responsibility AIESEC became much more boring to him. Therefore the core improvement suggested in this chapter will focus on initiating the inactive group's

interests in AIESEC tasks and motivating the active members in their current and future AIESEC activities by improving all the motivators in AIESEC task design. But before that, firstly a suggestion will be proposed in order to help AIESEC promoting AIESEC to more students and potential members, attracting them to AIESEC events and getting them engaging as active members. The motivating plan then will be introduced based on the survey result to improve AIESEC active members' level of motivation in the light of Herzberg's motivation theory and the revised job enrichment model – Job Characteristics Model of Hackman and Oldham.

4.1 Suggestion for attracting new members – The promotion plan

Making AIESEC widely known in the community of Pirkanmaa region's students and attracting them to come to AIESEC events are the very first concerns of AIESEC before planning about motivating them to engage in AIESEC activities. According to survey result, new members first came to AIESEC mostly through suggestion by other AIESEC members (see Figure 17). Therefore the most important promotion tool is to improve current members' experiences with AIESEC. The satisfied members will be most motivated to tell others about AIESEC and get them to the organization. Satisfaction will be discussed together with motivation issue later in this chapter, in this part other tools over which AIESEC can have more active control will be discussed.

As eighty-one percentages of the respondents are students, AIESEC should approach them by student-related channels. It could be seen from Figure 17 that face to face promotions are most effective channel. Therefore promotion programs as introduction sections in the colleges in Pirkanmaa region including info stands, info nights, and initiation events should be given more serious attention than other promotion methods. These events should be increased in both quantity and quality in order to make the name AIESEC widely recognized first among students in the area before attracting them to join.

For the introduction events for potential members, entertainment factors undeniably played a crucial role in attracting people but it should not be the only provided factor. The introduction events should include also information section about the organization objectives, missions and main functions. Potential members should be clear about what they are getting involved to, their role in AIESEC and how AIESEC benefits their future. Sufficient understanding about organization will motivate them to take active role later rather than only joining for fun. Information about the organization and activities that members can join will help newly joined members to orientate their involvement in AIESEC regarding the path they should take such as AIESEC circle to get the best out of their experience with AIESEC. This approach will also cut off the problem mentioned earlier of vague understandings about the organization.

According to the Figure 18, most members are highly interested in gaining practical experiences, improving their skills, international network as well as their social life, and internship. These things topped the chart of

AIESEC members' initial expectation. In order to effectively attracting new members to join, the introduction sections as well as other promotion methods should focus to demonstrate how joining AIESEC will actually allow them to achieve their expectations. The testimonials from Alumni who took internship or improved themselves by experiences with AIESEC could be used as an illustration to convey a closer and more realistic view into AIESEC as well as the activities awaited for new members to join. This will also clarify to the members that most of their expectations from AIESEC will be gained through taking responsibility in AIESEC projects rather than nominally joining the organization which initiate them to take active involvement. Furthermore, by addressing the huge existence of Alumni in the business world nowadays, the potential members will see how being an AIESEC member can widen business network in the future as well as improve their career prospect.

The more AIESEC members engage in AIESEC's task, the more likely they are eligible for internship application with AIESEC corporate partners in the international internship program. This point should be made clear to those who are interested in getting an internship through AIESEC so that they see the importance to take active involvement in AIESEC. Similarly, it should be conveyed that other benefits could only come along with active engagement in AIESEC activities. Inactive members will be motivated to engage more if they can see the clear link between engaging in AIESEC activities and their desired benefits from AIESEC. In short, AIESEC should make sure that the potential members and the inactive group comprehend the AIESEC circle so that they can visualize their path in AIESEC and the benefit they can get along that path. Other benefits as training, fun parties could be mentioned as well but they are much less important. According to the survey result, the entertainment factor attracted people to AIESEC, but not motivate them to engage further in the organization. Only a few members considered fun parties important in their expectation to join AIESEC while they mostly expected the opportunity for learning and improving.

Most importantly, by providing promises and creating expectations when attracting new members, AIESEC should also make sure to lead the members to achieve those benefits as promised as well as support their path till the end. To fulfill the members' expectation as well as the promise made to attract them, the plan below aims at maximizing members' satisfaction and improvement on their experience with AIESEC as well as increasing their motivation to contribute high quality performance for the organization.

4.2 Suggestion for retaining and motivating current members – The motivating plan

After getting members awareness of AIESEC, the most important concern is how to get the members involved in AIESEC activities and taking responsibility in certain projects. As introduced previously, AIESEC members should follow the AIESEC circle to achieve optimal experience out of their participation to AIESEC. They are encouraged to undertake leadership or organize a particular event in the local committee which allows

self-improving. But not all members actively followed the path due to many obstacles and barriers encountered on the way. For example, the task can be time-consuming or require a great deal of effort from the members while certain tasks could have intense deadlines. There is also no official commitment made by the members to perform the task like in other profit-making organizations. In AIESEC, members undertake the tasks and perform them totally on their wills. Therefore at least an adequate level of motivation and satisfaction must exist to create and sustain members' commitment and engagement in the AIESEC activities and prevent members' withdrawals or inactive status.

As we discussed in the theory chapter, Herzberg's view of motivation proposed that individual is motivated only when he is intrinsically interested in the job. In AIESEC context where the nearly no KITA or extrinsic benefits provided as in other profit-making organizations, *individual's growth need is the main motivator for members to take active role in the organization*. The more members were satisfied and improved by their experiences on the task, the more likely they will get further involvement in future task or responsibility of AIESEC. It was confirmed by the survey result that active members who took active role in AIESEC are much more motivated and also have more positive attitudes towards AIESEC activities (see 3.3). Therefore in order to retain AIESEC members and motivate them effectively, the most important improvement should deal with task design to offer members the best opportunity to learn, practice their skills and improve themselves. It is also the most expected benefit chosen by AIESEC members as their first expectation when joined AIESEC. With that purpose, job enrichment turned out to be the most appropriate and effective tool. The author designed this motivating plan based on the job enrichment model of Hackman and Oldham which is more widely accepted and easier to apply in modern organization context than Herzberg's model. But Herzberg's motivators also will be discussed since the survey result which was designed based on Herzberg's theory will be used as the practical basis for this motivating plan as well.

According to the survey result, while hygiene factors received more positive attitudes from AIESEC members, the majority of motivators have not been working so effectively so far as averagely only less than half of them were highly satisfied with all the motivators provided by AIESEC and 50 percentages of the respondents also just rated their past AIESEC performances as "fair" rather than "good". It initiated a need for improvement on motivators in AIESEC task design as well as organizational factors to boost AIESEC Tampere's members' level of motivation and keep them interested in future tasks. Furthermore, happy members also will introduce AIESEC to more people and this is considered as the most promotional tool.

In the Job Characteristics Model, an enriched job will allow the individual to sense a high level of all three psychological states which are work meaningfulness, responsibility and knowledge of the actual result. Therefore the individual will be highly motivated, satisfied and be effective in his work. With that purpose, the following suggestions based on Hackman's

proposed principles will aim at making AIESEC tasks' characteristics more motivating for AIESEC members (see 2.3.4). The motivators that were highly appreciated by the survey respondents will also be involved to improve AIESEC members' experiences on AIESEC tasks. Besides, according to the survey result, there are a number of factors which although were not directly related to the tasks but significantly reduce the task doer's motivation on the task and commitment to AIESEC. These hygiene factors will be discussed later as a moderator in Hackman and Oldham's model. At last, there will be suggestions for AIESEC rewards system according to members' preferences found out in the survey so that reward could be provided more effectively. (Hackman 1977, 424.)

4.2.1 Forming meaningful work units

As AIESEC always has a variety of concurrent activities, there are always different project teams working on different tasks at the same time. Members can choose to help on the task they like, therefore the task of organizing all the individuals' works and coordinating members become quite a complicated work. Work group should be formed to undertake a complete task or project in a meaningful way whereby group members have complementary skills that allows skills sharing and mutual learning. Furthermore, to divide the tasks between members logically and equitably to effectively motivate them, the task given to a member should be an identifiable and complete work and the member then can be individually responsible for his own work performance. The opportunities must be fairly divided that all members can play active role in the group. In the Job Characteristics Model, this principle so-called "forming natural work unit" was claimed to improve task identity and task significance dimensions of a job. In AIESEC, even the member works in team, his task should also be divided fairly in comparison to others' and his performance should lead to a finished work which can be identified distinctly from his teammates' work. Especially in AIESEC context this principle works even more effective since all members mainly work on their own rather than gathering together in one place therefore clear responsibility and visible outcome are much more important. The application of this principle will improve sense of responsibility and ownership over the task performance. In order to clearly draw the boundary between individual responsibilities in a team, a suggestion is to assign the task with sufficient description, deadline, expectation of the outcome in order to effectively visualize the task's process and outcome right at the beginning. This approach will also help the task doer keep track on his progression which provides him sense of achievement during his performance. (Hackman, Oldham, Janson & Purdy 1975.)

There should be sufficient information provided to the task doer about how his work result should look like, and the importance of his work to other members, to AIESEC as a whole and to the community in case of voluntary work. The survey result showed that 60 percentages of the respondents were highly motivated by the task meaningfulness (see 3.5.4.) but only around 30 percentages of them satisfied with their AIESEC experiences regarding this factor. Even worse, only 8 percentages knew in advanced what the outcome should look like in their past AIESEC task

(see 3.5.3.). A respondent eventually mention “meaningless task” when it came to the factor causing most de-motivation to him. These factors could be improved by providing the task doers natural work unit and briefing about the task’s meaning to them. The meaningfulness of tasks can be improved by involving community works which were widely conducting in many AIESEC local committees over the world.

It should also be put into consideration that even though motivation level is important, the whole organization’s operation is also important as well. Hence the tasks should also be divided equitably among members in a way that benefit the whole team’s work outcome or the organization’s performance while still meaningful to the task doer. Too much deadlines was also stated as one of the problem decreasing motivation in AIESEC hence division of tasks should avoid putting too much responsibility on one individual.

4.2.2 Combining tasks

As Herzberg once explained, the most important ingredient of job enrichment is the opportunity to learn and growth inherent in the job. It is the most effective motivator to the task doer. Therefore, combining the tasks that involve a variety of skills will play as the best motivator for AIESEC members who are yearning for skills improvement and practical experiences. By providing the members visible opportunities to improve their skills, the members will be motivated to undertake the tasks voluntarily without any requirement for extrinsic rewards. In the survey analysis, most of the respondents confirmed the variety of tasks as their motivator (see 3.5.5). Skills improvement and practical experiences also were the top two rewards that AIESEC members interested in. Therefore AIESEC task assigned to members should provide them the opportunities to use a number of skills or experience different roles in either the team project or the organization structure. If an AIESEC member goes through the AIESEC circle which most members should go through, they improve the task-variety factor in their experience. Job rotation could be a suggestion for this particular purpose. But a majority of members only gave AIESEC a limited amount of time in their schedule as an extra curriculum activity, hence the amount of tasks given to a member should not be too much for him to handle. According to the survey result, too many deadlines which cannot be met stood second in the chart of de-motivating factors (see Figure 29.). This is a complicated issue which required effort from both AIESEC leaders and the task doers. The leader should assign tasks to optimize the variety of skills required which allows improvement but still only within an acceptable workload for the task doer. Meanwhile this approach only effectively motivate certain members who have high growth needs and achievement oriented. Some people are highly rejected to increased responsibility or challenge. Therefore a flexible approach in combining task should be made according to members’ wishes. But above all, combined tasks assigned to a member should still be referred to a complete work as discussed in the preceding section. (Herzberg 1987.)

In details, the survey showed that AIESEC tasks mostly required the skills of team working, organizing and cross culture while the other skills were less involved. Therefore AIESEC should consider offering its members more opportunities to use and improve their skills in communication, leading and creativity which were asked by majority of the respondents. As only a minority of members can take leadership every new term, the leadership skill was only used by the leaders of the committees. Suggestion to allow more member experiencing leadership is that autonomy should be given to small projects. Ordinary member can be given authority as leader in those projects rather than being led by the leaders of the committees. Leadership will be provided naturally as they perform their tasks and lead other group mates. The activities of AIESEC should not be reused every year even though they could be successful in previous terms since it seems undermining the creativity of members. Furthermore it makes the organization inflexible in reacting to continuously change of young people. More encouragement should be given for members to create their own colors in their AIESEC involvement and also enrich AIESEC color as a whole. As AIESEC is run by young people for young people, new ideas should all be appreciated and given opportunities. Competitions along with rewards for new ideas could be held periodically. Likewise, more than half of the respondents did not have a chance to improve their communication skill which they want to experience in future tasks. This could be improved by encouraging members take direct relationship to direct clients of their tasks rather than through the communication team. By designing tasks which can improve the skills that the task doer is still lacking, the experience of AIESEC member on his task will be more meaningful to him and hence the members can find more reasons to undertake AIESEC tasks.

In general, logically combining tasks could improve task meaningfulness to the task doer with more variety of tasks and skills involved. By requiring more from the task doer, the task then become more challenging which improved the task doer sense of achievement and thus motivate him exert more effort. Even though not all people are motivated by challenging tasks, the majority of AIESEC members participating in the survey showed strong appreciation towards challenging tasks. In this context of young people and voluntary activities, challenging task is much more attracting than easy routine works.

4.2.3 Establishing client relationship

Besides skills improvement, most of the respondents were interested in improving their practical experiences. One main offer of AIESEC satisfying this expectation is its international internship program. But only a minority of AIESEC members can take this chance due to the high requirement for internship candidates. Hence, most of AIESEC members searched for experiences in AIESEC activities they performed. One of a suggestion to improve AIESEC members' practical experiences is to maximize direct contacts between members who perform the task and the clients who enjoy tasks' outcome. In AIESEC environment clients could be the corporate partners involving in sponsorship or internship program, or other AIESEC members in internal events, or even non-AIESEC mem-

bers in open events. The more the task doers can directly contact to the clients, the more practical and meaningful their work becomes. Besides, the task doers also can directly receive direct feedback on his work from direct clients and improve his performance according to client's requirements. Furthermore, the task doer can also see the bigger picture out of his performance to increase the task significance and thus to increase the task meaningfulness. Meanwhile, direct interaction with organizations in real business environment can help the member gain practical knowledge, experiences and develop his network. Also, the member communication and interpersonal skills will be developed as well. The method used could be giving the task doers autonomy to contact his clients directly as needed, not through any AIESEC representatives or AIESEC communication channel.

4.2.4 Vertical loading jobs

Another applicable principle is to provide the task doers autonomy to increase their sense of ownership over their performance outcome. In fact only 31 percentages of the respondents experienced a high level of autonomy in their previous AIESEC-related tasks while majority of them considered it as an important motivator. This gap initiated a need to improve this particular factor. The method which could be applied is to motivate members by increasing autonomy while lessening the degree of control on the task. The member should be given autonomy over planning, performing and controlling his own task. To facilitate the members' processes of performing AIESEC related tasks, voluntary members should be able to do the tasks the way they like to, and follow their self-scheduled time plan but still in consistence with the general schedule of the project or the committee as a whole. By planning and controlling the performance on their own, the task doers can experience more skills involved in the task and also feel more responsible for his outcome.

But as discussed previously, autonomy can cause a counter effect if being applied alone. Giving autonomy to an individual who does not know how to do the task or what the task outcome looks like only decrease motivation since it will only create confusion. Autonomy can only work well with sufficient instructions and support. As AIESEC member is doing AIESEC task mainly due to their preference rather than any commitment, the more support they receive the more they are motivated in the task. Any problem happens along the way of their performances will definitely cause negative feeling or even regret since they do not have to take the task at the first place. Therefore sufficient support is a must for successful performance and member satisfaction on task. According to the survey result, the respondents who are motivated by autonomy also considered understanding of the expected outcome and how to perform the task, communication with group mates as well as instructions, resources and support as factors affecting their motivation. There should be an instructor, who could be another AIESEC member more experienced on the particular task, to give support and instruction where needed. Instructor should check the task doer plan to make sure he will go on the right path and finish on time while still giving him room for his own decision. The survey also

pointed out the sensitivity in providing support, instructions on the task since an excess of these factors can reduce autonomy. Similarly, providing too much instruction and control will also reduce sense of responsibility as well as achievement. Furthermore, an easy job will not cause any desire in the member to voluntarily responsible for it as they see no prospect of improvement in it. In short, a balance should be set up between an excess of autonomy and a rigid instruction or control in order to effectively enrich the task.

Another approach related to autonomy which is empowerment should also be discussed. Empowerment motivates members by increasing the sense of responsibility as well as sense of competence. For the benefits of the organization, empowerment also provides innovation, better decisions, improved quality of performance as well as increased job satisfaction and motivation of members. AIESEC can empower member by encourage them taking leadership role or performing autonomy on their work. Other applications could be also considered such as self-managed teams or decentralization which involved members in the decision making process as much as possible. As effective empowerment depends much on effective delegation, the delegated tasks should come with an appropriate channel of feedback and clear timeline on the process. (French, Rayner, Rees & Rumbles 2011, 188; Yukl & Becker 2006; Heathfield n.d.)

4.2.5 Opening feedback channel

Most of the respondents want to sense their progress on the task they are performing (see Figure 19). Therefore feedback is an indispensable motivator to AIESEC members as it provides a sense of achievement and progress. The feedback should reflect how well the member is performing and how well his performance is improving or if it is getting far from the track. In AIESEC environment, it could be the case that members work on voluntary basis with their peers and thus negative feedback is usually avoided. However, it should be noticed that even negative feedbacks are indeed much better than no feedback at all. The lack of feedback will significantly reduce the task meaningfulness to the task doers. Feedback should be given in details, informatively and constructively to the task doers. In that way negative feedbacks will be more appreciated than the positive ones as they benefit future improvement. The task doer should be able to get direct feedback from all channels without any barriers especially from the direct client of his work as discussed previously. The feedback must be formed within the task process itself rather than outside the task. Quality of the work can also be checked and controlled by the task doers rather than other people in order to immediately correct where the task performance goes wrong and also increase task doer's sense of full responsibility and motivation as well. (Hackman 1977, 431.)

Another channel of feedback can arrive from other group mates who are performing on the same project with the task doers. This source of feedback can be achieved in periodical meetings such as weekly meeting to check on others' progression and to provide feedbacks as well as support in case of necessary. But this method should be conducted in constructive

and objective manners to prevent subjective personal opinions from distorting the real feedbacks.

Post-performance feedback should be based on commonly agreed criteria between the task doer and the instructor. A suggestion is to design a common form which can be handed out to other AIESEC members or even non-AIESEC clients regarding their feedback towards the work outcome that they enjoyed. The task doer then can evaluate their performances themselves based on those practical materials. From those objective feedbacks the task doer can know where their performances are lacking so that they can improve in their future task, either with AIESEC or in their future workplace. From direct client as corporate partners, feedback is much easier to get than from other AIESEC members as they are more professional and have visible expectation for the task outcome to compare with. The positive feedbacks of corporate clients will also become valuable testimonials for the task doer's future career. Meanwhile for the client role performed by other members as well as the non-AIESEC individuals, there is always diversity in collected opinions hence the credibility of feedback might be reduced. (Hackman 1977, 430.)

4.2.6 Moderators – Hygiene factors

In the Job Characteristics Model, the motivating effect of job characteristics is also affected by the moderators which are different from one organization to another. Therefore to effectively enrich AIESEC tasks, the moderators in AIESEC environment should also be considered. As discussed in chapter 2, moderators including individual's capability in comparison to the task's requirement, different level of personal growth needs and the organizational context as we called "hygiene factors".

According to the survey result most of the respondents have high need for growth since they are young students and yearning for improving themselves for their future careers. Therefore it is strongly believed that enriched tasks can effectively motivate AIESEC members as majority of them showed interest in performing interesting, meaningful tasks which allow skills improvement and the likes. In this part, the suggestion will mainly concern about improving AIESEC's organization context to reduce members' dissatisfaction and de-motivation. The motivating plan does not focus on these factors but a threshold in the level of satisfaction on these dimensions should at least be reached in order for the task enriching plan to be applied effectively. These hygiene factors were recognized by AIESEC members as the causes decreasing their commitment to AIESEC tasks. But not all the negative factors can be eliminated as some of them belong to AIESEC's nature while some others belonged to personal issue of members. With that limitation some suggestions were formulated as below.

Firstly there should be more opportunities for AIESEC members to build-up the friendship even outside AIESEC. The close connection to other members will create a sense of belonging which engages the members closely to the organization. This is important as nearly 40 percentages of

the respondents seeking for sense of belonging in AIESEC and a minority stated that they felt being alienated by the group barriers and de-motivated by the loose bond within AIESEC members. It could be explained that if members were not active in AIESEC activities it is hard for them to be closely connected to the group or develop friendships. The solution for it is to create more opportunities for newly joined members to take active involvement to have more interaction to other members and more connected to AIESEC. However it is mainly based on the members' wills to undertake that opportunities, AIESEC can only make the activity more interesting for them to do but cannot decide for them whether to do it or not. Suggestion for AIESEC is to remove all the visible blockages in the member's process of performing task as not giving too much deadlines, support transportation fees, organizing events where members can get close to others, providing effective communication channels and the likes. For example, to allow members communicating to each other effectively without the need to commute frequently, online communication channel as chat rooms, online conferences could be a solution. The members' sense of being fully supported in doing the tasks is a must in term of voluntary works since they are more easily to be de-motivated.

As AIESEC is similar a virtual organization, another suggestion is that members should fully comprehend of the organization mission and objectives which make AIESEC become more realistic and meaningful to the members. They should clearly know what they are engaging to, how it benefits them as well as how their works benefit others and the community. AIESEC is a worldwide organization for students with a huge size as well as its effect over the world but the members of AIESEC Tampere as a small local unit maybe not able to feel the true characteristics of AIESEC as a whole and how their contributions mean to the whole organization. To that problem AIESEC were organizing many national and even international conferences so that AIESEC members over the world can meet and see the overall picture of AIESEC outside their own committees. The members who did not have opportunities to join these references should be encouraged to go or at least conveyed the information and experiences from the ones who actually went.

According to the survey the members also suggested certain events they want to experience in the future. AIESEC can consider organizing these events in the future to increase the entertainment factors in the committees which can satisfy and connect members as well as learning events which provide intrinsic satisfaction. The entertainment events were mentioned including movie nights, music nights, laser tag, ice skating. But above all, the majority of the suggestions involved growth factors as learning and improving. The list comprises different activities from marketing and management theme, training on certain skills as sales, marketing, and the likes, or speakers from companies, universities, and competition such as teambuilding events.

As proven by the survey result, majority of AIESEC's outweighed intrinsic rewards over extrinsic ones, but an appropriate level of extrinsic rewards offered along with a good sense of intrinsic rewards could cause

positive benefit to AIESEC members. Monetary rewards are totally not suitable in AIESEC context, as only 23 percentages of the respondents valued tangible rewards. Therefore other rewards which showed recognition for the members' effort in performing AIESEC tasks are considered more effective. AIESEC could provide certain types of recognition which benefit the active members intrinsically as a certificate for contribution which they can show in their future CV or the likes. Another example could be award ceremonies held annually to give recognition to active members who contributed to the committee success followed by celebration party for all members to tight the bond among members.

5 CONCLUSION

Nowadays the labor force is transforming into a young generation of highly educated but also highly demanding employees, hence the motivational issue in modern organization context has become more and more complicated than simply using extrinsic rewards as before. The employees nowadays also seek for recognition, achievement and personal growth while monetary rewards become less and less effective in motivating employees. On the long run monetary rewards as well as other extrinsic rewards will undermine employees' intrinsic interest in the job. Moreover, there have been more and more academic and practical recognitions for the motivating effect of the job content to young employees in modern organization context. For this study, its main purpose is to examine the effectiveness of job content in motivating young people particularly in the context of AIESEC Tampere.

AIESEC, the world's largest organization run by young people for young people on voluntary basis, is the appropriate target group for examining the motivating effect of job content on young people. AIESEC members are all potential talented leaders in their future organizations as well as their fields of careers. This group of young and talented people, who have been putting effort voluntarily into the successful operation of AIESEC, initiated an interesting question about how they were motivated and engaged in the organization without any extrinsic benefits. The focal point of this study is to examine how the task-related factors as well as the job content intrinsically satisfied AIESEC members. But as AIESEC is extremely large in size as well as in the number of members, hence one of AIESEC's local committees was chosen as the case organization for this study. Finally, AIESEC Tampere, one of the most successful local committees in Finland, was chosen.

The main operation of all AIESEC committees is to provide a learning environment and a global network where members can nurture their skills, experience leadership in preparation for their future careers while contributing positive change to society. AIESEC members are mainly comprised of students and new graduates with a variety of nationalities and backgrounds. AIESEC tasks are usually conducted in the form of teamwork to serve a variety of clients from corporate partners or other partners in society to other AIESEC members. Most members after joining AIESEC will be encouraged to follow a path so-called "AIESEC circle" which helps

them to grow and develop themselves in skills and practical experiences. International internship opportunity is also one of the most attracting AIESEC offers for members. The top concerns of AIESEC Tampere were how to attract new members from the pool of young students particularly in the Pirkanmaa region then engage them to be actively involved in AIESEC's activities, and most importantly, to optimize the members' experiences with AIESEC.

Among a huge number of motivation studies introduced so far, the simplest definition of motivation was defined by Forrest as "consistently putting effort, energy and commitment into desired results" (Colman McMahon 2011, 5). The level of motivation is the level intensity and consistency of efforts that an individual put in (Mullins 1996, 480). Work motivation is developed from the general definition of motivation by adding the context of how to direct the individual's desired results towards the organization's goal to benefit the organization as a whole. Work motivation theories normally were classified as content theories and process theories. Content theories considered human needs as the main determinants for organizational behaviors while process theories focused more in the process of initiating and sustaining behaviors with the argument that human being is much more complex than the needs only. The process theories are more applicable to modern organizations but the content theories are more popular due to their simplicity and effectiveness.

To explore AIESEC Tampere's motivational issues, Herzberg's Hygiene and Motivators theory was used as the theme for this research. Even it was introduced long ago but his proposition for the two sets of factors affecting motivation in organization is still applicable nowadays. His work is suitable to AIESEC context as the job content was considered as the main motivator in AIESEC activities which also improved members' satisfaction as well as commitment. With the group of voluntary members in AIESEC Tampere, the motivating effect of job-related factors based on Herzberg's proposition will be easier to be examined than in profit-making organizations where extrinsic benefits and the job content could hardly be isolated. Furthermore, as most of AIESEC members are young students who usually have high needs for growth, learning and improving, AIESEC seems to be the perfect the subject for job enrichment – one of the applications of Herzberg's motivation theory.

When Herzberg's proposition was first introduced, it marked a revolutionary development in motivation study by clarifying a number of wrong assumptions prevailing back then regarding work motivation. In his theory, hygiene factors only prevent employees from dissatisfaction which keep people from unhappy, without causing any effect to either job satisfaction or work motivation which he believed to be actually affected by motivators. His most remarkable proposition was that as the effect of hygiene factors and motivators on work motivation are independent to each other, so are job satisfaction and job dissatisfaction. He defined hygiene factors as KITA which only cause movement to contrast hygiene with motivators. KITA that stands for Kick-In-The-Ass are organizational-context-related factors including extrinsic benefits or threats that moved employees for

employer's goals rather than the employees' own goals. Therefore KITA do not motivate even though it can lead to improved performance. Herzberg also pointed out a number of positive KITAs which were wrongly recognized as motivators back then such as monetary rewards, work hours reduction and many more. Different from hygiene factors that are extrinsic to the job, the motivators are factors closely related to the job content which can intrinsically motivate employees by improving the quality of their experiences at work. In Herzberg's theory, motivators are comprised of individual's sense of achievement, recognition of the achievement, the meaningfulness of the work itself, increased responsibility, and advancement and growth. He stated that people are most motivated by the learning and growth experience inherent in the job. Consequently, he established his famous proposition of job enrichment which helped building these motivators into the job content.

Even though Herzberg was the proposer of job enrichment but the most popular model of job enrichment is the Job Characteristics Model which was revised from Herzberg's model by Hackman and Oldham. Therefore it was chosen as the foundation for the suggestion part rather than Herzberg's model. This model discussed five core job characteristics comprised of task identity, task variety, task significance, autonomy and feedback. Improving these characteristics was said to create three psychological states inside the job doer and hence improve their satisfaction, motivation as well as effectiveness on their jobs. The three psychological states create motivation by providing the task doer an internal feeling so-called intrinsic reward when he perceives that he is performing well on a task he cares about (Hackman & Lawler, 1971). Hackman modified Herzberg's drawback by adding the effect of moderators on the job enrichment model. He recognized the difference between different individuals regarding growth need strength and capability as well as the importance of context satisfaction. Furthermore, Hackman also provided a number of useful principles in building an effective application of job enrichment.

In the theme of Herzberg's Hygiene - Motivators theory, the motivation level in AIESEC Tampere was examined through an online survey conducted with AIESEC Tampere members. The survey was designed to evaluate the effects of hygiene factors and especially the motivators in motivating AIESEC members and thus to build the base for later suggestion. There were 18 responses collected which accounted for 36 percentages of the current members in AIESEC Tampere. Even though the rate was not optimal for explaining AIESEC general motivation situation, but the credibility of the survey result was supported by the consistency in the respondents' answers as well as the positive correlation between the result and Herzberg's theory. Furthermore, feedback from the group of active members in the survey result is worthwhile for improving AIESEC future performance as well as its motivation level.

A minor part was added in the survey to find out what the most effective promotional channel of AIESEC were, what attracted AIESEC members to join at first and what the initially expectation they brought to AIESEC were. This part aimed to benefit AIESEC in attracting new members more

effectively besides the main motivation issue. The survey result showed that word of mouth was the most effective promoting method. This finding emphasized the importance of improving AIESEC members' satisfaction on their AIESEC experiences so that they will promote AIESEC willingly. Besides, the majority of the respondents expressed highly interest in improving practical experiences, skills improvement which can only earn by performing the tasks in AIESEC. Other extrinsic factors as training, internship were mentioned but less important while entertainment factors received the least attention.

The remarkable finding from the survey was that the further the members involved themselves in AIESEC tasks, the more likely they are motivated to undertake further involvement in the organization as well as more satisfied with their AIESEC experiences. It initiated the concern regarding how to engage the inactive group in taking active role in AIESEC and to motivate the active group more effectively. The reason to explain the existence of the inactive group could be because that they see no benefits from taking active involvement in AIESEC. This proved the fact that the satisfaction on AIESEC task itself has played the crucial role in retaining and motivating members since those who did not involve in any AIESEC task have much lower level of motivation and commitment.

The main part of the survey focused on examining whether the task-related factors greatly affect AIESEC members' motivation or not. All five dimensions of Herzberg's motivators were discussed and examined. In general, the majority of the respondents highly valued all the task-related motivators as important to their motivation level. Acknowledged motivators by the respondents of this survey include a good sense of progress and achievement, recognition for achievement, challenging and meaningful tasks, autonomy and responsibilities along with sufficient support and instruction over the task, and task variety which providing the opportunities for personal growth. Besides, good interpersonal relation was highly appreciated as an effective motivator by a majority of the respondents. It showed strong support for the criticism against Herzberg regarding his denial of interpersonal relation's motivating effect. Another finding was that most of AIESEC members prioritized intrinsic rewards such as skills improvement and self-acknowledgement over extrinsic ones as official recognition and tangible rewards. This confirmed Herzberg's statement that people are much more motivated by the opportunity of learning experiences and growth rather than extrinsic benefits. However, the use of these motivators in AIESEC task were not really effective as averagely only less than half of the respondents were motivated by those factor.

Besides, there were also certain context factors that reduced AIESEC members' motivation as well as commitment to the organization. Most noticeable factors were loose relationship between members, continuously changing members, lack of communication, sense of alienation, lack of entertainment, too much deadlines and some more. Too much attention on improving these factors will not effectively motivate or intrinsically satisfy AIESEC members but a satisfactory condition regarding these factors

will keep the members from dissatisfaction or de-motivation. Therefore they should be given adequate attention but most effort should be put in improving the motivators to effectively motivate AIESEC members.

Based on the fact findings from the survey, the suggestion plan was formulated for AIESEC to effectively attract new members, to retain current members and, most importantly, to motivate them. To attract new members, AIESEC is recommended to optimize current members' satisfaction on their experiences so that they willingly or even unintentionally promote AIESEC to others. Another recommendation on attracting new members is to offering members full understandings on all organizational aspects of AIESEC such as its objectives, missions, direction as well as main functions and activities. AIESEC should effectively convey the practical link of how actively following the "AIESEC circle" can provide the members intrinsic rewards or the benefits that they expected, such as growth in skills and experiences and many more. With those understandings, AIESEC members are more likely to engage in the organization's activities as they can see what benefits they can achieve from it.

At next, to retain members as well as to motivate them effectively, AIESEC tasks is suggested to be enriched to provide high quality experiences to its members, particularly by applying the principles of the Job Characteristics Model. Firstly it is recommended that AIESEC tasks should be conducted by team to facilitate skills sharing between team members. The task given to an individual member should be a complete and identifiable work hence members can experience high task identity and significance, and thus improving tasks meaningfulness. Secondly, AIESEC should combine tasks that a member can perform in order to allow him to experience a variety of skills involved and to offer him the opportunity for person growth as well. The combined tasks should be adequately challenging to the task doers but at the same time not too burdensome in requirement for time and effort in order not to de-motivate the task doers. The skills that most respondents want to improve should be involved more in AIESEC task to intrinsically motivate them. Besides, by asking for more than the members' capability, a sense of challenge and growth opportunity will be provided to the task doers. Thirdly, by allowing the task doer establishing direct relationship to the direct clients of his work, he will more likely to receive direct feedback of his performance, to develop his interpersonal skill, and to gain practical experiences and professional network in prepared for his future career. The clients could be corporate partners of AIESEC, other organization in the community work or eventually other AIESEC members as well as non-members. Direct contacts with these clients will also effectively make the tasks more realistic as well as more meaningful. The fourth suggestion concerned about improving members' autonomy on the task by vertical loading jobs. It is recommended that the task doer should have personal responsibility to plan, self-check, control during his task performance. This approach should be applied along with sufficient support and instructions on how to perform the task, in order to prevent the task doer' from de-motivation by the sense of incompetence. Other approaches to providing autonomy should also be considered such as empowerment, self-managed teams and

the likes. Lastly, AIESEC is recommended to build an effective feedback channel to increase its task doers' opportunities to receive valuable feedbacks. Feedback can be provided by the direct clients discussed right above, or from other group mates or even by self-checking method. The criteria for assessing members' performance should be objective and commonly agreed by all related parties.

All of the suggestion above should be applied in consideration of the moderators in order to effectively motivating AIESEC members. According to the survey result the majority of AIESEC members are young students who have strong growth need strength therefore job enrichment can be effectively applied. Furthermore, the hygiene factors in AIESEC environment should at least reach a satisfactory level in order not to de-motivate AIESEC members. The first suggestion regarding the hygiene factors is to satisfy the members' need for entertainment by organizing certain interesting events and thus the respondents' wishes could be considered. Secondly there should be opportunities created to tightly bond the relationship between members both inside and outside the organization to improve their commitment to AIESEC. Lastly certain benefits can be provided to encourage members taking responsibilities such as certificates to recognize the members' contribution to AIESEC or outstanding performance which benefit their CV, or official recognition in ceremony awards, or celebration parties which could tight the bonds of AIESEC members as well.

In conclusion, AIESEC members were mostly motivated by the opportunities for learning and growth inherent in the tasks that they have performed so far. Therefore in order to motivate them effectively, all motivator-related dimensions of AIESEC-assigned tasks should be improved to intrinsically satisfy AIESEC members and thus to improve AIESEC's general performance as a whole. Other hygiene or environment factors should be satisfied up to at least a satisfactory threshold in order not to de-motivate AIESEC members. And by examining the motivators and hygiene factors in the case of AIESEC Tampere, the validity of Herzberg's proposition about the motivating effect of the job content, specifically on young people nowadays, was also reassured.

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COVER LETTER

Dear AIESECers,

I am doing my thesis now about motivation level and what attract people to AIESEC, particular in Tampere unit. My thesis based on a survey which needs to be filled out by AIESEC members regarding their experiences with AIESEC and what they think to be improved in the future.

At the end the results will be collected and analyzed in order to help AIESEC understand the need of its members and improve its activities to meet members' expectation. The link is as below and it'll take about 5 minutes to be completed, so I hope you can spare some time to fill it out.

<http://www.webpolsurveys.com/S/1B0C0F39934F04AE.par>

Your participation is appreciated for my thesis and AIESEC Tampere future improvement.

Best regards,

Truc Tran
Hank University of Applied Sciences

Appendix 2

MOTIVATION LEVEL IN AIESEC TAMPERE

All input are appreciated and used for educational purposes only.

Your participation will help improve AIESEC activities in the future.

All information received is kept anonymous and confidential.

Level 1–For all members

1. Which range includes your age?

- Under 18 18-24 25-29 30 or older

2. Your gender

- Male Female

3. What is your nationality?

4. What is your occupation?

- Student
 Employee
 Others

How did you first know about AIESEC?

- From friends
- Internet/AIESEC website
- Email
- Introduction sections in college (e.g. Info nights, info stands)
- Poster/Ads promotion
- Others

6. How long did you join AIESEC?

- Less than 3 months
- 3 months – less than 1 year
- 1-2 years
- More than 2years

7. What benefits do you expect to gain by joining AIESEC?

Ranking from 1- Very Important to 3- Unimportant

	Veryimportant	Moderatelyimportant	Unimportant
BetterCV/Resume	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Training/Conference abroad	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
International network	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Social life improvement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Internshipabroad	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Skillsimprovement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Practical experiences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Fun parties with international friends	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Interesting events	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

8. How frequent have you come to AIESEC meetings and parties during the past academic year?

- Once every 2 weeks or so
- One – two days per week
- 3 days per week or more during project
- Only when I have free time and I feel like it, normally on occasional basis

9. What kind of events would you like join and suggest AIESEC to hold in the future?

10. Do you proudly introduce yourself as an AIESEC member and write that in your profile/CV/Resume?

- Yes
- No, please specify reason if relevant



Which skills do you want to learn or improve in the future?

18. In general projects, including both AIESEC-related and non AIESEC-related works that you have experienced, how will the existence of below factors affect/improve your motivation?

A- Please rank from **1-To a Great Extent** to **4-Not at all**

B- Did you experience high level of the mentioned factors in AIESEC environment?

Please tick as Yes or leave blank as No at the *last column*

	To a Great Extent	Some what	Very Little	Not at All	Did you experience high level of the mentioned factors in AIESEC environment? Please tick for Yes
Feelings that your ideas and opinions are heard and appreciated	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Power to influence others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sense of being challenged by new tasks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sense of progress - Clear timeline, be able to keep track on the progress and receive feedback on the process	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Understanding about the task's meaning, how it benefits to the organization/community as a whole	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Task is perceived as interesting work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Clear understanding of how the task is meaningful to yourself	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Clear understanding of how to perform the task	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Understanding of the expected outcome	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Discretion/Freedom to do your task as you want	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Sufficient instructions, re- sources and support for doing your tasks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Opportunities to experience a variety of tasks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Interaction/Communication with other colleagues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Conflicts is solved openly and constructively	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Decision made as a team – not individually	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Feelings of belonging to the team and having good relation- ship to others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

19. How did below factors reduce your motivation and commitment to AIESEC?

	To a Great Extent	Somewh at	Very Little	Not at All
Too many deadlines or unable to meet deadline	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Group barriers - Sense of being an outcast in the group	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cross-culturalbarriers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Transportationproblems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Insufficientcommunication	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Vague understanding about organization's mission and objectives	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lack of fun and entertainment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Loose relationship outside the organization	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Continuously changing members in the organization	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

20. What is your expected/actual achievement after the project?

Please tick where relevant

	Reward which value to you	Reward you actually got from your past task
Official recognition (e.g. reward ceremony)	<input type="checkbox"/>	<input type="checkbox"/>
Tangible rewards (e.g. movie tick- ets, coupon, etc.)	<input type="checkbox"/>	<input type="checkbox"/>

- | | | |
|---|--------------------------|--------------------------|
| Informal recognition from members | <input type="checkbox"/> | <input type="checkbox"/> |
| Skills improvement | <input type="checkbox"/> | <input type="checkbox"/> |
| More experiences in project work | <input type="checkbox"/> | <input type="checkbox"/> |
| Self-acknowledgement (sense of achievement) | <input type="checkbox"/> | <input type="checkbox"/> |

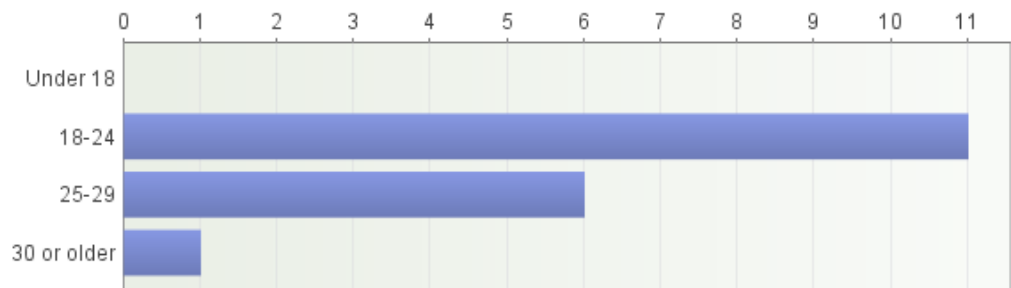
21. Please mention any factor that motivated or de-motivated you while performing AIESECS tasks - which are not mentioned above.

Appendix 3

QUESTIONNAIRE RESULTS

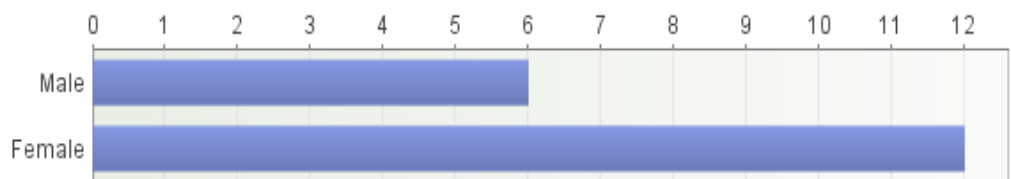
1. Which range includes your age?

Number of respondents: 18



2. Your gender

Number of respondents: 18



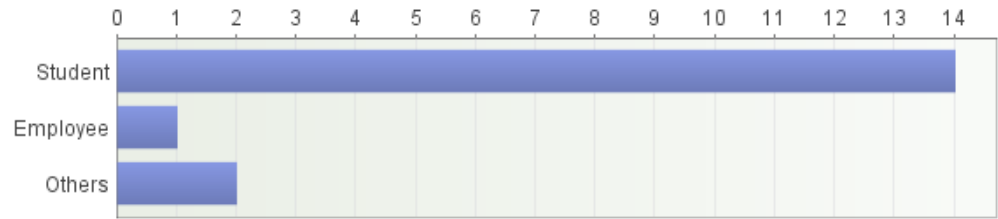
3. What is your nationality?

Number of respondents: 16

- Indian
- Spanish
- Vietnamese
- Finnish
- Nepali

4. What is your occupation?

Number of respondents: 17

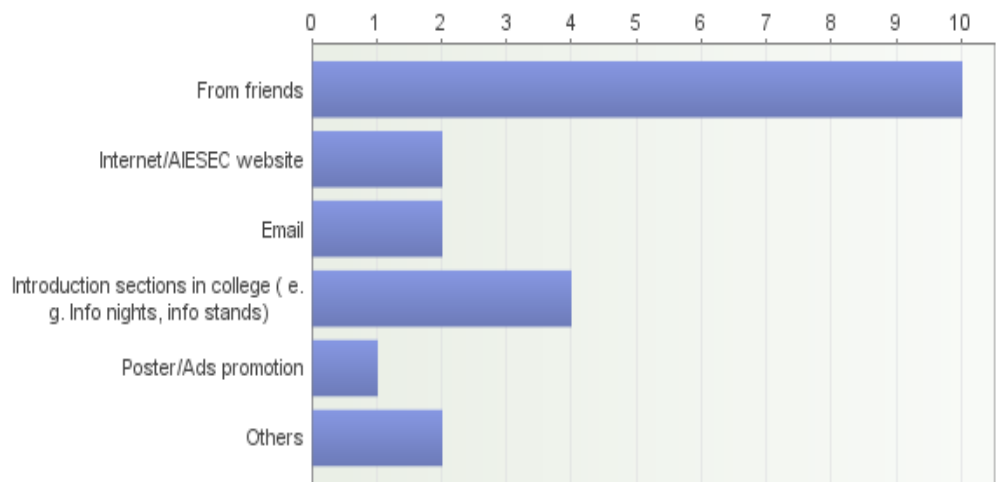


Open text answers: Others

– student and employee

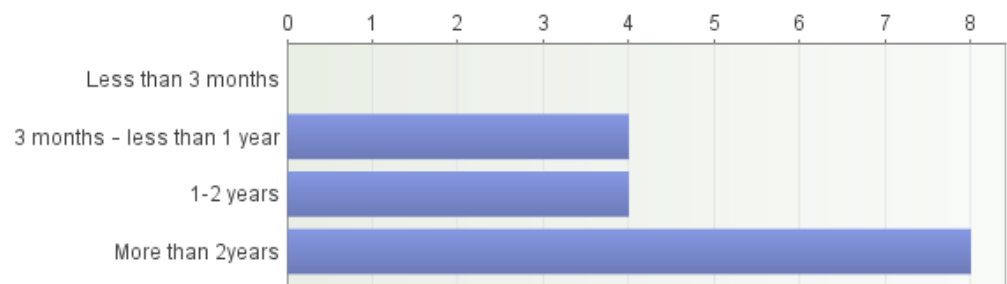
5. How did you first know about AIESEC?

Number of respondents: 18



6. How long did you join AIESEC?

Number of respondents: 16



7. What benefits do you expect to gain by joining AIESEC?

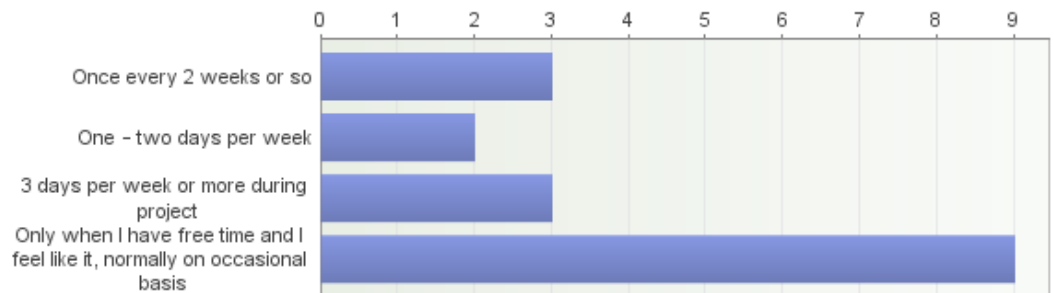
Number of respondents: 17

	Very Important	Moderately Important	Unimportant
Better CV/Resume	9	5	3
Training/Conference abroad	9	4	4
International network	11	6	0
Social life improvement	11	5	0

Internship abroad	9	5	3
Training	8	6	3
Skills improvement	11	5	1
Practical experiences	12	4	1
Fun parties with international friends	6	9	2
Interesting events	7	8	2

8. How frequent have you come to AIESEC meetings and parties during academic year?

Number of respondents: 17



9. What kind of events would you like to join and suggest AIESEC to hold in the future?

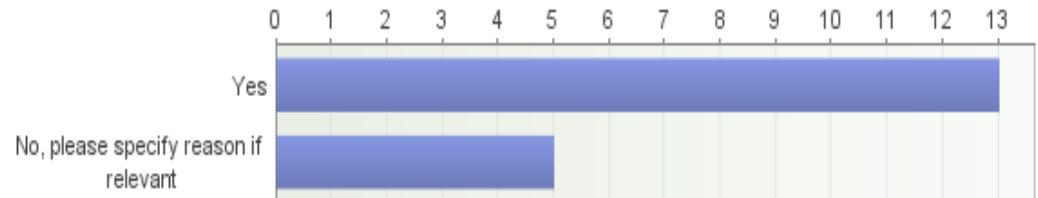
Number of respondents: 11

- Business competition
- Movie night
- Music night
- Something for people that is not in management or marketing!!!
- Trainings on certain themes, e.g. marketing, b2b and f2f sales, presentation skills, etc etc. Also events on certain themes, e.g. on certain countries, business culture, case studies, including external speakers from companies, universities etc. These could be part of the introduction to @ stage.
- Teambuilding event, competition
- Fun events like laser tag, ice skating, skiing, trekking etc and self improvement sessions and trainings.
- Although this is not AIESEC main focus, I'd like to have more training and events to integrate into life in Finland. This can be done pretty much in ICX activities, but it can be collaborated also with TM as well as NTT (National Trainer Team).
- N/A
- More job-oriented discussion and more talk with the companies which are AIESEC's partners and so.

- Events where people can develop their personal presentation skills.
- competitionevent
- careerevents

10. Do you proudly introduce yourself as an AIESEC member and write that in your profile/CV/Resume?

Number of respondents: 18

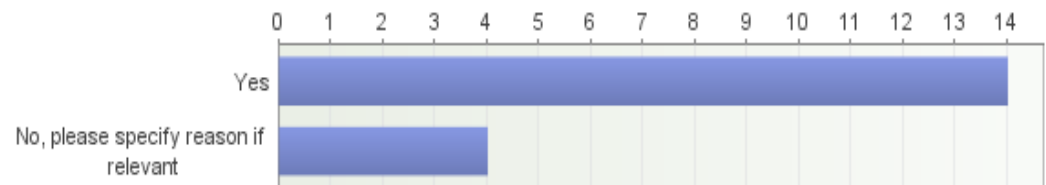


Open text answers: No, please specify reasons if relevant

- It looks more like a cult than an organisation, you shouldn't be so aggressive in your recruitment methods and on events for new people.
- I will but after the internship
- No particular reason, irrelevant in a CV context

11. Will you introduce AIESEC to others and suggest them to join?

Number of respondents: 18



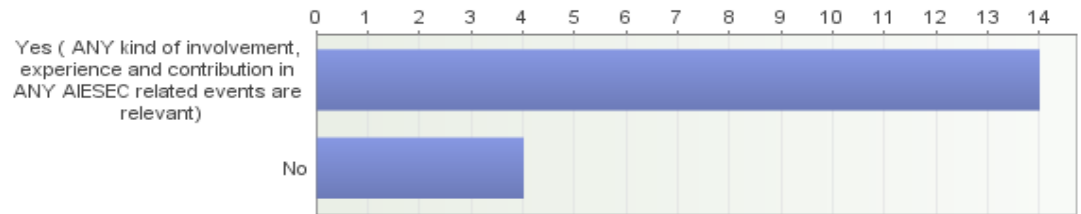
Open text answers: No, please specify reason if relevant

- Nothing for engineers in there, only focused on management people. You promise engineering internships after we pay, but then there is nothing
- I might mention it, but will likely not suggest joining. Aiesec fits certain kinds of people best, but it's not really equally well-suited for everyone

12. Have you ever involved/held responsibility in any project/team/function in AIESEC before?

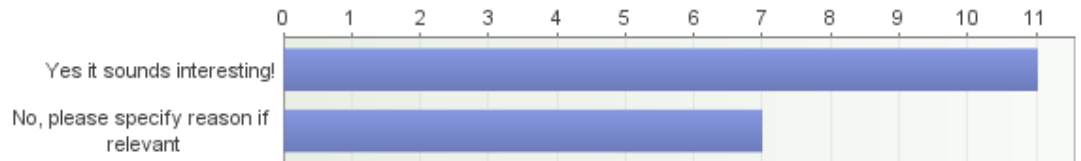
Number of respondents: 18

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13. Do you continue/intend to hold any responsibility in near future?

Number of respondents: 18

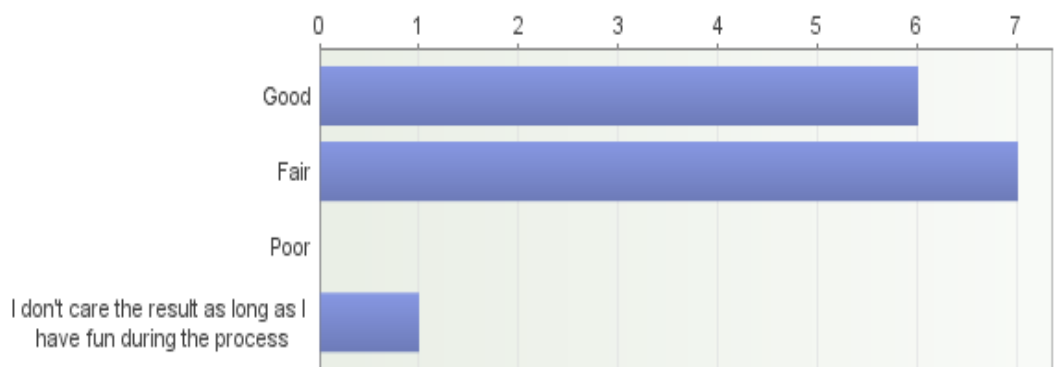


Open text answers: No, please specify reason if relevant

- I will leave Finland soon
- AIESEC activities can be very time-consuming. However, if a person doesn't hold any responsibilities, it's rather boring.
- We'll see, but I'm cutting back on my Aiesec involvement

14. How did you rate your previous task performance?

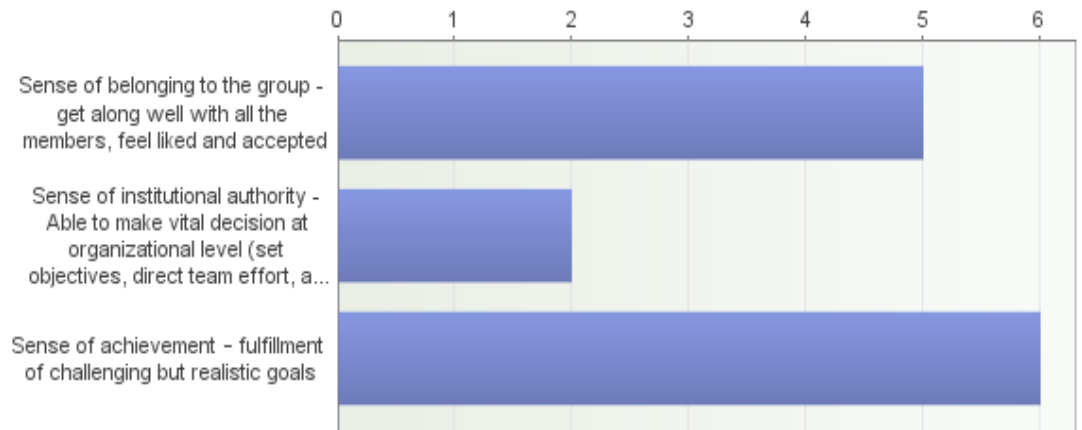
Number of respondents: 14



15. Which factor, if exists, will make you feel most satisfied with your AIESEC experience?

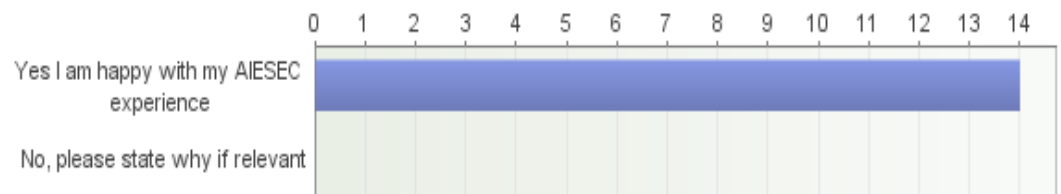
Number of respondents: 13

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16. Did AIESEC meet your expectation about your chosen factor in previous question?

Number of respondents: 14



17. How do your skills change related to your previous AIESEC experience?

Number of respondents: 13

	Creativity	Team work	Communication	Organizing	Cross-culture	Leading
What skills did you learn or improve through performing your tasks?	6	13	8	12	11	7
Which skills do you want to learn or improve in the future?	9	4	11	5	4	8

18. In general projects, including both AIESEC-related and non AIESEC-related works that you have experienced, how will the existence of below factors affect/improve your motivation?

Number of respondents: 13

	To a Great Extent	Some what	Very Little	Not at All	Did you experience high level of the mentioned factors in AIESEC environment? Please tick for Yes
Feelings that your ideas and opinions are heard and appreciated	8	5	0	0	7
Power to influence others	4	5	4	1	2
Sense of being challenged by new tasks	7	4	1	1	6
Sense of progress - Clear timeline, be able to keep track on the progress and receive feedback on the process	7	5	1	0	4
Understanding about the task's meaning, how it benefits to the organization/community as a whole	8	3	2	0	5
Task is perceived as interesting work	8	4	1	0	5
Clear understanding of how the task is meaningful to yourself	8	3	2	1	3
Clear understanding of how to perform the task	5	5	3	0	2
Understanding of the expected outcome	6	5	1	0	1
Discretion/Freedom to do your task as you want	7	5	1	0	4
Sufficient instructions, resources and support for doing your tasks	4	7	1	1	4
Opportunities to experience a variety of tasks	6	5	2	0	5
Interaction/Communication with other colleagues	7	6	2	0	5
Conflicts is solved openly and constructively	9	3	1	0	4
Decision made as a team – not individually	6	4	3	0	4
Feelings of belonging to the team and having good relationship to others	11	1	1	0	7

19. How did below factors reduce your motivation and commitment to AIESEC?

Number of respondents: 12

	To a Great Extent	Somewhat	Very Little	Not at All
Too many deadlines or unable to meet deadline	4	4	4	0
Group barriers - Sense of being an outcast in the group	1	3	2	6
Cross-cultural barriers	0	5	4	3
Transportation problems	2	3	4	3
Insufficient communication	2	5	4	1
Vague understanding about organization's mission and objectives	3	4	2	3
Lack of fun and entertainment	1	4	3	4
Loose relationship outside the organization	2	4	2	4
Continuously changing members in the organization	4	1	3	4

20. What is your expected/actual achievement after the project?

Number of respondents: 13

	Reward which value to you	Reward you actually got from your past task
Official recognition (e.g. reward ceremony)	6	7
Tangible rewards (e.g. movie tickets, coupon, etc.)	3	6
Informal recognition from members	8	9
Skills improvement	10	8
More experiences in project work	8	10
Self-acknowledgement (sense of achievement)	8	9

21. Please mention any factor that motivated or demotivated you while performing AIESEC tasks - which are not mentioned above

Number of respondents: 2

- In a team when not everybody is involved then that is the most demotivating factor for me. It's a team so its good if everybody is showing some form of involvement!
- meaningless tasks