

User Manual

Q1000 Motivation



User Manual - Motivation

Everything you need to know to get started with Q1000 Motivation.



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1. Introduction

Motivations, also referred to as 'motives', are needs that inspire and encourage action. Therefore, motivations play an important role at work. They have an impact on job satisfaction and job success. When someone's motivations fit their tasks and company culture, their work will give them energy and satisfaction. This will also have a positive effect on their performance.

This is the user manual of Q1000 Motivation. Q1000 Motivation specifically maps out the motives that are important in a work setting. This user manual summarises the most relevant information about Q1000 Motivation. Chapter 1 provides an overview of the main features and applications of the instrument. Chapter 2 explains how to interpret the results. In Chapter 3, the Q1000 Motivation model is explained, and the scales are described in detail. Finally, the appendices provide tips on how to guide candidates in using the instrument. We also provide a few example cases that can support you in using the instrument in practice.

The questionnaire is available in three versions - a standardised version (i.e., 'Q1000 Motivation Normative' or 'QDN'), an ipsative version (i.e., 'Q100 Motivations Ipsative' or 'QDI'), and a multimedia version (i.e., 'Q1000 Motivation Multimedia' or 'QDM'). Most of this manual covers the standardised version (QDN). More information about the differences between the versions can be found in section 1.7.

In addition to this user manual, there is also a 'technical' manual for Q1000 Motivation (i.e., 'Q1000 Motivation: Construction, Quality, and Scientific Background'). The technical manual provides complete information about the theoretical background and practical research that has been used for creating the instrument. You can request this manual from our support department (support.nl@assessiobloom.com or call 088-1004777).



1.1 Q1000 Motivation: Intended Purpose

Q1000 Motivation is used to map out people's professional ambitions. These are strongly related to motivation and partially determine the behaviour people show in practice. In addition, motivations provide information about the specific work environment that suits someone the best (e.g., a competitive work environment, where people are encouraged to strive for better result and positions). Loosely translated from McClelland (1985), motives can be described as reoccurring thoughts about a goal that someone wants to achieve. Such thoughts give direction and energy to work behaviour. In fact, according to McClelland, a person's talents only become visible if they are motivated to use them. With the help of Q1000 Motivation, you can map out the needs, goals, and wishes of a candidate in a systematic way.

The intended target group of Q1000 Motivation consists of adults who are part of the Dutch labour force. Q1000 Motivation is a suitable tool for recruitment, employee mobility, and development purposes. Among others, some professionals who might be interested in using this questionnaire are selection psychologists, career counsellors, trainers, coaches, reintegration experts, and personnel officers. The questionnaire can be used for a variety of purposes, related to its areas of application. For example, motives can influence career choices. Based on the results of the questionnaire, it can be estimated which position or working environment meets the candidate's needs. Furthermore, if used in selection situations, the results can provide useful information about the candidate. For example, the results can be used as input for a structured interview or hiring decision. Furthermore, the results can be used to investigate the extent to which the culture of the organisation matches the candidate's motivation profile.

However, we do not advise people to make (hiring) decisions based on Q1000 Motivation alone. The instrument is only suitable for broadening or deepening the understanding of the topics mentioned above.

1.2 Q1000 Motivation: Definitions

Q1000 Motivation maps out 13 different motivations (see table below). A detailed explanation can be found in section 4.2. This applies to both the normative (QDN) and ipsative (QDI) versions of the questionnaire. To read about the different versions of the questionnaire, go to section 1.6.

Scale	Definition
Esteem	Striving for a position that impresses others
Autonomy	Wanting to have control over how you do your work
Career	Trying to get the most out of your career
Competition	Wanting to be the best and compete with others
Helping others	Wanting to help and support others
Influence	Pursuing influence and power in decision-making
Learning	Wanting to continuously develop yourself
Rewards	Striving for as many material earnings as possible



Perfection	Aiming for high quality and flawlessness in your work
Cooperation	Wanting to work with others in a pleasant atmosphere
Innovation	Seeking new experiences and opportunities
Appreciation	Being driven by compliments on effort, performance, and personal characteristics
Significance	Aiming to realise your own (social) ideals

Table 1.1: Overview of all motivations and their definitions

1.3 Questions, Norm Groups, and Results

1.3.1 Questions

The questions included in the Q1000 Motivation have been developed according to Hofstee's guidelines (1999). This means that they are written in simple language and do not include professional jargon. This makes the questions clear and easy to interpret.

The candidate is asked to indicate how much each statement applies to them by choosing between five answer options (see table below).

Answer Option	Meaning
No!	Not or hardly applicable
No	Mostly not applicable
?	Sometimes applicable, sometimes not applicable
Yes	Largely applicable
Yes!	Totally applicable

Table 1.2: Overview of all answer options and their meanings

The questionnaire consists of 100 questions and takes about 10 to 15 minutes to complete. This is only an estimation, as there is no time limit for completing the questionnaire. Each question relates to one of the motivations. A set of related questions (also referred to as 'items') form a scale. The questionnaire consists of 13 scales, one for each motivation. Each scale measures only. Examples of questions can be found in section 3.2.

1.3.2 Norm Group

Candidates' scores on QDN are compared to those of a norm group. A norm group consists of people who have completed this questionnaire in a similar context. This comparison indicates whether a particular type of motivation is stronger or weaker for the candidate than for other people. However, research shows that people tend to answer differently depending on why they complete the test. For example, social desirability and contextual factors are more likely to influence a person in a selection situation. Because of this, we created two different norm groups, one for recruitment purposes ('selection' norm group) and one for development and career counselling purposes ('non-selection' norm group). Below, you can find a short description of both:

- The **selection norm group**, consisting of people who have completed the questionnaire in a selection situation.



- The **non-selection norm group**, consisting of people who have completed the questionnaire as part of their learning and development process or for the purpose of taking career decisions.

You also have the option to view the candidate's results without norms. The score **without a norm** only reflects the person's own self-image (i.e., how strongly the person says they have the motivation in question). This is useful for self-insight, but for purposes such as selection or making career choices, you will often want to compare the candidate with others. The most appropriate comparison group depends on the situation in which motivation is assessed.

It is good to realise that one's self-image (score 'without a norm') and how they compare with others (e.g. 'selection' norm group) can differ from each other. For example, someone can score above average when not using a norm and, therefore, claim to have a high motivation in absolute terms. However, it is still possible for that same person to have a relatively low score compared to others.

1.3.3 Results

The results are provided down to the level of each question and can be viewed by clicking the option 'Details'. In addition, various reports can be generated. The 'Motivation' report provides an overview of all the results. In addition to ranking the motives from the strongest to weakest, the report also provides explanations and describes possible pitfalls. Furthermore, the report 'Motivation and Culture' indicates the most appropriate corporate culture for the person, based on their strongest and weakest motives.

1.4 Areas of Application

1.4.1 Selection and Onboarding

You can use Q1000 Motivation Normative (QDN) for various purposes. For example, in selection situations it can be interesting to know which motives are strongly present within a person. This allows you to get a better picture of a candidate and make a better prediction of their future behaviour within a particular job. You can also estimate the extent to which a candidate's motivation profile fits with an organisational culture or position.

1.4.2 Career Coaching and Counselling

Motivation plays a major role in career orientation. To make good decisions about advancements or career changes, it is useful to know which aspects are important to someone. After all, choosing a position is highly dependent on personal wishes. Q1000 Motivation Normative (QDN) helps to identify a person's ambitions, thereby offering a starting point for career interviews.

1.4.3 Development

To help someone in their personal development, it is necessary to get a clear picture of their wants and needs. This can help to determine whether someone is driven to develop in a certain area. Motivations illustrate what energises a person and what they would like to learn. With the help of QDN, you can further discuss these personal wishes and determine the most appropriate development path for a person.



1.5 Possibilities and Limitations

Motivation determines whether someone is successful at work. Of course, there are many other factors that contribute to this. For example, whether someone has the necessary cognitive abilities, perseverance, and discipline, or whether they can learn from previous experience. That is why it is always good to use QDN in combination with other instruments. It is also useful to compare the impressions of, for example, an interviewer with the results of the motivation questionnaire.

1.5.1 Using the Results

You can use the results of QDN to expand or deepen your understanding of the person. It is not possible to make a statement on whether someone is 'suitable' for a position based on their motives alone. After all, people can choose a job because of different reasons and still be successful professionals. However, the results may be a reason for further discussion. QDN is widely used alongside Q1000 Personality Normative (QPN). The results complement each other and can be used to better predict or explain a candidate's behaviour. The combination of these questionnaires creates a broader picture of what is typical of someone. Of course, you can also use other instruments to broaden your understanding of the person.

1.5.2 Target Group

Q1000 Motivation has been developed as a generally applicable instrument for mapping motives in work situations. The questionnaire is intended for adults who are working or looking for (new) work. Our research was also largely conducted among these groups. The instrument is not intended to be used on children, adolescents, and elderly people, or in clinical settings to support diagnosis.

1.5.3 Culture and Dyslexia

Due to the clear phrasing of the items, the questionnaire is suitable to use by people with a wide range of education levels and (cultural) backgrounds. However, it must be considered that a low level of intelligence or a poor command of the test language (i.e., NT2 or B1 level) hinders the understanding of the questions. An accurate interpretation of the test scores is not possible in such situations.

Dyslexia can have an impact on people's ability to complete questionnaires. Dyslexics are more likely to read a question incorrectly and therefore, answer it differently than intended. However, the chance of that happening is expected to be small, because there is no time pressure, and the questions are clearly formulated.

1.5.4 Certified Users

To use and interpret Q1000 Motivation properly, you must have completed the e-learning 'Responsible Test Use' and studied the user manual. Once you have done this, you will be able to:

- Know what the intended purpose of Q1000 Motivation is and understand the meaning of the scales.
- Interpret test scores based on the reports and through your own analysis of the scores.



- Provide correct feedback and come up with some advice or statement regarding the person assessed.
- Explain basic statistical and technical concepts related to scores, such as reliability and standardisation.
- Explain the possibilities and limitations of the questionnaire and apply this knowledge in practice.
- Become aware of common professional ethics rules and apply them to your own work.

1.6 Alternative Versions: QDI and QDM

The information described so far relates to the version Q1000 Motivation Normative (QDN). This is the standardised version of the questionnaire and the most widely used. However, we relied on the same theoretical model to develop two other versions: Q1000 Motivation Ipsative (QDI) and Q1000 Motivation Multimedia (QDM). These versions were created for specific target groups and purposes. They share the same theoretical basis and underlying model as the QDN. However, there are also some differences between the three of them. In the following paragraphs, we will briefly describe these instruments and their characteristics. Unless stated otherwise, the rest of the manual refers to QDN.

1.6.1 Q1000 Motivation Ipsative (QDI)

The ipsative version of the questionnaire has been developed to minimise the effect of social desirability on favouring specific motives, and to provide a clear ranking of someone's motivations. Thus, QPI uses a 'forced choice' format.

Questions

The ipsative format (i.e., with 'forced choice' questions) implies that candidates are given a pair of statements and must indicate which of the two is truer for them. Each pair includes items with similar social desirability. In total, QDI consists of 78 pairs of items. Below, there is an example question.

Motivation QDI 1 / 66 Instructions Leave test

Which statement is most typical of you?
Assign 3 points to the following statements.

You like to work in an environment where a critical outlook is appreciated (2) | | You want to grow as a person in your job (1)

Next

Figure 1.1 Example question from Q1000 Motivation Ipsative (QDI)

The respondent must divide 3 points between the two statements by moving the slider towards the most appropriate one. The respondent can choose to allocate all 3 points to one



statement or 2 points to one statement and 1 point to the other. The closer the slider is to one statement, the more points the statement receives. As soon as the slider is moved, the points attached to the questions are displayed, and the candidate can decide what they think is the best distribution of points.

Results

The report provides a description of the two strongest and the two weakest motivations, as well as the company culture that best suits the candidate's profile. In addition, the scores for every motivation are described (i.e., divided into the three - high, mid, and low). The motivations are the same in QDN and QDI. See paragraph 3.2 for an extensive description of the motives.

Areas of Application and Target Group

For QDI, the application areas and target group are largely the same as those of QDN (see section 2.5). However, we do not recommend using QDI for selection purposes. This is related to the answering method (forced choice) and the interdependence of the scores (see *Possibilities and Limitations*).

Possibilities and Limitations

The forced-choice system results in a higher distance between scores, because the rating of one statement is dependent on the rating of another statement. This means that it is not possible for both statements to receive the same number of points. The advantage of this system is that it creates a very clear ranking of the motivations. The disadvantage is that scores can seem further away from each other than they actually are. That is, they can slightly over/underestimate how strong one motivation is for someone. For this reason, we recommend only using for career counselling and development purposes, or for painting a more general picture of someone's motivation. In addition, QPI is useful for gaining insight into the strongest and weakest motives of someone. No critical decisions (e.g., rejecting a job candidate) should be made based on this instrument.

Research Data

It is also relevant to note that due to the ipsative nature of the questionnaire, some psychometric characteristics are difficult or impossible to determine, including internal consistency, which is a measure of reliability. Test-retest correlations can be used as an alternative indication of reliability, and these values are good for QDI. The correlation between two motivation assessments of the same person (i.e., taken at a maximum of one year apart) varies between .54 and .75 and has an average value of .65. As a reference point, correlations above .50 are considered high. Furthermore, we see gender differences that resemble those from other research studies. The same differences are also applicable for the QDN version. On average, men rate themselves higher on *Innovation* and *Influence*, while women rate themselves higher on *Appreciation* and *Significance*.

1.6.2 Q1000 Motivation Multimedia (QDM)

The multimedia version of Q1000 Motivation (QDM) has been specifically developed for (young) people with learning or development difficulties and/or distance to the labour market. For this version, we developed short and simple questions and reports, that use the support of image and sound. At the moment, QDM is only available in Dutch.



Questions

The questionnaire consists of 36 questions. Each question involves watching two videos. The respondent is asked to indicate which video is closest to how they feel or behave. In this way, the videos of all nine motives are compared to each other.



Figure 1.2: Sample question from Q1000 Motivation Multimedia (QDM)

The instructions are as follows (divided into 3 screens):

'Do you prefer to work alone or with others? Would you like to earn a lot of money or is it especially important to you that you can help others? These are the kinds of things we call motivations or motives. Motives say something about what you like and what you want to achieve in your work. You will see two videos on the screen. Click on 'Play' to hear the explanations of the motives. Once you've heard both, you must make a choice. Choose the video that suits you best by clicking on it. A thick border will appear around that video. Then, click on 'Next' to see the next pair of videos. If you've already seen a video, you don't have to play it again. You can just choose the video that suits you best.'

Results

The report describes the two strongest and the two weakest motivations. It also provides an overview of the scores for all motivations, divided into three categories: high, mid, or low. These categories are based on the rankings. The motivations are somewhat different from the QDN motivations in terms of their number (i.e., 9 instead of 12) and name (i.e., so that they are easier to understand and interpret for the target group). The motives are:

- **Independence:** Wanting to make your own choices.
- **Appreciation:** Wanting to be liked and complimented.
- **Challenge:** Wanting to do exciting things.
- **Social contact:** Wanting to have a good relationship with others.
- **Learning:** Wanting to learn and get better at the things that you do.



- **Influence:** Wanting to have a say in important topics and participate in decision-making.
- **Good performance:** Wanting to do everything neatly.
- **Clarity:** Wanting to know what to do and when it needs to be done.
- **Rewards:** Wanting to make a lot of money.

Areas of Application and Target Group

The aim of developing QDM was to make it possible to measure the motives of young people with learning or development difficulties, and/or a distance to the labour market. The basic principle was that the material should be easy to understand. Thus, the test is written in simple language and uses as little text as possible. In addition, it has been decided to use both visual and auditory elements, to make the material as clear and concrete as possible for the target group. The instrument can be used for self-insight, vocational counselling, or career development, in combination with guidance by coaches, trainers, educators, or target group specialists.

Possibilities and Limitations

The questionnaire is only suitable for the intended target group. The questionnaire can be completed independently, and the report can be easily read and understood by the target group. However, we recommend offering respondents the possibility to receive an interpretation or additional explanations from a certified user. Due to its simple character, it cannot be used for every other target group. For some candidates, especially if they deviate from this target group in terms of age (30+) and level of education (MBO-1), the questions will probably be less in line with their perception of the world and/or will be considered 'below their level'. In addition, the result will not always be appropriate for people outside of the target group. We consider the questionnaire to be less suitable for those with higher professional education or university education. It is up to the user to assess whether QDM is appropriate for their candidate and their specific concern.

1.7 COTAN Assessment of the Q1000 Motivation Normative (QDN)

The basic version of Q1000 Motivation (i.e., QDN), was positively reviewed by the COTAN. The COTAN is the Dutch Committee for Test Affairs of the Netherlands Institute of Psychologists (NIP) and is responsible for assessing the quality of tests and questionnaires. Specifically, the COTAN assessed the principles of test construction, quality of the test materials and manuals, norms, and psychometric qualities of the test.

Unfortunately, the COTAN does not allow the exact assessment to be included in publications such as this manual. The assessment can be requested by members at <https://www.cotandocumentatie.nl/>. If desired, we can provide you with access to this information. You can request our support at support.nl@assessio bloom.com. The technical manual can also be requested this way.



2. Results of QDN

2.1 Administration

2.1.1 Instructions

Q1000 Motivation Normative (QDN) can be administered online. All the information needed to activate QDN can be found in the instruction screens. In principle, additional instruction is not necessary but is often appreciated. See the appendix for more guidance.

2.1.2 Planning and Preparation

There is no time limit for completing QDN, but most people finish the test within 10-15 minutes. As with any test or questionnaire, it is important that candidates can work under stress-free conditions. If the candidate is taking the questionnaire at your location, it is best to provide a quiet test room. As far as the practical process is concerned, please refer to user manual of the test portal.

2.2 Scoring and Standardisation

2.2.1 Items

Q1000 Motivation Normative (QDN) is scored and standardised in a fully automatic manner. The items are the same for everyone in terms of content, presentation, and order. Each motivation is measured by several items, ranging from 5 to 9 questions per scale.

2.2.2 Scoring

QDN assigns a score to each answer: 1 for 'No!', 2 for 'No', 3 for '?', 4 for 'Yes', and 5 for 'Yes!'. When determining the raw (unstandardised) score for each motivation, the points are added together and divided by the number of questions belonging to the same scale. The raw scale score can vary between 1 and 5 and indicates someone's answer tendency. A small weight is assigned to make it easier to determine the ranking. However, the influence of this weight is negligibly small and is determined based on the average popularity of each motive. You can find the scores under 'Details'.

2.2.3 From Raw Scores to Standardised Scores

Norms are used to compare a person's test results with others' results (e.g., people who completed the test in a similar situation or who are part of the same population). The norm score is determined by administering the test or questionnaire to a group of people that is representative of the target population (i.e., adults working in the Netherlands). When someone has completed the same test or questionnaire, their score can be compared with the scores of this group. The standardised score indicates whether the person scored high or low in relation to the norm group. We use three different standardised scores: deciles, Z-scores, and category scores.

You can choose from a selection or a non-selection norm group. The selection norm group is most suitable for assessing job applicants. However, you should use the non-selection norm



group for people who are taking the questionnaire for development or career coaching purposes. For most motivations, candidates who complete the questionnaire in a selection context show higher average scores than candidates who complete the questionnaire in a development context. The motives Appreciation and Rewards are an exception to this general rule. That is, we tend to see lower scores on these motives for candidates in selection procedures.

3.2.4 Deciles

For a quick indication of a person's relative position (i.e., compared to the norm group), deciles are the best to use because they are easy to understand and interpret. To calculate deciles, the scores of the people from the norm group are divided into 10 groups of 10%. The 10% lowest scores are classified in decile 1, the 10% subsequent scores in decile 2, and so on, up to the highest 10% of the scores, which are classified in decile 10.

Decile	Percentage	Meaning
10	10%	Very high
9	10%	High
8	10%	Somewhat high
7	10%	Moderate to high
6	10%	Average
5	10%	Average
4	10%	Moderate to low
3	10%	Somewhat low
2	10%	Low
1	10%	Very low

Table 2.1: Interpretation of decile scores

Example: Suppose that someone has a raw score of 2.5 and is classified in decile 2. This means that 20% of the norm group has achieved the same score or a lower score. So, 80% of the norm group received a higher score. One can call this person's score low compared to the norm group.

However, there are also several disadvantages to the use of deciles. The main disadvantage is that deciles can lead to an over- or under-estimation of the differences between scores. This is caused by the fact that when a test is administered, not all scores appear with the same frequency. For instance, average scores are more common than very high or very low scores. Thus, the distribution of scores is usually not 'uniform', but approximately 'normal'. Because these differences are not accounted for in the calculation of deciles, scores that are close to the mean can sometimes be overestimated, while extreme scores can sometimes be underestimated. For example, the difference between scores in deciles 5 and 6 is smaller than the difference between scores in deciles 1 and 2.

2.2.5 Z-scores

QDN also converts raw scores into Z-scores. Z-scores are the most accurate standardised scores. The division into categories (i.e., low, moderate, or high), as well as the two strongest and weakest motives of the candidate are all determined based on the Z-scores. You can find these scores under 'Details'.



Z-scores are calculated using two statistical characteristics of the scoring distribution (i.e., the mean and the standard deviation). The scores are expressed in the number of standard deviation units between the score and the mean. For instance, a Z-score of -1 indicates that the candidate's score is one standard deviation below the mean. On the other hand, a Z-score of $+1$ means that the score is one standard deviation above the mean. Thus, the $-$ or $+$ sign indicates whether the score is lower or higher than the mean. In a normal distribution, 16% of the scores are equal to or lower than a Z-score of -1 . That means that 84% of the scores are higher than $Z = -1$. This score is therefore low compared to the norm group.

2.2.6 Category Scores

Based on Z-scores, the scores are allocated to one of 4 different categories (see table below).

Categories	Percentage	Compared to the Norm Group	Meaning
Category 1	15%	Low	Less strong
Category 2	25%	Below average	Moderate
Category 3	35%	Average	Average
Category 4	25%	High	Strong

Table 2.2: Meaning of category scores

3.2.7 Graphical Overview of Scores

The figure below shows the relationship between the normal distribution and the three standardised scores used in Q1000:

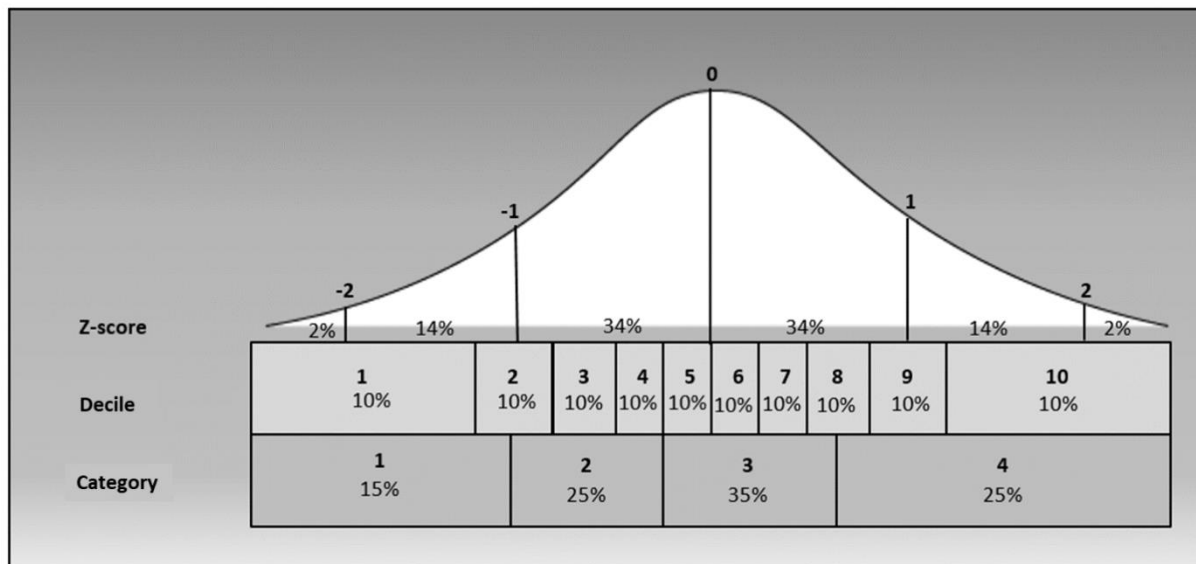


Figure 2.1: Normal distribution, Z-scores, deciles, and category scores



3. Construction and Research

The Q1000 Motivation model has been compiled on the basis of various scientific theories, including those of Bandura (1986), Deci & Ryan (1985), Kohn (1998), Locke & Latham (2002), Mc Clelland (1961; 1985), Mc Clelland & Winter (1969), Moor (1993), Murray (1938), Reiss (2000), Winter (1973), Vroom (1967), Weiner (1986), Zuckerman (1979; 2006). Below, there is a summary of the theoretical background of the model and its motivations. For a detailed description and an overview of all references, please read the technical manual. The most important references can be found in the bibliography of this user manual.

3.1 Theoretical Background

Motivation has been an important field of research in Work and Organisational Psychology since the 1930s, especially since the Hawthorne studies (Mayo, 1949). In this well-known study, the effects of the work environment and conditions on the productivity of the employees were examined. One of the most important findings was that employees do not only work to make money, as it was claimed by the leading school of management at the time (Taylor, 1911).

Psychologists often make a distinction between intrinsic and extrinsic motivation, as in the Self-Determination Theory of Deci & Ryan (1985). Being motivated means being spurred into action (moving to do something, literally or figuratively). Thus, a person who feels no incentive or inspiration to act is seen as unmotivated, while someone who energetically and actively focuses on a goal is considered motivated. On the one hand, a person can be intrinsically motivated. This implies that they do something because it is enjoyable or interesting. On the other hand, a person can also be extrinsically motivated. This means they will do something because they believe it will lead to a certain external reward, often material in nature. Intrinsic and extrinsic factors are not easy to separate. For example, there are people who mainly work for fun, but would not do so if they did not earn any money.

The intention behind QDN was to create a motivation profile that considers both intrinsic and extrinsic motivations of work behaviour. The focus is on the conscious part. It is assumed that most people are aware of the motivation underlying their behaviour and can answer questions about it. The Q1000 Motivation is based on different (combinations of) concepts that are central to the psychological literature on motivation. Of course, the practical applicability and extent to which they are related to work also played a role in the choice of certain motives. A total of 13 motivations has been defined for QDN. More about the underlying theoretical concepts can be found in the technical manual (van Bebber, Silvester and van Zoelen, 2011).

3.2 Core Motivators

To provide a broad overview of all motives, the report presents them in clusters (i.e., core motivators). These clusters are groups of motives related to the same overarching theme. The clustering is based on research into the correlations between motivational patterns. The



first page of the report displays the scores for these clusters, showing the least and most motivating factors for the candidate. Below, we present an overview of the core motivators and their respective motives.

Core Motivators (Clusters)	Motives
Focused on Independence	<ul style="list-style-type: none"> ▪ Autonomy ▪ Innovation
Focused on Success	<ul style="list-style-type: none"> ▪ Esteem ▪ Competition ▪ Rewards
Focused on Achievement	<ul style="list-style-type: none"> ▪ Perfection ▪ Learning ▪ Career
Focused on Influence	<ul style="list-style-type: none"> ▪ Influence
Focused on Others	<ul style="list-style-type: none"> ▪ Cooperation ▪ Helping others ▪ Appreciation ▪ Significance

Explanation per cluster:

Independence: Focusing on independence means wanting to be free and self-reliant, both in determining your goals and how you pursue them. The ability to break free from rigid frameworks and do things differently is also characteristic of this group of motives.

Success: Focusing on success means you prioritise obtaining results over enjoying the content of your work. You mainly see your position as a way to gain status, prestige, and good compensation. You measure your success by comparing your performance with others.

Achievement: Being achievement-oriented means enjoying the subject matter of your work and wanting to achieve the highest level of expertise possible. It also means you derive job satisfaction from demonstrating your expertise. People who are focused on achievement are eager to develop professionally and personally.

Influence: If you are focused on influence, you want to dictate the course of action. You enjoy doing this for yourself, but also for others. Deciding what happens, when, and how is your focus. You have opinions on many topics and will often express them freely. You find it important to participate in discussions, contribute with ideas, and be involved in decision-making on impactful matters.

Others: Focusing on others means wanting to feel connected to people. This involves striving for pleasant and harmonious relationships, both in your personal life and at work. Enjoying collaboration, wanting to contribute to a better society, and wanting to be appreciated by others are also part of this.



3.3 Descriptions of the Motives

The following paragraphs offer descriptions, definitions, and two sample items for each motivation. The statements are intended to illustrate the items accompanying each motive.

3.3.1 Esteem

Striving for a position that impresses others

The Esteem motivation has a strong extrinsic component. Esteem is, by definition, determined by how one is perceived by others. The action that an individual takes depends on their expectations – the image they convey and what they expect to receive by performing a certain job. The work behaviour of someone who scores high on this motive is therefore determined by the meaning that those around them attribute to their work. Thus, someone who scores high on this drive tends to perform work behaviour that will increase their status. The fact that the organisation offers promotion opportunities will be particularly relevant for such a person. Examples of items for Esteem:

- *I think it's important to have a position with prestige*
- *I think it's important to notice that others look up to me*

3.3.2 Career

Trying to get the most out of your career

People who are highly focused on their careers will put a lot of time and effort into creating a career plan that matches their ambitions and abilities. These people will work hard to turn their ambitions into reality. The need for a successful career has an intrinsic meaning for some people and a more extrinsic meaning for others. For some, it is important to be able to show that they have 'made it' in life. In this respect, this motivation has a lot to do with Esteem. Others connect this need with the desire to develop themselves. In this respect, the Career motive is more likely to be seen as intrinsic. Examples of items for Career:

- *I think it's important to get the most out of my career*
- *I will always choose a position that fits my career plan*

3.3.3 Competition

Wanting to be the best and compete with others

People who are competitive have a need to prove themselves. To convince others of their qualities, they will constantly seek competition and try to surpass their past achievements. Competitive people want to be the best, but they also want others to see them that way. A positive effect of competition is that it can increase the performance of all the competing parties, thereby enhancing the productivity of the team. Competition has a strong extrinsic component. After all, the point of reference is outside oneself. In addition, winning will often lead to fame and appreciation from others. Competitive people like to challenge others, strive to achieve results, and aspire to do something that has never been done before. Examples of items for Competition:

- *I think it's important to be the best*
- *I'll always try to surpass others*



3.3.4 Helping Others

Wanting to help and support others

The desire to help others is based on the need to connect with people. For people who like to help, the bond with others, such as family, friends, and colleagues, is very important. They like to build harmonious relationships and find it important to get along with others. They like to take care of others, to protect others. They enjoy feeling needed. They are happy to advise and support, and generally have little difficulty in sharing their talent, experience, and knowledge, and allowing others to benefit from it. Most people need companionship and interpersonal relationships in which affection and care are given and received. However, the extent to which someone has this need can vary from person to person. Examples of items for Helping Others:

- *I will always be there for others*
- *I think it's important to support others in their work*

3.3.5 Influence

Pursuing influence and power in decision-making

People who are driven by the pursuit of influence want to take the lead. They set their own goals and want to have a say in how tasks and assignments should be carried out. They often feel a strong need to take responsibility and want to make important decisions independently. People differ in the extent to which they want to influence others. Someone with a strong need for power finds it very satisfying to influence people and evoke strong emotions in them, such as surprise, pleasure, anger, and fear. Such a person likes to determine activities and working methods for others. They are sensitive to politics and will seek to develop and expand their power by forming alliances and gaining control over budgets, materials, information, and projects. They aspire to positions of authority and management. In a group, these people tend to take the lead and organise the behaviour of others. Examples of items for Influence:

- *I think it's important to be involved in important decisions*
- *I think it's important to influence others*

3.3.6 Learning

Wanting to continuously develop yourself

People who score high on this drive have a great need for knowledge, they want to know how something works and what influences decisions. They enjoy the feeling of amazement or admiration they experience when they acquire new knowledge. The need to learn has a strong relationship with curiosity. Learning relates to building new knowledge and experience. The driving force behind this is curiosity - the need to explore, to discover, to understand. Curious people listen attentively and observe a lot, they ask questions and inspect. They are constantly focused on expanding their knowledge and experience. Examples of items for Learning:

- *I think it is important to continuously increase my knowledge and skills*
- *I think it's important to learn a lot in my work*

3.3.7 Rewards

Striving for as much material earnings as possible



This motivation represents the need for prosperity. People who score high on this motive strive for the highest possible income and attractive fringe benefits. They attach great importance to luxury and material possessions. A person who is motivated by material rewards will work harder for a higher salary or bonus. However, this motive also has limitations. If the reward is reduced or withdrawn after a few times, people lose some of their motivation for the task. Money distracts attention from the intrinsic value of the activity and puts things differently into perspective. Yet, people differ from one another in the extent to which they are willing to exert themselves for the purpose of gaining a greater material reward. Examples of items for Rewards:

- *I think it's important to see my salary increase significantly every year*
- *I will always choose the job that pays the best*

3.3.8 Perfection

Striving for high quality and flawlessness in your work

People with a strong need for perfection want to do everything flawlessly and as well as possible. By default, they strive for the optimum performance. Usually, such people opt for a carefully thought-out and systematic approach to minimise the risk of making mistakes. As a result, they are often able to identify and solve problems from an early stage. People with a strong need for perfection are at home in situations where the quality of work is paramount. They prefer tasks where success depends on one's own effort and skill. After all, your own resources are the easiest to estimate and control. They don't like situations in which chance plays a major role. Perfectionists need frequent and concrete feedback on their performance, because they are willing to adjust their behaviour and 'perfect' it. The pursuit of high quality and error-free work is related to the need for control. People with a high score often have a strong need to organise things and strive for clarity and cleanliness. Examples of items for Perfection:

- *I think it's important to deliver my work flawlessly*
- *I will always try to improve my own work*

3.3.9 Cooperation

Wanting to work with others in a pleasant atmosphere

People who strive for a pleasant collaboration have a great need for both constructive and pleasant contact with others during their working hours. They like to join a group. They think they can achieve more by collaborating with others than by working alone. Underlying the need to cooperate is the more general human need for companionship and connection. Someone with a strong need for cooperation wants to experience success in a team and believes that the qualities of all team members (including themselves) should be used to achieve something 'great'. Examples of items for Collaboration:

- *I believe that you achieve more together with others than alone*
- *I think it's important that there is a good atmosphere at work*

3.3.10 Innovation

The pursuit of new experiences and opportunities



Innovation can be seen as intrinsically motivating because it concerns the need for novelty and progress. People driven by innovation often seek to partake in new and diverse experiences. They follow market trends and get enthusiastic about new developments. Often, they are the first to adopt new ideas, methods of working, or technologies. Their desire to experiment might also indicate a lower aversion to risks. This means that when making decisions, these people may give more weight to opportunities than possible setbacks.

Below, you can read some example items for Innovation:

- *I find it important to work in an environment that inspires me*
- *I find it important to work in an environment where people are open to ideas*

3.3.11 Appreciation

Being driven by compliments on effort, performance, and personal characteristics

People with a need for appreciation are looking for acceptance and approval. They want colleagues and supervisors to have a positive image of them. The extent to which people feel the need to be respected and appreciated by others varies from person to person. Some people base their self-esteem on a personal standard, such as a religious or moral code, while others rely on what others think of them. The second group has a great need for formal (e.g., title, rewards) and informal recognition (e.g., compliments, applause) of their achievements. This recognition is especially valuable to them when it comes from people whom they consider important, such as colleagues with a good reputation. People who have a strong need for appreciation can't stand contempt and criticism. They get irritated when they feel like they are not getting the credit they deserve. Appreciation, like material rewards, is a clear example of an extrinsic motivation. Examples of items for Appreciation:

- *I think it's important to hear that others are satisfied with my work*
- *I think it's important to get appreciation from my manager*

3.3.12 Significance

Aiming to realise your own (social) ideals

People who are driven by significance want to make a meaningful contribution to society. In doing so, they are guided by their personal norms and values and try to propagate these ideals. They want to contribute to and be part of a larger whole and derive satisfaction from that. This also applies to the organisation where they work. In line with this, this drive has a certain connection with altruism: being helpful to others without self-interest. Empathizing with others and feeling involved are important characteristics of this drive. It is about the need to improve society, without expecting anything in return. Examples of items for Significance:

- *I think it's important to contribute to society with my work.*
- *I think it is important to contribute to the proper functioning of society.*

3.3.13 Autonomy

Wanting to have control over how you work

People who are driven by autonomy want to be free to choose when and how to perform their work. They want to be consulted on matters that have an impact on them and dislike it when somebody else makes the decisions for them. They prefer to have flexibility in their work, so they can organise their day in the most convenient way. Examples of items for Autonomy:



- *I find it important to make my own decisions at work.*
- *I find it important to be able to express a different opinion at work.*

3.4 Research Data

A lot of research has been done on QDN. In this section, we provide a summary of the most important research findings. The results relate to three important psychometric characteristics of a psychological questionnaire: norms, reliability, and construct validity. As indicated, all research data on Q1000 Motivation can be found in the document Q1000 Motivation: Construction, Quality, and Scientific Background. This is a technical manual that provides complete information about the theoretical background and empirical research involved in the creation of the instrument. The underlying model, scale characteristics, standardisation, reliability, and validity are discussed in detail. Both this user manual and the technical manual were presented to the COTAN (Committee for Test Affairs in the Netherlands) in December 2011 and were positively assessed.

3.4.1 Norms

The norm groups of QDN are based on real data from many customers. In compiling the norm, we took into consideration the national distribution of certain demographics within the Dutch labour force (e.g., gender, age, education level, and industry) (CBS, 2024). By means of sampling and weighting, the norm samples are structured in a way that resembles the distribution of demographic characteristics within the Dutch labour force. The norm groups are updated regularly. The sizes of the norm groups greatly exceed the requirements set by the COTAN (i.e., 3854 for the selection norm group and 986 for the non-selection norm group).

3.4.2 Reliability

Reliability is one of the most important characteristics of a test. In a statistical sense, reliability means that when the same variable is measured several times, there is little difference between the results (i.e., the results are more or less the same). If the measured values contain a large random component (error variance), the values will differ a lot from each other, and the reliability of the measurement will be low.

Reliability is expressed by means of a correlation coefficient, which is a number between 0 and 1. This number provides insight into the extent to which a measurement is independent of chance. The closer the correlation coefficient is to 1, the more accurate the measurement is. Among other things, The COTAN assesses psychometric instruments based on their reliability. The COTAN states that a test or questionnaire must have a reliability of at least .70 to be able to inform 'less important decisions', such as career advice. 'Important decisions', on the other hand, are decisions that can hardly be reversed in the short term, that are made by others about the person tested, and that have a major impact on the person's future (Evers, Lucassen, Meijer & Sijtsma, 2009). Selection decisions are an example of this, and for those the COTAN requires a reliability of at least .80. However, as previously mentioned, Q1000 Motivation is not intended for selection purposes, although the questionnaire can offer additional information about a candidate. Below you will find the reliability for the two norm groups, expressed in Cronbach's alpha coefficient.



Scale	Selection	Non-selection	Scale	Selection	Non-selection
Esteem	.81	.85	Rewards	.82	.83
Career	.81	.83	Perfection	.82	.83
Competition	.82	.85	Cooperation	.71	.76
Helping others	.79	.78	Innovation	.78	.85
Influence	.80	.85	Appreciation	.80	.85
Learning	.80	.81	Significance	.88	.88
			Autonomy	.81	.82

Table 3.1: Reliability of QDN scales

The reliability levels can be considered satisfactory to good for both norm groups. As mentioned, a reliability of .70 is sufficient for the intended purpose of this instrument. For the non-selection norm group, 11 of the 13 coefficients are equal with or higher than .80. For the selection norm group, the reliability of 10 of the 13 motivations is equal with or above .80. The motivations Helping others (.79), Cooperation (.71), and Innovation (.78) are mapped slightly less accurately but remain sufficiently reliable.

3.4.3 Construct Validity

A questionnaire or test must not only be reliable but also measure the concepts it aims to measure. This is also referred to as construct validity. The construct validity of Q1000 Motivation Normative (QDN) has been investigated in various ways. In terms of its internal structure, it turns out that the motivations are unidimensional constructs. Furthermore, it appears that the items of QDN are interpreted similarly by people, regardless of their gender or age. This means that candidates will not be disadvantaged based on gender or age. In other words, there are no substantial gender or age differences in scale scores. The scores on the 13 motivations appear to be based on two factors that reflect the extent to which motivation is more intrinsic and/or extrinsic in nature.

Furthermore, we found clear evidence for both the convergent and discriminant validity of the questionnaire. The items describing the same motivation correlate more strongly with each other than items describing different motivations. This means that each of the 13 motivations is distinct and only measured by one scale. Furthermore, motivations appear to correlate with personality traits (i.e., measured by Q1000 Personality Normative). These correlations are in line with previous scientific findings and/or common sense. These are clear indications of the validity of the questionnaire.

3.5 Motivations in Practice

3.5.1 Motives and Motivation

The terms 'motive' and 'motivation' are often used interchangeably. However, it is useful to understand the distinction between the two. For example, motives are described as recurring thoughts about a goal that someone wants to achieve. Such thoughts give direction and energy to a person's behaviour. This means that motives go a step 'deeper' than motivation. A person's motivation usually depends on the situation, but motives are assumed to be stable



and characteristic of a person across different situations over a longer period of time. For example, a person with a strong need for competition will enjoy competing with their colleagues most of the times. Therefore, this person will feel well at home in an organisation or a department with a competitive atmosphere or where, for example, targets are being set.

3.5.2 Motivation and Personality Traits

In combination with Q1000 Personality, you get a more complete picture of what characterises a candidate. The results can be used to predict or further explain someone's behaviour. After all, behaviour is determined by both 'ability' and 'willingness'. It is therefore advisable to map out a person's personality traits in addition to their motives. Both motivations and personality traits are assumed to be stable and apply to a person across situations over a longer period. You will often see that motives are an extension of someone's qualities. For example, an outgoing and friendly person will often be motivated by working with others and helping them. In practice, you will also regularly encounter that perfection is a strong motivator of a conscientious person.

3.5.3 Interpretation of the Results

To be able to interpret the results of QDN, we recommend that you take good note of the meaning of the different motives. In addition, it can be useful to look for a connection between the strongest and weakest motives of a candidate. It is also helpful to look at the core motivators. Are they aligned? Are there striking differences? It can also be helpful to check whether the highest motivators are more intrinsic or extrinsic, see below.

3.5.4 Intrinsic and Extrinsic Motivations

Intrinsic motivation comes from within the person. It means that the person desires to work without being pushed or stimulated by external factors. Examples of intrinsic motives are Significance, Autonomy, and Perfection.

Extrinsic motivation comes from outside a person. It means that the person works best when they are prompted by external factors. Examples of extrinsic motives are Esteem, Career, Competition, Rewards, and Appreciation.

3.6 In Conclusion

Studying this user manual and going through the 'Responsible Test Use' certification lays the foundation for the use of Q1000 Motivation. It is recommended that the first time you take the test, you interpret and report the results under the guidance of an experienced test user. The same applies to conducting a feedback interview with a candidate.

If you have any questions about the use or interpretation of Q1000 Motivation or our other tools, you can click on the 'Info' button in the platform for more information. Here you can find a lot of background information, such as instructional videos, manuals, and fact sheets. You can also always call on our support department (email: support.nl@assessio bloom.com or call 088-1004777). Good luck with Q1000 Motivation!



4. Literature

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Appendix 1: Tips for Mentoring Candidates

Guidance and Support During the Test Administration

To complete the questionnaire, a computer with a stable internet connection is required. The candidate can complete the questionnaire at home, unsupervised. If desired, this can also be done under your guidance or that of a test assistant. The questionnaire starts with short and clear instructions and is self-explanatory. When completing a test at home, always mention that the candidate can approach you if they have any questions or problems. Below you will find some tips and advice for offering guidance to candidates.

Measures that Can Help a Dyslexic Candidate

Reading is often strenuous for dyslexics. Sometimes it helps if the questions are shown on a large screen. This makes reading more pleasant and helps the candidate relax. In addition, it is possible to pause between each test part. If the candidate needs to take a break in between, this is fine.

Explanation on How to Complete Q1000 Motivation

If it is desired to give the instruction orally, you can use the following script:

The questionnaire consists of 100 questions that are about what motivates you in your work. You can choose from five answers to indicate what applies most to you. These include:

- No! = Not or hardly ever applicable*
- No = Mostly not applicable*
- ? = Sometimes applicable, sometimes not applicable*
- Yes = Largely applicable*
- Yes! = Totally applicable*

Q1000 Motivation has no time limit. Although you can take as long as you want, we advise you to choose the first answer that comes to mind. It is often more difficult to answer a question the longer you think about it. The questionnaire does not have any right or wrong answers and is simply about your personal preferences.

Explanation for the Candidates with Questions about Answering the Questionnaire

When a candidate needs more explanations, you can say the following: *When completing the questionnaire, ask yourself to what extent you recognise yourself in each of the statements. In doing so, it is recommended to think about previous work situations. More recent experiences are preferred. After all, something you found very motivating in the distant past can now be much less motivating.* If the candidate doesn't appear to have any work experience, you can say the following: *Try to think of situations that resemble work. For example, the division of roles in sports teams, the division of tasks in a study group, the design and planning of a holiday trip, or the management of a project.*

Technical Issues in Making Q1000 Motivation

If the internet connection is lost due to a malfunction, the candidate can start again. The questionnaire will resume from the last question answered. All their previous answers will be



preserved. If the malfunction persists, it is best to continue the questionnaire on another computer or location.



Appendix 2: Case Studies

Case 1: Mrs. A

Mrs. A has been working for a business service provider for years. She feels that her current position no longer fits well with her talents and wishes. So, she would like to get another job but does not have a clear idea about what would suit her. To help her decide, she takes several interviews with a career counsellor and completes various tests, questionnaires, and assignments. She also completed Q1000 Motivation Normative (QDN). Compared to the **non-selection norm group**, her scores are as follows:

Scale	1	2	3	4
Competition		•		
Esteem			•	
Rewards			•	
Influence				•
Career			•	
Innovation			•	
Appreciation			•	
Significance		•		
Learning			•	
Cooperation			•	
Perfection		•		
Helping others			•	
Autonomy			•	

Table B1: Mrs. A's scores on QDN, non-selection norm, 1=less strong, 2=moderate, 3=average, 4=strong

For Mrs. A, the scores on **Competition**, **Significance**, and **Perfection** are modest compared to the norm group. The motivation **Influence** has a strong score. This provides the career counsellor with several clues. For example, Mrs. A seems to be less driven by the need to compete with others. Compared to the norm group, she also seems to be less motivated to perform high-quality and flawless work, or to make a relevant contribution to society through her work. On the other hand, she would like to take responsibility, lead others, have freedom to organise her work however she wants, and influence decision-making.

This provides a first indication of a possible development step for Mrs. A. For example, she could consider becoming a project manager or, more generally, fulfilling a managerial position. Her career counsellor is thinking about career assignments they could give her to further explore that interest (e.g., seeking a conversation with someone from her network who has experience in management). The career counsellor wants to discuss the results with Mrs. A to test their assumptions and hypotheses. Based on this information, the counsellor will help Mrs. A to determine what could be the next step in her career.

Case 2: Mr. B

Mr. B is applying for a consultancy position at a commercial organisation. He completed QDN as part of his application. Compared to the selection norm, his scores are as follows:



Scale	1	2	3	4
Competition		•		
Esteem			•	
Rewards			•	
Influence			•	
Career			•	
Innovation			•	
Appreciation			•	
Significance				•
Learning				•
Cooperation			•	
Perfection				•
Helping others			•	
Autonomy			•	

Table B2: Mr. B's scores on QDN, selection norm, 1=less strong, 2=moderate, 3=average, 4=strong

The results show that Mr. B has a strong need to dedicate himself to his ideals. **Significance** emerges as one of his strongest motivations, while **Competition** is his weakest motivation. For the recruiter, this raises the question of whether Mr. B will feel at home in a commercial environment, where colleagues interact with each other in a competitive manner. In addition, **Learning** and **Perfection** emerge as strong motives of Mr. B. These both have to do with control: the need to understand things and get a grip on the content. This also raises the question of the extent to which the organisation and the position are a good fit for Mr B. When consulting in a commercial setting, flexibility, speed, and the ability to improvise are often important. Wouldn't this clash with his stronger motivations?

The recruiter decides to discuss the questions he has in a telephone conversation with the candidate before inviting Mr. B for an interview. During the telephone conversation, the recruiter discovers that Mr. B has been volunteering with Amnesty International for many years. Although he finds this extremely important and meaningful work, it is not his ambition to find a paid job in this sector. He wants a job as a consultant because he thinks he will learn to convey his ideas to customers. Competition is indeed not a driving force for him, but he has no objection to a competitive environment. He expects that it will stimulate him to perform and, given his perfectionism, that it will encourage him to bring out the best in himself. In doing so, he realises that he might run into the pitfall of wanting to do everything too precisely. However, he indicates that he is very aware of this. However, delivering quality work remains important to him. Based on these answers and the convincing way in which he gives them, the recruiter decides to invite Mr. B for the interview.



Appendix 3: Definitions

Q1000 Motivation: Normative (QDN) and Ipsative (QDI)	
<i>Motivations</i>	<i>Definitions</i>
Esteem	Striving for a position that impresses others
Autonomy	Wanting to have control over how you do your work
Career	Trying to get the most out of your career
Competition	Wanting to be the best and compete with others
Helping others	Wanting to help and support others
Influence	Pursuing influence and power in decision-making
Learning	Wanting to continuously develop yourself
Rewards	Striving for as much material earnings as possible
Perfection	Aiming for high quality and flawlessness in your work
Cooperation	Wanting to work with others in a pleasant atmosphere
Innovation	Seeking new experiences and opportunities
Appreciation	Being driven by compliments on effort, performance, and personal characteristics
Significance	Aiming to realise your own (social) ideals

