# Professional Development among Employees in the Media & Broadcasting Industry

Master Thesis

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# ABSTRACT

Given the fact that digitalization has fundamental impact on the media and broadcasting industry, organizations are struggling to keep up with the fast-changing environment. This thesis puts the focus on employees who need to be trained for the new skills in order drive organizational change. Requirements imply advanced digital skills such as website design and interface development, video production, content creation, publishing or software development. In order to stay competitive, organizations need to actively engage and motivate their employees to participate in development programs. As media professionals are highly passionate about their work, extrinsic incentives are not constructive to enhance participation in professional development programs. This Thesis is conducted in cooperation with Media Perspectives. Media Perspectives is an organization that offers seminars and workshops. The organization sees the need for more participants, to drive change in the media and broadcasting industry in Hilversum, the Netherlands. Based on a quantitative survey, motivations of media professionals at Hilversum Media Park have been explored regarding their willingness to participate in voluntary development programs. Using underlying employee attributes such as employee motivation, commitment and engagement, the main drivers for participation have been explored. Findings suggest, that media professionals are driven by passion, self-determination, personal values and interest, which refers to intrinsic motivation and dedication. These characteristics have been found to be the main motivators for media professionals to participate in trainings, in order to stay up-to date with technological advances, the shift of work procedures and the changing consumer demands.

# List of Abbreviations

| | |
|---|---|
| HR | human resource |
| HRD | humans resource development |
| MWMS | Multidimensional Work Motivation Scale |
| PD | professional development |
| RQ | research question |
| SDT | self-determination theory |
| TV | television |
| UWES | Utrecht Work Engagement Scale |

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# 1 Introduction

## 1.1 Introduction of the Topic

Over the years, due to technological advances, the way consumers access audio-visual content and entertainment content has changed (OECD, 2013). While analogue television (TV) usage is decreasing, the consumption of digital TV is increasing worldwide. The internet becomes the main facilitator when it comes to watching or streaming movies and series (Sanz, 2012). The current economic situation within the media industry and the increasing market pressure to stay competitive, force organizations to be more flexible in many aspects (Lazarova & Taylor, 2009). Technological advances make traditional business models a subject to new challenges and opportunities. The industry is mainly driven by consumer preferences, which requires adaptions from the broadcasters, as many users changed from consuming traditional TV and radio to streaming providers (Deloitte, 2016).

Further, changes in the broadcasting industry will have implications for employees and their professional skills (de Vos, de Hauw & van der Heijden, 2011). An overall change in the business strategy of organization can affect employees in several ways. For instance, employees might need to change career paths as a result of a shift of tasks in their current job. Further, new skills might be necessary in order to o keep up with new tools and software. Most organizations already offer activities to develop employees' personnel and professional skills. The development programs aim to maintain and develop the employees' competencies necessary for future career steps (Forrier & Sels, 2003). For instance, organizations support employees by allowing time off normal working time and financial support in order to participate in trainings. Furthermore, the employer actively support situations where newly learned skills or knowledge can practically be implemented. Other organizations offer mentoring programs or learning communities to facilitate development (Murphy & Calway, 2010).

According to Küng (2017), each sector in the media industry has been constantly evolving throughout its history. The industry experienced constant changes. The pace of the changes has been moderate for decades, but in the last few years the changes have accelerated and are now more far-reaching. Broadcasters now have strategic decisions to make to stay in business and to keep monetizing their content (Accenture, 2018). Due to the digital convergence and the increased importance of the internet, in recent years, broadcasting companies have

developed towards a multi-platform approach. That indicated that instead of using only one platform, the content is be distributed on several platforms. For instance, now content is distributed not only on television, but also online, on mobile phones or in form of video games (Doyle, 2014). These developments have implications for employees. The technological changes and the resulting organizational impact demands a rethink within the managers' and employees' mindsets. To address the new demand of knowledge about the constantly evolving technologies in media companies, employees need to be trained and prepared for the new tasks and requirements (Küng, 2011). There are two general ways employees learn at work. First there is formal learning, describing learning situations in workshops, seminars and trainings. Second, informal learning implies a more hands-on experience, on the job experiences or informal conversations with coworkers (Weobong, 2016). Research suggests, adults engage in learning when they think it is important to themselves, or when they want to achieve personal goals. Contrary, is was found that common reasons for adults to not engage in learning is the absence of time and generally a low interest for participation in learning (Dench & Regan, 2000).

## 1.2  Research Purpose

Scholars describe an important need for employees in the media and creative industry to be able to cope with digitalization and the implication on existing job roles (Forrier & Sels, 2003; Küng, 2011; Doyle, 2014). As pointed out, certain personal characteristics are necessary to see learning and development as an important opportunity to achieve career goals (Dench & Regan, 2000). This paper will focus on employees' motivation within Dutch media and broadcasting companies to participate in voluntary professional skill development programs. Development programs are designed to develop professional skills and knowledge which become crucial for the employees to fulfill their job in the changing technological environment (Forrier & Sels, 2003).

In the Netherlands, the television broadcasting sector is well developed. There are public and commercial broadcasting companies that compete vehemently for both viewers and advertisers (OECD, 2013). There are two big organizational clusters focusing on producing audiovisual content, Amsterdam and Hilversum. The Dutch media and broadcasting industry, its companies and facilities are mainly situated in Hilversum. Amsterdam is more seen as the cultural capital of the Netherlands (van der Groep, 2014).

The present study is conducted in cooperation with Media Perspectives, a small organization which amongst other topics focuses on education and development of media talents at the Media Park. Media Perspectives develops and organizes education trainings relevant for employees in the media industry (Media Perspectives, 2018). Media Perspectives sees a need for employees to gain experiences with new technologies, but they feel not enough people participate in their trainings. The trainings offered by Media Perspectives are voluntarily for people to participate in (Media Perspectives, 2018).

The following research questions (RQ) have been developed to address the problem described by Media Perspectives:

**RQ1:** *What are motives of media professionals to engage/not to engage in professional development programs?*

To get an insight in what drives employees to participate in professional development programs the term of motivation is used. It is explained that motivation to engage in trainings derives from the expected outcome and the wish to learn of an individual (Tharenou, 2001). It seems like employees need a certain motive or incentive in order to be willing to participate in professional development (PD) programs, whether that are personal reasons of the employee or whether the employer plays a mediator role by supporting a learning environment within the organization (Tharenou, 2001). This research is focusing on trainings which are not mandatory from the employer. The motives of an employee to participate in voluntary trainings will be discussed, as Media Perspectives offers trainings and events that are a voluntary option for all professionals working in the media and broadcasting industry (Media Perspectives, 2018). Training for Dutch professionals within the industry is only partly required (Bakker, 2018), but when employees see the need for development that is in their own interest, most organizations support by paying the tuition (van Velzen, 2004). RQ1 aims to find out underlying motives for employees to engage or not engage in PD programs. This question requires the usage of defining the aim of professional development, adult learning theories and the exploration of certain employee traits. Examining the first research question will also lead to give some indication for a second research question:

**RQ2:** *What are possible ways for Media Perspectives to motivate employees in the broadcasting sector to engage in professional and skill development programs?*

The main focus of this research will be put on RQ1 as this answer is purely based on the conducted research. RQ2 is more applied and gives more pragmatic implications for Media Perspectives. Possible ways to engage more employees in their programs are discuses based on results of RQ1.

## 1.3 Relevance

Existing research shows that there is a need for a constant learning and development of skills within several professions in the media industry (Forrier & Sels, 2003). A study by Scholarios et al. (2008) explored the employability of professionals in the information and communication technology profession. They determine a skill shortage within this profession, and that trainings and skill development programs become necessary. In their study, Scholarios et al. (2008) raise the question whether employees should take own responsibility for their skill development. The present research can add up to the research by Scholarios et al. (2008), as this paper aims to find out motivation for employees to engage or not to engage into personnel development programs, by putting the focus on individual employee attributes (Deci and Ryan, 2008). This research explores motivations of employees in the media and broadcasting industry. With the target to explore the willingness to participate in voluntary PD programs which aim to develop technological skills and awareness of the change process in the industry. This approach is informed by Deuze's research on media work (2007) and how he describes media workers identity. He states that the current technological change, the changing work environment and new implications affect how employees see themselves and their professional identity (Deuze, 2007). The study of Scholarios et al. (2008) helps to formulate the relevance of this research topic and build a basis upon which this study can build.

This research will contribute to understand the changing environment of media and broadcasting industries and will help to discover underlying motives of employees to effectively engage in professional skill development programs. According to van der Groep (2014), broadcasting firms are situated in a period of uncertainty, "due to declining budgets and increased competitions from firms from related sectors, it might be a better solution for these firms to focus on a variety of media fields rather than just television shows" (p. 265). New technology will continue to threaten traditional organizational structures in media and broadcasting industries. Adapting to the changes will become a permanent task those organizations. Therefore, learning needs to become routinized (Küng, 2011). Employees need to be aware of the changes and need to engage into skill development programs (Forrier & Sels, 2003). This research points out what employees' reasons are to engage or not to engage in PD programs. Furthermore, strategies are derived to make learning and development more aware amongst professionals in the media and broadcasting industry, with the focus on staying employable in future. Mainly, these strategies are derived with a focus on Media Perspectives,

as they offer these trainings. However, media and broadcastings firms are also addressed as they play a crucial role in engaging their employees and motivating them in order to stay flexible and to adapt to challenges (Küng, 2011).

## 1.4 Chapter Outline

After the introduction of the research purpose, relevance and the description of the two research questions, this section briefly gives an outline of all chapters included in this paper. Chapter 2 starts with discussing relevant literature. First, the media and broadcasting industry is characterized, followed by the changes and challenges this industry is currently facing (2.1.1). In section 2.1.2 a description of the concept of employability is given and further, it is described how this concept is relevant to the media and broadcasting industry. The next chapter, 2.2 learning in organizations, first introduces the view on professional development from a more general human resource (HR) stand point of view (2.2.1). Subsequently in chapter 2.2.2, the concept of adult learning, its importance, opportunities and challenges are explored. Further, the relevance for appropriate learning and development strategies within organizations is pointed out. In chapter 2.3, the employee traits, which are relevant for this research are defined and research hypothesis are presented for each concept. The concepts are further distinguished and differentiated from each other. As a first employee attribute, employee motivation is explained in 2.3.1, by shortly referring to former important motivation theorists. Then the focus is put on the question the different motivation types of employees within their work environment. Secondly, employee engagement is defined and the importance for HR practices are discussed (2.3.2). The three sub concepts of engagement are distinguished from one another and clarified in their meaning within organizations. The third employee trait is employee commitment which is presented in 2.3.3. This section introduces employee commitment, as the attitudes employees have towards their organization, followed by a clarification of its three sub concepts. Lastly, in chapter 2.4 the conceptual model and research design are presented. The conceptual model combines the concepts and visualized the hypotheses.

Chapter 3 is introducing the quantitative-methods approach which is applied to examine the hypothesis and research questions. First, in section 3.1, the sample and sampling procedure is described and discussed. 3.2 explains the used measurement tools, the question sets to measure employee motivation, engagement and commitment are validated and reliable, derived from previous literature. The question set for willingness to participate in PD programs is conceptualized based on theory. Section 3.3 describes the data analyses and tests that were

conducted using SPSS. To conclude chapter 3, the reliability and validity of the utilized measurement tools is discussed.

Chapter 4 presents the results. Chapter is clustered in the 5different tests that are conducted: frequency analysis, factor, reliability correlation and regression analysis. This chapter is approaching the hypotheses mentioned in chapter 2 and evaluates whether the hypotheses are accepted or rejected.

The final chapter 5, discusses the results in 5.1 with regards on how they relate to the literature review. The focus in this section is on the main findings which are answering RQ1. In 5.2, based on the results and the interpretation, RQ 2 is answered by giving practical implications for Media Perspectives. Subsequently, the limitations of this research are presented and indications for future research are embedded in 5.3. To conclude the paper, chapter 5.4 presents a summary of this research and highlights the main findings by drawing on what the study contributes to professional development in the media and broadcasting industry.

# 2 Theoretical Framework

For a general understanding of the research topic, this chapter introduces literature and existing theories that build a profound theoretical framework in order to explore the research questions.

## 2.1 The Media and Broadcasting Industry

### 2.1.1 Changes in the Industry

The amount of media channels and its content is expanding, as more consumers are demanding for more formats and applications to use on various devices (Deuze & Steward, 2011). Not only the consumer is changing behavior. Generally, the media industry is defined in a context of a fast-changing environment. New technology has a high influence on organizations in this industry. One can say that the media industry and technology have a symbiotic relationship. Media organizations are existent because of innovative technologies. Inventions such as the print, recording, production or distribution technologies influence the media industry and helped businesses to grow. Technology, then and now, is one of the biggest influences of the media industry. Under this influence, new innovative products and services are created, which challenge existing segments and markets and require business models to adapt existing structures which are institutionalized and are generally difficult to change. Organizations must establish new strategies, processes and assumptions to lead the business to success. Now, technology will continue to undermine traditional structures in media organizations (Küng, 2011). The changes within the media and broadcasting industry require organizations to adapt according to the new requirements (Aris, 2011), such as knowledge about new technology, new internet features and software (Scholaris et al., 2008). A shift is visible in the industry. Only until recently, work was broken down into different individual tasks (Chalofsky & Krishna, 2009). The work process has been designed in a supply chain, where every individual in the chain contributes a small value towards the whole product. The shift occurring right now implies more responsibility to the individual employee. Employees are asked to deal with broader tasks which required more diverse skills and knowledge (Deuze & Steward, 2011). This indicates that professionals face a time where they need intermediate skills and knowledge (Deuze & Steward, 2011).

Nowadays, the business environment has changed, organizations realize that decision making about the way tasks get solved should be more employee focused. Implying that employees get more work autonomy and empowerment. It it also requires more creativity and development of the employees (Chalofsky & Krishna, 2009).

Within the European media and broadcasting industry, firms are structured in a decentralized way, meaning that larger companies are mostly divided by the medium they create content for. For instance, many big corporations distribute several media: TV, film and magazines. These departments sometimes function as separated organizations, in which knowledge exchange only occasionally occurs (Aris, 2011). In the constantly changing environment, media companies need the capability to judge to what extent technological advances influence them (Küng, 2011). Now, in the digital world, this is a challenge for the whole organization, the international world demands more cross-media channels, and therefore, an exchange of knowledge between the separated media channels should be implied. This further implies a change in individuals' functions (Aris, 2011). The power shifts over from the organization, as content creators, to the audiences who are getting more power over the storytelling and content production. Organizations are currently aiming for consumer engagement and user-generated content. This leads organizations to outsource creative work to cope with the high demand. Because of the outsourcing of content creation, professional media content producers and other professions are possibly left with less work. This leads professionals within the media and broadcasting industry with a constant struggle, to find a way through the shift (Deuze & Steward, 2011). A way of developing new competencies and resources in order to stay competitive is crucial, which implies that organizations need to stay flexible and capable to implement changes internally required from the external business environment (Küng, 2011). Media organization should not only focus on external consumer engagement but approach their internal engagement challenge. Focusing more on own employees to prepare them with necessary skills to overcome the challenges (Ernst & Young, 2017).

## 2.1.2 Employability in the Industry

According Ladipo and Wilkinsion (2005), increasing pressure in the workplace results in "intensification of work" (p.38). Change has always been part of human history and has been put in relation with constant learning (Knapper & Cropely, 2000). The new complexity and uncertainty that comes along with the change in new media and technology triggers difficulties for the professionals in the media and broadcasting industry. Therefore, there is a need of continuous learning for employees (Aris, 2011).

The concept of employability is depending on steady learning, being flexible with new job situations and shifts in project focus. Many job positions in the media industry demand up-to-date knowledge in technology and skills (Scholaris et al., 2008). These newly required skills include mainly digital skills in several areas such as website interface, television and software development or content and publishing skills (Doyle, 2015). Another aspect is the generation of employees, which effects the employability of people in the media industry (Brooke, 2009). The ability to work with new technologies and to acquire the skills to use them is to a certain extend depending on the generation to which one belongs to. Younger generations grew up with the technology, but older employees have to learn the handling (McMullin, Comeau & Jovice, 2007).

Scholarios et al. (2008) explored, through qualitative interviews, the employability of employees within the information and communication technology sector. The survey revealed the need to actively imply individual assessment and development plans for employees to train them necessary skills for the changing business environment of the media industry. Scholarios et al. (2008) further point out that career and employability management have influence on the loyalty and trust of employee towards the employer and therefore, this directly effects the employer-employee relationship. A Flexible workforce describes employees that are more adaptable to changes in customer demands and in changing business or technological circumstances. All this depends on organizational development possibilities to which workers are attending (Scholarios et al., 2008). Additionally, van Velzen (2004) indicates that older employees within the information and communication sector are getting less development opportunities. Thus, the studies point out the importance to actively develop qualified and skilled workforce in order to meet changes within the industry. In regard to different generations and their knowledge and technology affinity, training programs which meet generations demands are generally important (van Velzen, 2004)

## 2.2 Learning in Organizations

### 2.2.1 Professional Development

Professionals learn from diverse activities. They learn from formal professional development trainings, from interaction with colleagues and through diverse experiences inside and outside their work. Lifelong learning has become an important concept, studied in businesses and academics (Webster-Wright, 2009), describing learning activities throughout the life span of individuals. In this context, professional development plays an important role, to effectively train employees in regard to the changes occurring in technology and business nowadays (Guest, 2005). The concept of lifelong learning is often implemented in professionals' career paths as workshops and trainings, and it is widely expected by employees (Guest, 2005; Webster-Wright, 2009).

Professional development, to improve skills and knowledge which are crucial for contemporary and future organizational goals, and to some extend PD can lead to a change in employees' values (Drumm, 2008). The success of PD is depending on motivations of mainly two parties, the employee and the employer. Employees are individually responsible to determine and control themselves in order to allow further career development and to meet requirements and regulations set by the organization. On the other hand, the employer is motivated to invest and support professional development to make sure that the skill and knowledge training adds value to the organization (Murphy & Calway, 2010). According to Murphy and Calway (2010), professional development is important to maintain and sustain professional in the work environment and to develop new skills and qualifications. To constantly broaden the knowledge to adequately perform in multi-disciplinary teams or to manage new tasks. They imply two ways of learning. On the one hand, employees are primarily responsible for their own learning, also called self-directed learning (Murphy & Calway, 2010), in which adults mainly engage voluntarily in training programs (Cross, 1981). On the other hand, learning can be facilitated by the organization (Murphy & Calway, 2010), which mainly is implemented in the career path planning of employees (Drumm, 2008; Murphy & Calway, 2010).

PD in this paper is equally defined as human resource development (HRD). The overall goals of HRD can be split in four main objectives. First, professional development serves to expand organizational skills and knowledge. Second, it functions as a fulfilment of employees' individual goals for continuing education and to widen the know-how. The second goal might

not be in line with the first goal, so that employee and employer need to compromise on the development plans. In accordance with the first two goals, the third goal is defined as the institutional perpetration of learning. Employees that are not willing to learn have no individual development goals. And further, pushing development actions towards the employees which are not in the sense of the individual employees' goals, might not be constructive. The fourth goal of human resource development is to create a change in the values of employees, in order to reach organizational goals (Drumm, 2008).

In this paper, PD incorporates the individual employee's perspective and is defined as the willingness of employees to engage in professional learning programs. According to Cross (1981), when adults make decisions to participate in learning programs, these decisions are consciously and voluntarily. Adults are self-directed and need to see a training as relevant for themselves in order to participate (Conrad, 1993). The motivation that leads to participation in PD programs can be derived from individual characteristics, personal needs and goals (Niwagaba, 2007), which refers to intrinsic motivation as described by Deci and Ryan (2008). Another motive to participate in development programs are external rewards (Niwagaba, 2007), which can be referred to extrinsic motivation (Deci and Ryan, 2008). Research shows that learning is highly facilitated by the active engagement of professionals in practice, meaning that professionals effectively learn from experiences on the job (Webster-Wright, 2009). The term professionalism is defined by Chalofsky and Krishna (2009) as "… a related concept about taking pride in your work, a commitment to quality, a dedication to the interests of the client" (p.196). Which reflects to the two other concepts used in human resource management literature: employee engagement and commitment. Engagement describes how much a professional identifies with the job he or she is doing (Robinson, Perryman & Hayday, 2004) and the amount of effort one is putting into the job (Singh & Lalvani, 2015). As already described, participating in development programs is highly employee centric, which not only incorporates the personal goals of an individuum (Murphy & Calway, 2010), but also the professional needs for people to grow in their careers and their organizations. In turn, the employer plays a critical role to what extend it accepts and facilitates individual, voluntary learning and growing (Drumm, 2008). Thus, also the concept of commitment, which describes the attitudes between and employee and the employer (Khan, 2017), becomes an important attribute in this research. Before these concepts are explained and discussed in more detail (chapter 2.3), first the next chapter 2.2.2, gives some more insights in understanding how adults learn.

## 2.2.2  Adult Learning

Professional training programs in organizations have adults as their main target group. To make learning programs successful and effective, it is necessary to understand the way adults learn (Wiltsher, 2005). Learning is a process and has its roots in individual experiences (Kolb, 1984). Being actively involved in the learning process and acquiring knowledge and skills is crucial for a positive learning outcome (Parr, 2005). According to Kolb (1984), "learning is the process whereby knowledge is created through the transformation of experiences" (p. 38). Learning describes an ongoing process throughout the lifetime of a person, as humans and their environment are in constant change (Wiltsher, 2005). Figure 1 visualizes the experiential learning cycle by Kolb (1984). In a simplified way, learning begins with experiencing and noticing new things, which leads to reflecting the experience, turning it to a generalizable idea and followed by action with new experiences. According to Wiltsher (2005), people constantly revise knowledge through ongoing experiences.
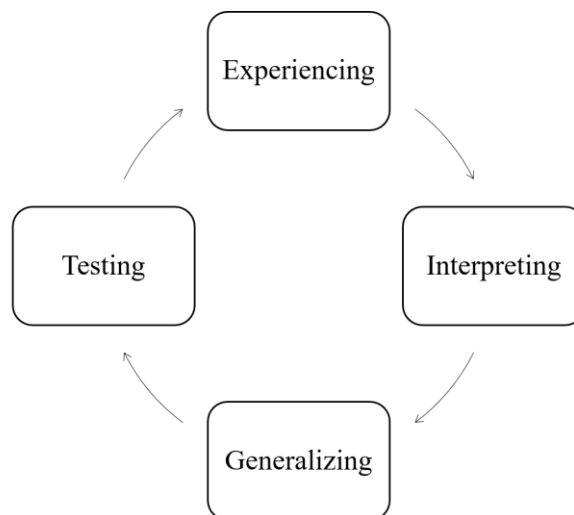


*Figure 1: Experiential learning cycle (adapted from Kolb, 1984)*

Adults have over time developed a fixed framework consisting of ideas and experiences (Wiltsher, 2005). Expressed in psychological terms, adults have a defined cognitive structure and behavioral strategies, which they reapply naturally in several situations (Knapper & Cropely, 2000). Everything new and challenging must ideally be fitted into this framework. For adults it is easy to recognize new challenging input to their mind-frameworks, but it is hard to adopt these inputs and change existing frames (Wiltsher, 2005). Adults need to make more effort and consider more time in order to gain a new and positive learning outcome, compared to children. Besides, critical reflection is crucial for adults to examine what they already know and to take the opportunity to learn more. Critical reflection gives adults more safety to engage

in new learning opportunities and not to feel foolish, helpless or unqualified. Learning should be recognized, by the employees, as personnel development. In fact, there are factors that can inhibit learning, for instance anxiety, rigidity, or an overall negative mindset about learning. Further, the fear of social consequences can hinder adults from participating in learning programs. It is not uncommon that adults show strong negative attitude towards formal learning (Knapper & Cropely, 2000).

To counteract certain anxiety or negative mindsets towards development programs, two main approaches can be used to enhance engagement in PD. In the first place, the needs and desires of the employee should be determined. And second, the possibilities of educations and learning opportunities should be scrutinized, in order to fulfill the needs.

Several reasons There are reasons, why people intent to learn and why they would put effort in learning programs. Employees need to respond to a certain stimulus in order to see the need for learning. This could for instance be the insight of needing to improve skills or knowledge for changing work requirements. Another reason can be, that additional learning creates a better fit of employees' mind framework, their world perception and experiences. For example, to get promoted new qualifications might be crucial, thus they need to be learned. A last reason is that employees may have experiences with trainings that developed their skills, and now they see potential in engaging in more learning programs as it benefits them in multiple ways. Certainly, the reasons for engaging in development programs are expressed on a very individual level (Wiltsher, 2005).

Generally, adults come voluntarily into a learning situation, which implies that there is a certain level of motivation (Parr, 2005) or a certain level identification with the organization and what is needed to be successful in the future (Aon Hewitt, 2017). This refers to the level of engagement, where employees show certain behavior in their job role to contribute to organizational success (Singh & Lalvani, 2015). On the other hand, when trainings are required from the company or job description, motivation of employees to participate in development programs can be internal or external (Parr, 2005). Adults who have decided to engage in further development opportunities, can have several reasons. For instance, they want to develop themselves further, engage in social interaction, or they are intending to escape boredom. Though, the main reason for adults, to participate in learning programs, is because they need certain skills and knowledge for the job or future careers (Houle, 1961, cited by Knapper & Cropely, 2000). It is a personal attribute, called organizational commitment, when employees see the need for change in order to stay competitive within the industry (Nijhof, de Jong and Beukhof, 1998). These employees are willing to change because they are willing to go an extra

mile to support organizational success (Singh & Lalvani, 2015). Contrary, there are employees, who are only willing to participate in learning or educational programs because they receive external incentives (Parr, 2005) but do not see a personal value or need for any learning opportunity.

This paper is reporting on professionals that are experiencing the changes of digital transformation within the media industry, and the implication it might have on their work tasks. Further, as presented in the literature, in order to stay up-to date with new technologies and new media, professionals need training and education (Aris, 2011).

## 2.3 Employee Attributes

### 2.3.1 Employee Motivation

By nature, humans are active, curious and motivated to develop and experience success (Deci & Ryan, 2008). This chapter gives a more detailed description of what different types of motivations employees possess.

Employees need to have certain motives in order to engage successfully with organizational training programs. In literature, motivation is defined as a concept that aims to explain and understand why people think and behave in a certain way (Weiner, 1992). Wlodkowski (2008) states: "Motivation is basic to our survival. It is the natural human process for directing energy to accomplish a goal. What makes motivation somewhat mysterious is that we cannot see it or touch it or precisely measure it" (p. 2). The most known and referenced classic motivation theory was developed by Abraham Maslow (1943) which defines five factors of human needs in a hierarchical pyramid. Maslow (1943) states that people are aiming to achieve certain needs. There are needs that take precedence over other needs, which justifies the hierarchical format. People's most basic needs are physiological needs, then there are safety needs, belongingness and love need, esteem needs and self-actualization. Once a human has reached one step in the pyramid, the next higher-level functions as motivators. People have a desire to move up the levels of motivation (Maslow, 1943).

In terms of humans in an organizational environment, scholars have pointed out that motivation is a concept, describing that employees have a need for a meaningful work life (Herzberg, Mausner & Snyderman, 1959; Maslow, 1943). T

Employee motivation has been an intensive research subject. The next paragraphs are introducing the self-determination theory (SDT) which is describing motivations people have

at work. SDT differentiates two types of motivation, autonomous motivation and controlled motivation (Gagné & Deci, 2005). Autonomous motivation is composed of intrinsic motivation, integrated and identified extrinsic regulation. In contrast, controlled motivation is composed of external and introjected motivation (Deci & Ryan, 2008). Research shows that autonomous motivation has significant advantages in employee work performance, psychological well-being, job satisfaction and job development (Deci & Ryan, 2008). In contrast to amotivation, where an individual is not motivated, autonomous and controlled motivations are described as intentional (Gagné & Deci, 2005). In Figure 2, the self-determination continuum is illustrated with the three main motivation concepts in accordance with sub concepts based on Gagné and Deci (2005). Amotivation describes the lack of self-determination and the lack or absence of motivation for an activity. It describes the feeling of not knowing why one is doing an activity. Extrinsic motivation is differentiated in each sub-concept in the degrees of self-determination. Intrinsic motivation is separated, as this type of motivation is highly self-determined (Gagné & Deci, 2005).
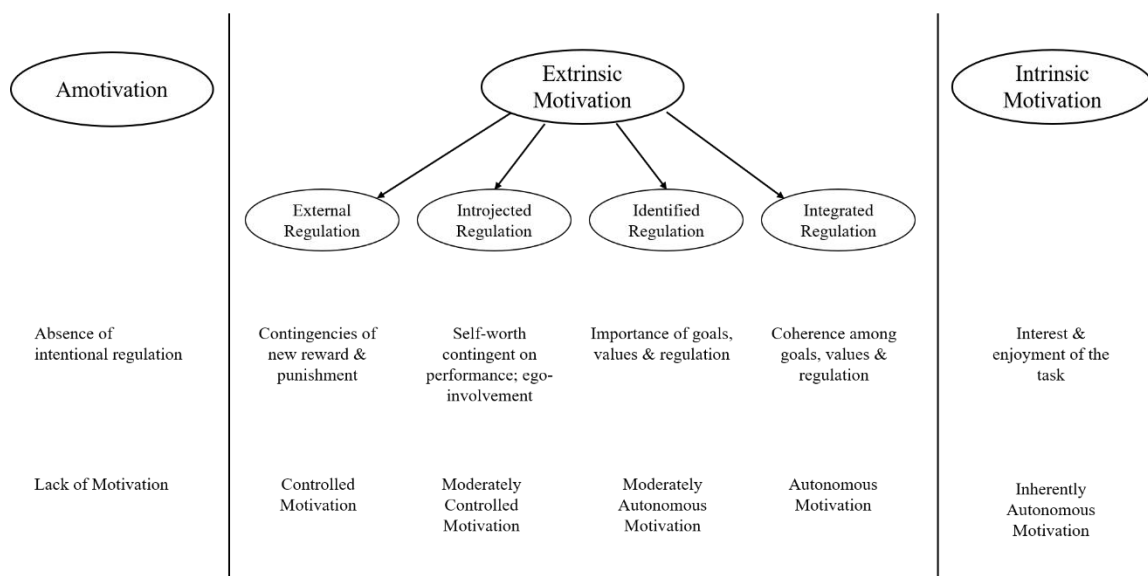


*Figure 2: Self-determination continuum (adapted from Gagné & Deci, 2005)*

Extrinsic and intrinsic motivation are distinct in their underlying regulatory structures, and the theory implies that behaviors can be classified in terms to what extend they are autonomous or controlled motivated (Gagné & Deci, 2005). Howard, Gagné, Morin and Broeck (2016) describe extrinsic and intrinsic motivation as followed: "…intrinsic motivation occurs

when an individual participates in an activity for the enjoyment inherent in the activity itself, while the other extreme extrinsic motivation occurs when behaviors are enacted for instrumental reason." (p.75). Having the freedom of choice and action with a certain degree of volition, in this sense, intrinsic motivation is a form of autonomous motivation (Gagné & Deci, 2005). Intrinsic motivation is behavior a person executes because a certain activity is interesting and satisfying. People perform certain activities, intrinsically motivated, because they bring joy and positive feelings (Deci and Ryan, 2008). Intrinsic motivation according to Ryan and Deci (2000) describes a natural impulse towards assimilation, developing interests and exploration of new fields of interest. It further is essential for cognitive and social improvements and thus, it is crucial for individuals to engage in development programs (Niwagaba, 2007).

On the other hand, is extrinsic motivation, which defines instrumental reasons that make an individual behave a certain way or engage in certain activities. Instruments to trigger certain behavior could be described as rewards, approval, avoidance of punishment or criticism (Gagné et al., 2015). According to Deci and Ryan (2008), extrinsic motivation is defined as engaging in an activity because it has a certain consequence. Mostly, extrinsic behavior occurs when there is a reward to be obtained or if an activity needs to be done to avert punishment. As visible in Figure 2, SDT proposes differentiation within the concept of extrinsic motivation. The extrinsic motivational construct varies in the degree of autonomous or controlled. For instance, activities, that are less interesting for an individual, meaning that one is not intrinsically motivated, require extrinsic motivation to fulfill this task. In the SDT, the classic extrinsic, controlled motivation is called external regulation. This type of motivation works with external consequences that make people engage in a certain activity, to avoid punishment (Gagné & Deci, 2005). Then there is introjected regulation, which means, that a regulation, contingency or demand was taken on by a person, but it does not mean that the person fully accepts it. This type of regulation makes people feel controlled externally (Gagné & Deci, 2005; Deci & Ryan, 2008). When people accept a certain external regulation and see the importance of behaving accordingly, people have internalized the motivator, this type is called identified regulation. People identify with the goal and value of the assigned task and have a greater autonomous motivation (Deci & Ryan, 2008). Lastly, integrated regulation refers to, when people show behavior that is truly themselves and when they have integrated external motivators into their self-concept (Gagné & Deci, 2005). Integration is the type where extrinsic motivation is fully internalized, autonomous and self-determined (Deci & Ryan, 2008).

But why is motivation in this context important? In the workplace, studies show that autonomous motivation, which is described by intrinsic and integrated extrinsic motivation

have a positive influence on performance, trust and employee satisfaction within the organization. For tasks that an employee has to fulfill which however might be uninteresting, autonomous extrinsic motivation might be leading to the most effective work performance. There are certain characteristics of a job environment, that trigger autonomous work motivation. For instance, an interesting job, a challenging but supportive work environment, or allowing employees to have a certain freedom of choice in their job tasks (Gagné & Deci, 2005). In the research of Howard et al. (2016), the distinct motivation profiles according to the SDT have been given closer attention in the work environment. Their research supports the argument that "autonomous forms of motivation are far more important in promoting positive workplace outcomes than more controlling forms" (Howard et al., 2016, p. 74). So, the focus for managers should to be on how to change the work environment in order to proactively encourage employees to internalize autonomous extrinsic motivation (Gagné & Deci, 2005).

It is not easy to measure motivation, as it is necessary to mainly rely on what people explicitly say (Wlodkowski, 2008). In order to answer research question 1, what motivates employees to participate in professional development programs, it can be assumed that intrinsic motivators as described by Ryan and Deci (2000) and Howard et al. (2016) play a main role. Internal motivation comes from within the employee, when deciding to engage in a voluntary training to gain or develop skills and knowledge. However, motivation can also be triggered by external factors as previously described (Parr, 2005). Therefore, the following two hypotheses are defined.

*Hypothesis 1a:* Intrinsic work motivation positively influences the willingness to participate in professional development programs.

This hypothesis tests to which extent intrinsic work motivation affects the willingness to participate in PD programs. Adults are driven by what is relevant to them and what interests them the most. This is directly related to individual values and therefore seen as intrinsic motivation (Wlodkowski, 2008). To see to what extent extrinsic motivators as defined by Deci and Ryan (2008), have an influence on the willingness to participate in PD programs, the second hypothesis is developed.

*Hypothesis 1b:* Extrinsic work motivation negatively correlates with participating in professional development programs.

The two stated hypotheses (H1a and H1b) aim to find out the motivators that lead employees to participate in PD programs. In order to answer research questions 2, how to motivate employees to engage in professional development programs, it is important to know whether intrinsic or extrinsic instruments are more influential. As mentioned in the previous chapters, adults choose to voluntarily participate in PD. This not only requires motivation, but also a certain level of identification with the organization and a desire to contribute to organizational success (Singh & Lalvani, 2015; Aon Hewitt, 2017). This attribute is named engagement and is discussed in the following section.

## 2.3.2 Employee Engagement

Employee engagement plays a central role for organizations to optimize intellectual power of their workforce. Engaged employees have positive influence on organizational success and productivity (Bullock, 2011). In human resource management, engagement is widely known and applied concept (Shuck & Reio, 2011). In a straightforward and transactional sense, it means to hire a person for a job. Engaged employees can also refer to workers who are fascinated and charmed by the organization in certain ways. An organization has different ways to engage their employees as it can be seen in Figure 3. It visualizes the engagement over the working life, incorporating changing circumstances (Robinson, Perryman & Hayday, 2004).



*Figure 3: The engagement effort (adapted from Robinson, Perryman & Hayday, 2004)*

Employee engagement has gained much attention from organizational behavior scholars (Kahn, 1990; Schaufeli & Bakker, 2006). Nowadays, there is a wide variety on definitions of work engagement. Kahn (1990) defines employees as engaged when they are emotionally attached and vigilant at the organization they work for. Based on the Aon Hewitt (2017) report, employee engagement is "the level of an employee's psychological investment in their organization" (p. 2). Engagement is also described as the psychological contract between the employer and employee. A psychological contract is defined as the unwritten attachment, relationship and trust between two parties. An important role in employee engagement plays the fact to what extend employees identify with the organization. Which means that the individual believes in the products and services the company offers, but also in its values and meanings. This perspective goes beyond the usual job tasks, it describes employees as a part of

the organization and as giving support for organizational meaning. A last characteristics of employee engagement, is the contribution for business success. Employees who have an understanding for the industry and business environment are more likely to engage in activities that do good for the organization. Employees need to be on the one hand, committed to their organization and on the other hand, they need to have knowledge about organizational processes and environment. This will be crucial once there are changes occurring, to which the employee needs to adapt. Ideally in these circumstances the employee understands the need for change and adapts in a way it is beneficial for the organization (Robinson, Perryman & Hayday, 2004).

Singh and Lalvani (2015) take a similar position on defining employee engagement. They indicate, that "engagement is the sum total of the work place behavior demonstrated by the people" (p. 69). The behavior they indicate is for instance believing in the company, being motivated to put effort into the job to improve things, supporting colleagues and participating in trainings and education programs in order to develop new skills (Singh & Lalvani, 2015).

Schaufeli and Bakker (2004), have stressed employee engagement as "a positive, fulfilling, work-related state of mind" (p. 4). In their view, engagement is rather a continual and ubiquitous affective cognition. Fairlie (2011) suggests that self-actualization at work, having the chance to realize a life purpose at work and achieving personal goals at work has positive influence on the level of engagement. Schaufeli and Bakker (2004), point out three characteristics of engagement, vigor, dedication and absorption. First, vigor refers to the energy level and resilience an employee applies at work and the level of persistence in stressful or difficult situations. Second, dedication is characterized as a strong involvement into the job and the feeling that the job tasks and requirements have a certain significance towards the organization. Employees further experience a certain degree of enthusiasm and encouragement for the organization. Lastly, absorption describes the fact that an employee has fully taken in the work. Indicating that the employee is happy with the work and environment (Schaufeli, Salanova, González-Roma & Bakker, 2001; Schaufeli & Bakker, 2004).

Employee engagement can be influenced and fostered in multiple ways. Enhancing engagement is a unique challenge for each organization, as the definition of engagement can vary organizational contexts. Anyways, an organization should be flexible in order to enhance engagement, and organizational and individual differences should be taken into account (Lockwood, 2007). Robinson, Perryman & Hayday (2004) imply that one of the main drivers for engagement is the extent to which employees feel involved in organizational decision making and process management. Furthermore, most literature states that employee development and trainings have a positive influence on the employee engagement (Robinson,

Perryman & Hayday, 2004). However, there has not been much focus of research on whether participation in voluntary development programs is dependent on how engaged an employee is and to what extent the employee shares the organizational values and is concerned with the overall business situation of the firm (Fairlie, 2011).

According to Lockwood (2007), engaged employees work harder and are more likely to do more than what is required and expected from them and engaged employees are more committed to their organizations (Robinson, Perryman & Hayday, 2004). Grabtree (2005) says that engaged employees have the feeling that their job has a positive impact on their physical and psychological health (Crabtree, 2005). As described by Singh and Lalviani (2015), employee engagement is describing behavior that leads to participate in development programs in order to learn new skills required in the workplace. Thus, the following hypothesis is developed:

*Hypothesis 2:* Work engagement positively correlates with the willingness to participate in professional development programs.

Hypothesis 2 explores to what extend employee engagement influences the willingness to participate in development programs. Learning is an ongoing concept which can be rigidified by actively engage the employee in the work environment (Webster-Wright, 2009). Many researches show, that higher employee engagement leads to more organizational success and competitive advances (Robinson, Perryman & Hayday, 2004; Lockwood, 2007; Aon Hewitt, 2017). Taking the changing environment of the broadcasting industry into account, the focus should be put on employees in order to engage them in the changing business structures. Furthermore, development plan and options need to be in place in order to keep up with the new implications (Küng, 2011). Employee engagement is seen in as the driver of organizational success (Lockwood, 2007) and therefore, it becomes an important concept in this research.

As mentioned by Robinson, Perryma & Hayday (2004), organizational commitment is also crucial for employee engagement. Commitment and engagement are close concepts. They are found as important for relationships between organization and employee, where the employee behavior results in beneficial organizational outcomes. On the one hand, the concept of commitment describes mainly the relationship of employee and organization. On the other hand, engagement describes the actual effort and productivity employees show at work (Chalofsky & Krishna, 2009). To some degree, the concept of employee engagement overlaps with the concept of employee commitment, and therefore, in this paper, both concepts are

distinguished from each other, to draw a clear line between them (Robinson, Perryman & Hayday, 2004).

### 2.3.3 Employee Commitment

Commitment towards an organization describes the relationship and attitude between an employee and employer (Khan, 2017). According to Robinson, Perryman & Hayday (2004), employee commitment emphasizes the satisfaction that employees get from their job positions. It further refers to the willingness of people to go beyond their responsibilities and to do good for their organization. Cook and Wall (1980) describe the concept of organizational commitment as affective reactions of an employee towards the employer. Employee commitment is further "concerned with feelings of attachment to the goals and values of the organization, one's role in relation to this, and attachment to the organization for its own sake rather than for its strictly instrumental value" (Cook & Wall, 1980, p. 40). Chalofsky and Krishna (2009) define the primary drivers of commitment, as the identification with the purpose of the organization, the coherence of the organizational goals and values with the individuals and lastly, the internalization of the overall organizational mission.

According to Meyer, Allen and Smith (1993), there are three different forms of commitment, affective, normative and continuance commitment. Affective commitment is in a close relationship with the concept of employee engagement. Employees with a strong affective commitment remain in the organization because they like to (Meyer, Allen & Smith, 1993). This commitment type also describes the level of satisfaction an employee gets from the job, the work environment and colleagues. Additionally, it describes the eagerness to go beyond the requirements of the job and engage in additional activities (Robinson, Perryman & Hayday, 2004). Employees get emotionally attached to the organization and feel personally involved in the level of success achieved by the organization (Meyer, Stanley, Herscovitch & Topolnytsky, 2002). Employees with a distinct continuance commitment are part of the organization because they feel they need to. In this level of commitment, employees base their commitment to the organization on what they get in return (Meyer et al., 2002). Individuals adjust whether it is more lucrative to stay in the organization or to leave, factors as salary and other benefits play a crucial role in this commitment type (Allen & Meyer, 1990). The last form of commitment is normative commitment, which describes employees who stay in the organization because they ought to (Meyer, Allen & Smith, 1993) and because they are obliged to stay within the organization (Meyer, Stanley & Parfyonova, 2011). Further, these individuals are being part of

the organization because they intend to fulfill expected behavior and norms (Meyer & Allen, 1997). The three different commitment types may have various implications on the behavior an employee shows at work. However, these three types explain why employees are bonded to an organization and put effort in it (Meyer et al., 2002). It has influence on the decision of an employee whether to stay with the organization or leave (Meyer, Allen & Smith, 1993). Meyer and Allen (1997) point out that continuance commitment does negatively relate to job performance, whereas, normative and affective commitment positively relate to work performance. One reason is, that employees that have a strong urge to stay within the organization, do more of what is required for the job (affective commitment). Employees who feel a sense of constraint to stay with the organization (continuance commitment) may also do more of what is required but it might not be as substantial. Employees who are defined to the group of normative commitment primarily stay in the organization for convenience and have a rather small incentive to do more for the organization as generally required. This case can also reduce further effort an individual put into the job (Gellatly, Meyer & Luchak, 2006).

The relationship of leadership and employee commitment within an organization is important. Leadership has high influence on employees, it has power and can be driver of change or holds the change process back. However, in order to develop existing values and beliefs to ensure future organizational success, leadership plays a crucial role. They must clearly communicate the future way of the organization and its vision, so that they gain support by the employees. This is one trigger for organizational commitment. In a time of change, organizational commitment is inevitable to drive successful business (Khan, 2017). Employee commitment should be seen as a necessity for successful and flexible organizations (Robinson, Perryman & Hayday, 2004). Thus, the following hypothesis is developed:

*Hypothesis 3:* Organizational commitment has a positive influence on the participate in development programs.

A study done by Nijhof, de Jong and Beukhof (1998) implies that higher commitment towards the organization shows that employees have a larger willingness to change. In this study, it is assumed that higher employee commitment towards organizations influence the willingness in participating in educational trainings. Indicating that highly committed employees are more likely to participate in professional development programs.

The hypothesis 1-3 presented are examining if there is a connection between the three concepts, motivation, engagement and commitment and the willingness to engage in PD

programs. However, it is important to see if there is an influence or interference of the three concepts (motivation, engagement and commitment) with each other. Thus, the following three hypotheses are developed

*Hypothesis 4:* Organizational commitment correlates positively with employee engagement.

As mentioned by Robinson, Perryman and Hayday (2004) employee commitment has effects on the level of employee engagement. This construct has also been described by the Corporate Leadership Council (2004), indicating that commitment that is emotionally based on work and organization, results in higher engagement. The fifth hypothesis will investigate if there is a connection of employee engagement and work motivation. As Lockwood (2007) stated, engaged employees work harder and are more likely to do more than what is required and expected from them, therefore it can be assumed that they are more motivated at work.

*Hypothesis 5*: Employee engagement correlates positively with work motivation.

Hypothesis 6 will explore the connection of employee commitment and employee motivation. Chalofsky and Krishna (2009) described commitment as the coherence of organizational goals and individual values. Thus, it can be assumed that there is an interference of these two concepts. Because people are intrinsically motivated by their values and extrinsically by a reward system (Deci and Ryan, 2008).

*Hypothesis 6:* Employee commitment correlates with employee motivation**.**

In summary, the previous chapters build the theoretical base for this research and formulate the hypotheses. The conceptual model of this study is illustrated in Figure 4. The conceptual model presents the independent variables (employee motivation, employee engagement and employee commitment) and the dependent variable (the willingness to participate in professional development)

## 2.4  Conceptual Model

The theoretical framework reveals some important concepts that are crucial for examining the research questions. The framework helps to understand each concept independently; however, it is to mention that they interact and to a certain degree depend on each other. The concepts are helpful to understand how employees are psychologically connected to the organization. It is assumed that the afore mentioned concepts have an influence on the willingness of employees to engage in professional skill development programs. Chalosfky and Krishna (2009) state that "one of the primary challenges organizations are facing today concerns motivating employees to carry out broader and more proactive roles" (p.199).

A lot of research has been done on the concepts of work motivation (e.g. Deci and Ryan, 2008), employee engagement (e.g. Robinson, Perryman & Hayday, 2004 and Lockwood, 2007) and organizational commitment (e.g. Meyer, Allen and Smith, 1993 and Corporate Leadership Council, 2004). Further, Chalofsky and Krishna (2009) relate these three concepts and build a connection to human resource development practices. This research will describe the connection between the three concepts and how they affect the willingness to participate and further develop in voluntary development programs. Contrary to other researches, which indicate the mentioned employee traits are influenced and developed by HRD. These scholars mainly focus on required trainings implemented in career planning paths, supported by the employer (Drumm, 2008; Chalofsky and Krishna, 2009; Shuck, Twyford, Reio & Shuck, 2014).

This paper turns the view, and explores how motivation, engagement and commitment, can be beneficial for an employee centric and voluntary learning approach in order to face organizational changes. Further, this study examines employees' relationships to their organization and individual work motivation and how these influences the willingness to participate in voluntary trainings in order to stay up to date. PD in this research is addressing trainings that expand skills needed for a changing work environment (Dubin, 1972).
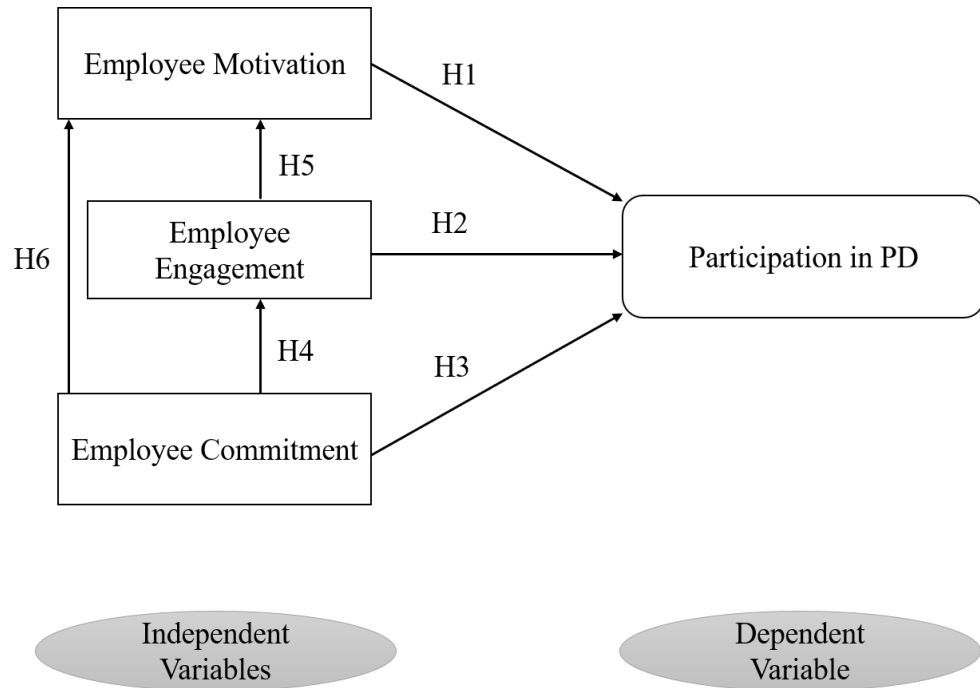
*Figure 4: Conceptual model*

# 3  Methodology

The aim of this study is to find out motives of employees of the media industry to engage in PD programs. In this chapter, the methods to investigate the stated research questions are further elaborated. Due to the research purpose, a quantitative approach is applied

**R1:** *What are motives of media professionals to engage/not to engage in professional development programs?*

**R2:** *What are possible ways for Media Perspectives to motivate employees in the broadcasting sector to engage in professional and skill development programs?*

The first research question will be investigated by conducting a quantitative survey, to get insights in employees' work motivations and what motivates and drives employees in the media and broadcasting industry to participate in PD programs. A survey aims to collect factual data, the gender and age of people and behavior, opinions and beliefs. As the aim of this research is to find out the relationship between the four presented concepts (motivation, engagement, commitment and participation in PD) a survey is beneficial as it effectively measures opinions and beliefs about each concept using a Likert Scale (Matthews & Ross, 2010; Neuman, 2014)).

The survey consists of existing motivation, engagement and commitment measurement tools, which are validated through previous studies and ensure a reliable. The following hypotheses are explored:

*Hypothesis 1a:* Intrinsic work motivation positively influences the willingness to participate in professional development programs.

*Hypothesis 1b:* Extrinsic work motivation negatively correlates with participating in professional development programs.

*Hypothesis 2:* Work engagement positively correlates with the willingness to participate in professional development programs.

*Hypothesis 3:* Organizational commitment has a positive influence on the participate in development programs.

*Hypothesis 4:* Organizational commitment correlates positively with employee engagement.

*Hypothesis 5:* Employee engagement correlates positively with work motivation.

*Hypothesis 6:* Employee commitment correlates with employee motivation**.**

The following paragraphs give detailed explanation of the quantitative methods used in this research.

## 3.1 Sample and Sampling Procedure

This section describes the quantitative methods approach to answer the research questions. Based on the literature hypotheses for RQ 1 are formulated which guide the quantitative study. Based on other studies, measurement scales for employee motivation, work commitment and work engagement are derived to measure the influence of these traits on willingness to participation in PD programs. These measurement scales are validated and reliable measurement tools which have been used in international studies, which ideally give valid information about participants (Neuman, 2014). By combining different measurement tools in a questionnaire, a relation between certain concepts might be ascertain.

The survey was conducted amongst employees of the media and broadcasting industry at Hilversum Media Park. In Hilversum, the broadcasting industry evolved in the 1920s when major Dutch radio stations settled in Hilversum. Today, the city combines radio and television stations and creates Hollands broadcasting center (van der Groep, 2014) with around 6,000 employees (Media Park, 2018b). As stated in the literature, employees in the media and broadcasting industry face a fast-changing work environment due to new opportunities of new media technologies (Küng, 2011). The survey address employees who have worked in the media and broadcasting industry for several years and who have ideally experienced changes in their work environment. The population was chosen to ensure that employees have already worked a certain amount of time in the media industry. If people started their professional career after having finished education in their-mid-twenties, hypothetical at the age of 30, many people have at least 7 to 8 years of professional experiences. The literature implies that over the years, job tasks and expectations have changed and will have future implications for employees (de Vos, de Hauw & van der Heijden, 2011). Hence, for this research participants between the ages 30 and 65 are considered. The population is determined as 30 to 65 years old professionals working in the media industry at Hilversum Media Park and in other Dutch media facilities, who have around 7 to 8 years of working experience.

Researching this age range is interesting, because most people already have certain professional experiences, but the technological changes will still have further impacts on their future career (Forrier & Sels, 2003). Researching participants of different ages might reveal comparable results that can be distinguished by age, gender and professional experiences (Neuman, 2014). Within this range, all job levels in the broadcasting industry are considered.

The different measurement scales are composed in the online survey format Qualtrics. The research made use of convenience sampling (Neuman, 2014), as Hilversum Media Campus was support by making the survey available to human resource departments of several broadcasting companies at Hilversum, who in turn sent the survey to their employees. Additionally, the survey was distributed in LinkedIn and Facebook groups where employees of the media and broadcasting industry are clustered. Further, the survey was distributed on an event at Hilversum Media Park where around 150 professionals of various Dutch organizations were present. The survey was distributed in a paper-based form before the event started and during the break.

Participating in the survey was voluntary, however the survey was distributed through the human resource department of several organizations, which gave the survey a certain significance to potential participants (Cobanoglu & Cobanoglu, 2003). To give an additional incentive to participate in the survey, Media Perspectives provided a price to win when participating in the survey. This incentive was a ticket to a media training event offered by Media Perspectives. Incentives ideally functioned as a motivator for people to participate in survey (Cobanoglu & Cobanoglu, 2003).

The survey was distributed via email. The email included a short description about the purpose of the research and a link that directly transferred the participant to the online survey. The whole survey was conducted in Dutch to avoid problems in understanding and comprehension (see Appendix C for the Dutch and English Survey).

Taking into account that employees were completing the survey at work, the survey appeared to be as short as possible (Neuman, 2014). A pre-test showed that it takes around 10 minutes to fill in the survey. The data collection took place in the period of April 18, 2018 to May 20, 2018. In total 125 people participated, but 97 cases were included in the analysis. This number is lower than the required number according to the methodological guidelines for the Media and Business Masters Program (see Janssen & Verboord, 2015) which will be further discussed in the limitations of this thesis. To assess the quality of a research, the sample size becomes an important factor. Barlett (2001) suggests a sample size is sufficient when seen in relation to the population. The survey targeted employees at Hilversum Media Park working in the media and broadcasting industry. The park includes around 6,000 employees who work in television-related activities (van d. Groep, 2014; Media Park, 2018b). From this population, the people that are 30 years and older were considered for this research. According to Barlett (2001), if this is the case (population of 6,000) and the data used for the analysis is continuous data, an appropriate sample size would be 83 cases with a significance level of alpha = .1. In

the article, Barlett (2001) justifies that a small data sample size can still be used for analyzing continuous data. However, the analysis tools used to examine the data need to be carefully selected in order to get sufficient outcomes. This will further be discussed in the data analysis section 3.3.

In regard to the sampling procedure, it should further be considered, that the survey contained very personal and sensitive data, thus the data collection was handled as confidential as possible (Neuman, 2014). However, some difficulties appeared during the sampling process. Some participants ended the survey early and did not finish it, which caused an exclusion of these cases from the data analysis. In the following section, the measurement tools for each concept are described.

## 3.2  Operationalization & Instruments

### 3.2.1  Motivation

To measure employee motivation, the Multidimensional Work Motivation Scale (Gagné et al. 2015), an instrument based on the SDT, is used. This scale combines 19 items, which are distinct in six motivation types (amotivation, external regulation material, external regulation social, introjected regulation, identified regulation and intrinsic regulation) (Howard, et al. 2016). All items aim to answer the question "Why do you or would you put effort into your current job?" The question will be answered through a 1 to 7-point Likert scale. 1 means 'not at all' and 7 means 'completely'. For instance, samples of the six motivation types include "I do little because I don't think this work is worth putting effort into." (amotivation), "Because others will respect me more (e.g. supervisor, colleagues, family, clients…)" (external regulation social), "Because others will reward me financially only if I put enough effort in my job (e.g. supervisor, employer…)" (extrinsic regulation material), "Because I have to prove to myself that I can." (introjected regulation), "Because I personally consider it is important to put efforts in this job" (identified regulation) and "Because I have fun doing my job" (intrinsic motivation). The reliability scores, the Cronbach's α are from 0.70 to 0.90 for all subscales (Gagné et al., 2015).

### 3.2.2  Engagement

The concept of engagement is measured by using the Utrecht Work Engagement Scale (UWES) (Schaufeli & Bakker, 2004). The 17 items are divided into three subscales, which indicate the three dimensions of engagement: vigor, dedication and absorption (Schaufeli & Bakker, 2006). The subscale for vigor (VI) consist of 6 items, for instance, "At my job I feel bursting with energy".  Dedication (DE) consist of 5 items, including "I find the work that I do full of meaning and purpose". The scale of absorption (AB) consists of 6 items, and example is "I feel happy when I am working intensely" (Schaufeli & Bakker, 2004). The items are scored by their frequency on a 7-point Likert scale (Schaufeli & Bakker, 2006), ranging from 1=never to 7=always. The Cronbach's α for the UWES-17 scale for each dimension is 0.82 (vigor), 0.89 (dedication) and 0.83 (absorption) (Schaufeli & Bakker, 2004).

### 3.2.3  Commitment

To measure employees' commitment, the Three-component Organizational Commitment Scale from Allen and Meyer (1990) is used. Robinson, Perryman & Hayday (2004) describe commitment of employees towards their organization as people going beyond their responsibilities and doing good for their organization. This scale is useful to explore the three existing forms of commitment. Each concept is addressed by eight questions. For instance, scale items include "I feel this organization's problems are my own." (affective commitment (AC)), "It would be very hard for me to leave my organization right now, even if I wanted to." (continuance commitment (CC)) and "If I got another offer for a better job elsewhere I would not feel it was right to leave my organization" (normative commitment (NC)) (Meyer & Allen, 2004). Participants are indicating their personal agreement to the statement on a 7-point Likert scale (1=strongly disagree; 7=strongly agree). The alpha coefficients for the scales are $\alpha AC=0.89$; $\alpha CC=0.77$ and $\alpha NC=0.79$.

In general, the survey is carried out in Dutch, as this is the native language for most of the people working at Hilversum Media Park. The Multidimensional Work Motivation Scale (Gagné et al. 2015) and The Utrecht Work Engagement Scale (Schaufeli & Bakker, 2004) were available in English and Dutch online through their test manual or via contacting the researcher. The Three-component Organizational Commitment Scale from Allen and Meyer (1990) is only online available in English, therefore this scale has been translated into Dutch.

### 3.2.4 Willingness to Participate in PD programs

In order to find out to what extend the independent variables (motivation, engagement and commitment) influence the willingness to participate in professional development programs, question that measure the willingness are defined as stated in the following. The answers are indicated on a 7-point Likert scale, with 1-strongly disagree and 7-strongly agree.

*PD1: I am planning on participating in a professional development program in the 4 weeks month.*

*PD2: Participating in professional development programs is important for my career.*

*PD3: Participating in professional development programs is important for myself.*

*PD4: I think it useful to participate in professional development programs offered by Media Perspectives.*

*PD5: I gain a lot knowledge and skills when I participate in professional development trainings.*

*PD6: The training offers from several organizations do not give me my desired outcome.*

*PD7: I have spare time at work to participate professional training programs.*

*PD8: I don't see the need to participate in professional training programs.*

*PD9: My employer will support me when I want to participate in professional development programs.*

Further, the overall survey not only consists of the measurement tools described above, but also of questions that ask for the organization the individual works for and the professions. In cooperation with Media Perspectives the following two questions are added to the survey. All questions are translated into Dutch. The survey is attached in Appendix C.

*What is the last educational training you have participated in?*

*Where did you participate in a development program (which organization)?*

## 3.3 Data Analysis

The survey was mainly conducted online, the Qualtrics tool gathers the data and enters it in a format that can exported into Windows Excel. Paper-based versions were added manually. From there, the data sets were analyzed with the statistic tool IBM SPSS Statistic version 24. The survey mainly consists of closed-ended survey questions, which makes it simple to code the answers. The coding procedure is based on assigning numbers and letters to certain answers and attributes (Neuman, 2014). The answers on a 7-point Likert scale of each measurement tool are coded from 1-7. For instance, 'strongly agree' is coded as 7, 'somewhat agree' is 6 and so forth. Further, for the gender questions, the answer 'male' is coded as 1 and 'female' as 2.

After data cleaning and deleting incomplete answers, 97 cases were able to be used in the analysis. The total amount of cases may vary in the following analysis, as some cases are used even though they have missing values. In SPSS, the missing values are declared as such and the cases are still considered in most of the analysis. Missing values refer to cases were the participant did not indicate an answer for a statement or question (Carver & Nash, 2009). At first, frequency and descriptive analyses were conducted to find out general information about the data set (Salkind, 2014). In order to test the scale which was developed to measure the 'willingness to participate in PD programs' for meaningful clusters of variables and underlying concepts (Field, 2009), a factor analysis was conducted. Subsequently, to test the internal consistency of the items that were derived from the factor analysis, a Cronbach's α reliability test has been conducted and two new variables were derived (participation in PD and supportive work environment). Only the variable participation in PD was used for further analysis. Further, for the scales of employee motivation (Gagné et al., 2015), work engagement (Schaufeli & Bakker, 2004) and commitment (Allen and Meyer, 1990) a reliability test has been conducted to verify the variables of each concept (Field, 2009). Afterwards, the variables have been composed as stated in the literature.

Subsequently, a correlation analysis was conducted in order to examine, which concepts and variables relate to each other (Field, 2009). Correlation analysis further reveals, if linear relationship between two variables exist and to what strength and direction (Pallant, 2007).

The sample in this research is quite small and many different variables were measured. Thus, a special focus needs to be put on the regression analyses. Important is, that a multiple regression analysis can give insufficient output when conducted with multiple variables as

predictors but a small sample size. Thus, the regression analyses conducted in this research are not using more than 6 independent variables (Barlett, 2001; Field, 2009). Regression analyses were conducted to test hypotheses, the level of prediction and the proposed conceptual model (see Figure 4). The regressions were conducted for each concept (independent variables) on the willingness to participate in PD (dependent variable), this will test H1 to H3. To test if the independent variables have a relationship among each other, and to test H4 to H6 further regressions have been conducted (Field, 2009). To test the conceptual model, the independent variables that have been found significantly correlating and with a high prediction level for the willingness to participate in PD were used to predict the best fitting model. As Field (2009) and Barlett (2001) suggest, if the sample size is below 100, predictors for a regression should be below 6. This is applied in this research, therefore not all variables are regressed on the willingness to participate in PD. As the correlation analyses and the first regression analyses already suggest certain variables have a significant relationship to the participation in PD. These variables were used in the final model analysis, to get more generalizable results (Field, 2009).

## 3.4 Reliability and Validity

In social science research, it is important that reliability and validity of the utilized methods is considered and discussed. Both reliability and validity are connected their measurement. A valid and reliable measurement is a central ideal of all researchers within the field. In this research, reliability and validity are focusing on the questionnaire that measures the concepts of motivation, engagement, commitment and participation in PD. Validity and reliability help the researcher to judge the truthfulness and credibility of the conducted research. In qualitative and quantitative research, reliability and validity are addressed differently (Neuman, 2014). This research uses a quantitative approach; thus, the two concepts will refer to it accordingly.

Reliability describes that same concepts are measured in different studies but under similar or identical circumstances. Contrary terms of reliability are: instability or inconsistency (Neuman, 2014). To improve reliability in this research the following steps have been taken into account. First, the constructs have been clearly conceptualized as described in the theoretical framework. Clear and concise definitions of each theoretical concept are provided and distinguished from each other. Second, all measurements have been measured with a 7-point Likert scale, in order to increase the measurement level as suggested by Neuman (2014). Third, all used variables in this study consist of at least 2 but up to 6 indicators. Because multiple

indicators measure a wider range or more detailed conceptions of one variable. Lastly it is suggested to use already existing measurements and replicate them (Neuman, 2014), which is done by using several scales that were proven reliable in other studies. These measurements have been tested with generally large samples and thus, they are used in the present study.

Validity implies truthfulness. It describes how good an empirical indicator fits with the theoretical definition of the concept. It describes how well the measurements reflect the used constructs (Neuman, 2014). All measurements used in this study describe certain behavior or attributes of employees. For instance, motivation, engagement and commitment have been measured amongst several professions (see Schaufeli & Bakker, 2004; Meyer &Allen, 2004; Gorozidis & Papaioannou, 2013; Gagné et al., 2015). These measurements are now used in similar circumstances with a different population (employees in the media and broadcasting industry). In this research validity is ensured by using variables that fit with the theoretical concepts and by using measurement tools which were validated with similar samples. The applied tools indicate clear measure of concepts; thus, homogeneity is ensured. For each variable, theoretical evidence and distinction from other concepts is provided to indicate as les possible overlap between constructs (Neuman, 2014). To make sure the results are valid, with regards to the small sample size, it is made sure, that the statistical tests are conducted accordingly (Barlett, 2001).

# 4  Results

In this chapter the results from survey are outlined. The first section describes the overall sample and the descriptive statistics. Followed by the results of the factor analysis for the professional development scale. Subsequently, the reliability analyses are described for each measurement scale, and finally the correlation and regression analyses are presented.

## 4.1  Descriptive Statistics

In total, 125 responses are recorded. After data cleaning, $N = 97$ are included for further analysis. Cases that have a few missing values are included in the final data set. In the final sample the percentage of women is 46.4% and the male share is 53.6%. Participants average age is 42.00 ($SD = 8.82$).

For the following results, participants had to indicate the score on a 7-point Likert scale, with 1 as the lowest value and 7 the highest to indicate their opinion. The mean for the willingness to participate in PD programs is 5.13 ($SD = 1.21$, $N = 95$). Two third of the participants (63,6%) scored high, above 5, on the willingness to participate in PD. Furthermore, they were asked about the support they get from their employer for participating in PD programs. Again, on a 7-point Likert scale they had to indicate, whether they have spare time at work that can be used for training. 95 cases are used, and the mean turned out to be 4.51 ($SD = 1.5$). The mean is slightly higher, for the question whether the employer provides support for the employee in order to participate in PD programs, 5.25 (SD = 1.16).

*Professions*

20 people did not indicate their profession, the rest of the participants indicated several different professions. 12 participants are working in some human resource management position, which includes the professions of headhunters, recruiters, human resource generalist and human resource advisors. 7 people work in more technical positions, such as project engineers, IT technicians and software developers. 18 participants represent the online media, marketing and communications professions, which includes, online marketing associates, marketing and communication assistants, online media managers. 5 participants are project managers or team leads, the specific department was not indicated. 7 participants are either

video editors, web designers or visual concept designers. There also a few executive producers, journalists and editors.

*Employers*

Participants indicated that they work for various firms at Hilversum Media Park but also people participated from other Dutch media and broadcasting organizations. A detailed list of employers is provided in Appendix A.

*Professional Development Training*

Two questions in the survey are posed to figure out the last training participants had visited and from which organization it was offered. The answered reveal a diverse list, which can be assessed in Appendix B.

## 4.2 Factor Analysis

As 3 out of the 4 used scales are already existing, validated and reliable scales, the fourth scale used to measure the willingness to participation in PD needs to be analyzed for underlying concepts. To test for underlying concepts in the professional development questionnaire, a factor analysis is conducted. The 9 items which are Likert-scale based, are entered into factor analysis using Principal Components extraction with Varimax rotation based on Eigenvalue (>1.00), $KMO = .747$, $\chi^2$ $(N = 95, 36) = 251.10$, $p < .001$. The resultant model explains 65.02% of the variance in professional development participation. Factor loadings of individual items onto the three factors found are presented in Table 1.

*Table 1: Factor and reliability analysis for scales for professional development (N = 95)*

| Item | Participation in PD | Supportive work environment | Outcome |
|---|---|---|---|
| I am planning on participating in professional development programs in a PD program in the next 4 weeks. | .593 | | |
| Participating in professional development programs is important for myself. | .828 | | |
| Participating in professional development programs is important for my career. | .819 | | |
| I think it is useful to participate in professional development programs offered by Media Perspectives. | .704 | | |
| I gain a lot knowledge and skills when participating in professional development trainings. | .824 | | |
| The training offers from several organizations do not give me my desired outcome. | | | .862 |
| I have spare time at work to participate in professional development programs. | | .719 | |
| I don't see the need to participate in professional training programs. | | .648 | |
| My employer will support me when I want to participate in professional development programs. | | .793 | |
| Cronbach's α | .806 | .563 | |
| Eigenvalue | 3.43 | 1.35 | 1.07 |

The following two factors were derived:

*Participation in PD*. The first factor includes four items all related to willingness to participation in PD. The item 'I am planning on participating in a PD program in the next 4 weeks' is excluded, to get a more sufficient Cronbach's α. This factor now includes, PD is important for oneself and the career, PD offered by Media Perspectives is useful and high learning outcome. For the adjusted factor, the new Cronbach's α = .836. This variable is referred to as 'willingness to participate in PD programs' in the following paragraphs.

*Supportive work environment*. The second factor found, included three items which are linked to the work environment, such as the spare time at work, the support of the employer and seeing the need of participation, Cronbach's α = .563.

According to Pallant (2007), the Cronbach's α > .60 are sufficient. Thus, only 'Participation in PD' is used in the following analyses. This variable will be the dependent variable in the following analyses on which the answers of the research questions will be based

on. Therefore, the other two variables (supportive work environment and outcome) are being left out, in order to keep the focus on the posed research questions and hypothesis (see chapter 2.4).

## 4.3 Reliability Analysis

In the literature the scales of work motivation, employee engagement and employee commitment show a sufficient Cronbach's α. The reliability analysis aims to measure the internal consistency within the scales and its subscales (Pallant, 2007). In order to control the reliability of the measurement tools with the present sample, each subscale is tested on its reliability. The subscales of the Employee Work Motivation Scale derived from Gagné et a. (2015) are found to have high reliabilities. Amotivation Cronbach's α = .85, extrinsic regulation social Cronbach's α = .828, extrinsic regulation material Cronbach's α = .799, introjected regulation Cronbach's α = .854, identified regulation Cronbach's α = .788 and intrinsic regulation Cronbach's α = .861.

The subscales of the Employee Engagement Scale (Schaufeli & Bakker, 2004) show a high reliability. Vigor Cronbach's α = .892, dedication Cronbach's α = .878, and absorption Cronbach's α = .887.

The reliability test for the Commitment Scale (Meyer &Allen, 2004) reveals the following results: Cronbach's αCC= .780. The normative and affective commitment subscales are found with Cronbach's αAC = .683 and αNC = .658.

## 4.4 Correlation Analysis

The correlation analyses are conducted with each employee trait and the variable of participating in PD programs. The following tables (2-4) show the results. Table 2 visualizes the correlations of employee motivation and the willingness to participate in PD programs. It is visible that intrinsic motivation and identified motivation positively correlate with participation. For identified motivation and willingness to participate, the correlation is weak, but significant $r = 22, p < .05$ and for intrinsic motivation, $r = .33, p < .01$. The other motivation variables do not have a significant relationship with participation in PD.

*Table 2: Pearson correlation of motivation and willingness to participate in PD programs with descriptive statistics (N = 97)*

| Variables | Mean | SD | Scale | Alpha | 1 | 2 | 3 | 4 | 5 | 6 |
|---|---|---|---|---|---|---|---|---|---|---|
| 1. Participation | 5.13 | 1.21 | 1-7 | .836 | - | -.13 | -.14 | -.02 | .22* | .33** |
| 2. Ext_Social | 2.28 | 1.27 | 1-7 | .828 | | - | .76** | .66** | -.42** | -.36** |
| 3. Ext_Material | 2.50 | 1.28 | 1-7 | .799 | | | - | .57** | -.27** | -.30** |
| 4. Introjected | 3.34 | 1.46 | 1-7 | .854 | | | | - | -.05 | -.11 |
| 5. Identified | 5.37 | 1.18 | 1-7 | .788 | | | | | - | .55** |
| 6. Intrinsic | 5.79 | 1.16 | 1-7 | .861 | | | | | | - |

Note: *$p < .05$; **$p < .01$.

In Table 3, the correlations between the engagement variables and the participation in PD are presented. It is visible that all variables show a significant correlation with the willingness to participate in PD programs. Only the relationship between dedication and participation, $r = .38$, $p < .01$ and absorption and participation, $r = .33$, $p < .01$ show a moderate strength.

*Table 3: Pearson correlation of engagement and willingness to participate in PD programs with descriptive statistics (N = 97)*

| Variables | Mean | SD | Scale | Alpha | 1 | 2 | 3 | 4 |
|---|---|---|---|---|---|---|---|---|
| 1. Participation | 5.13 | 1.21 | 1-7 | .836 | - | .27** | .38** | .33** |
| 2. Vigor | 5.15 | 1.18 | 1-7 | .892 | | - | .78** | .86** |
| 3. Dedication | 5.45 | 1.14 | 1-7 | .878 | | | - | .78** |
| 4. Absorption | 4.45 | 1.51 | 1-7 | .887 | | | | - |

Note: **$p < .01$

The final correlation analysis is conducted with commitment and willingness to participate in development programs. None of the commitment variables show a significant correlation to the willingness to participate in PD programs.

*Table 4: Pearson correlation of commitment and willingness to participate in PD programs with descriptive statistics (N = 97)*

| Variables | Mean | SD | Scale | Alpha | 1 | 2 | 3 | 4 |
|---|---|---|---|---|---|---|---|---|
| 1. Participation | 5.13 | 1.21 | 1-7 | .836 | - | -.12 | .08 | -.09 |
| 2. Continuance | 3.50 | 1.12 | 1-7 | .780 | | - | .08 | .13 |
| 3. Affective | 4.41 | 1.06 | 1-7 | .683 | | | - | .40** |
| 4. Normative | 4.24 | .94 | 1-7 | .658 | | | | - |

Note: **$p < .01$

For the following analyses, the correlation that have a moderate significant correlation ($r < .3$) to participation will be considered as sufficient for the multiple regression analysis in the analysis 3 block. Regarding the sample size, the regression analyses need to be conducted carefully, as too many predictors can give insufficient results regarding predictive variables for the willingness to participate in PD programs (see Barlett, 2001; Pallant, 2007).

## 4.5 Regression Analysis

The correlation analyses show that there is a linear relationship between certain employee traits (motivation and engagement) and participation in PD. Based on that, linear hierarchical regression analyses are conducted in order to see which predictor variables (motivation, engagement and commitment), to what extent, influence the dependent variable (willingness to participate in PD). The following regression analysis is divided into 3 analysis blocks. The first block, *Analysis 1*, analyzes the hypotheses 1-3, each concept is individually put in relationship with the dependent variable, willingness to participate in PD. The second block, *Analysis 2*, explores the hypotheses 4-6, the relationships between the employee attributes (motivation, engagement and commitment). Stepwise regressions are conducted, using the sub concepts of employee engagement (H4) and employee motivation (H5&6) as dependent variables and the variables of engagement and motivation as criterium. *Analysis 3*, the last block deals with the conceptual model (see chapter 2.4) and conducts a hierarchical regression with the significant predictors that have been found in the correlation analyses and the regression analyses in *Analysis 1*. From these initial analyses intrinsic motivation and dedication are found to be the significant predictors for willingness to participate in PD. A detailed description of the analyses follows:

*Analysis 1*

A linear regression analysis is conducted for each independent variable (the subscales of motivation, engagement and commitment) on the dependent variable (willingness to participate in PD), to test the hypothesis 1 to 3. In this research intrinsic and extrinsic motivation is measured with the MWMS (Gagné & Deci, 2005). As defined by Gagné and Deci (2005), extrinsic motivation is composed of external regulation, social and material, introjected, identified and regulation. Intrinsic motivation has no gradation. These concepts have been tested according to H1a and H1b, to see whether there is a relationship with willingness to participate in PD programs. The regression was conducted with the predictors external regulation material and social, introjected, identified and intrinsic regulation with willingness to participate as the criterium. Intrinsic motivation is entered in the first block as it is evident in the literature that intrinsic motivation predicts the intention to participate in training programs (Gorozidis & Papaioannou, 2013). In the second block, extrinsic-social and material, introjected and identified regulation are entered (see Table 5 for beta weights and values for explained variance). Model 1 shows a significant change, $F(1,93) = 11,3$, $p = .001$. This model explains 10.9% of the variance. Model 2 does not show a significant change, $F(4, 89) = .137$, $p = .97$. This model explains 11.4% of the variance. Model 1 has a significant better predictive value than model 2. When intrinsic motivation was used as a single predictor, 10.9% of variance was explained. Intrinsic motivation is a good predictor for the willingness to participate in PD programs ($\beta = .33$, $p = .001$). In the second block, when the variables of extrinsic motivation were included, the variance was slightly higher, all five factors together explain 11.4 % of the variance. In this model, only intrinsic motivation has a significant predictive value, extrinsic social and material, introjected and identified motivation have no significant predictive value.

*Table 5: Standardized beta weights and R² of the hierarchical regression analysis with ratings on willingness to participate in PD as criterion (N = 95).*

| | **Model 1** | **Model 2** |
|---|---|---|
| **Predictor** | | |
| Intrinsic | .33** | .29* |
| Ext_Social | | .05 |
| Ext_Material | | -.09 |
| Introjected | | .03 |
| Identified | | .05 |
| | $R^2 = .11$ | $\Delta R^2 = .005$ |
| | $p = .001$ | *n.s.* |

Note: *$p < .05$, **$p < .001$

According to this, intrinsic motivation is a significant predictor for the willingness to participate in PD programs, therefore H1a is accepted. Extrinsic motivation has no significant relationship to the willingness of participation in PD programs, thus, H1b is rejected.

To test H2, the relationship of employee engagement on the willingness to participate in trainings, a linear regression is conducted with willingness to participate in PD programs as criterium. Predictors are the variables of engagement: vigor, dedication and absorption. The model was found to be significant, $F(3,91) = 5.79$, $p = .001$, $R^2 = .16$. Only dedication was found to be a significant predictor ($\beta = .39$, $p = .022$). Neither, vigor ($\beta = -.24$, $p = .245$) nor absorption ($\beta = .24$, $p = .239$) are found to be significant predictors for the willingness to participate in PD programs. H2 is partly rejected, as the two sub concepts of engagement, vigor and absorption, have no significant prediction on willingness to participate in PD. However, dedication is a significant predictor for the willingness of participation in development programs.

In order to test H3, the same procedure is applied. A linear regression is conducted with willingness to participate in PD as the criterium. Predictors are the three sub concepts of commitment: normative, continuance and affective commitment. The model is significant, $F(3, 90) = 1.19$, $p = .315$, $R^2 = .038$. Neither continuance commitment ($\beta = -.12$, $p = .982$), and affective commitment ($\beta = .14$, $p = .838$), nor normative commitment ($\beta = -.14$, $p = .828$) are found to be significant predictors for the willingness to engage in PD programs, therefore H3 is rejected.

*Analysis 2*

To test H4, a regression on each variable of the factor engagement is conducted with the factors of employee commitment as predictors. First, a linear regression is conducted with engagement-vigor as criterium. Predictors are normative, continuance and affective commitment. These are also the predictors for the following two regressions. The model with vigor as dependent variable is found to be significant, $F(3, 92) = 23.15$, $p < .001$, $R^2 = .43$. Continuance commitment ($\beta = -.24$, $p = .003$) and affective commitment ($\beta = .66$, $p < .001$) are significant predictors. Normative commitment ($\beta = -.10$, $p = .23$) is not found to be a significant predictor for vigor engagement.

When dedication is used as the dependent variable, the model is also found to be significant $F(3, 92) = 17.75$, $p < .001$, $R^2 = .37$. For dedication, affective commitment is the only significant predictor ($\beta = .59$, $p < .001$). Continuance commitment ($\beta = -.08$, $p = .338$) and normative commitment ($\beta = .03$, $p = .779$) are not found to be significant.

Lastly, absorption is the criterium and that model is not found significant $F(3, 92) = 10.26$, $p < .001$, $R^2 = .25$. Normative commitment is not found to be a significant predictor ($\beta = -.05$, $p = .602$). Affective commitment is a significant predictor for absorption engagement ($\beta = .49$, $p < .001$), as well as continuance commitment ($\beta = -.19$, $p = .04$). This analysis supports H4. It can be said that commitment partly influences employee engagement. In more specific terms, continuance and affective commitment are significant predictors for vigor engagement. Affective commitment is a predictor for dedication engagement. For absorption engagement, affective and continuance commitment are found significant predictors. Therefore, H4 is accepted.

In order to test H5 and H6, a stepwise regression is conducted with employee motivation as criterium. As predictors, employee commitment is used in the first block and employee engagement in the second block. The regressions are conducted separately, with each of the motivation variables (extrinsic social, extrinsic material, introjected, identified and intrinsic) as criterium. The stepwise regression only shows variables which are significant predictors for the criterium (Field, 2009).

In the first regression, the dependent variable is extrinsic social motivation. The stepwise regression reveals two significant variables that predict extrinsic social motivation, see Table 6. When affective commitment is used as a single predictor for extrinsic social motivation, 30.5% of the variance is explained. When affective and normative commitment are used as predictors for the extrinsic social motivation, 33.5% of variance is explained. The beta values of affective commitment are significantly negative, indicating that when affective commitment is lower, extrinsic social motivation is higher. Normative commitment is a positive predictor for extrinsic social motivation.

*Table 6: Standardized beta weights and R² of the stepwise regression analysis with ratings on extrinsic social motivation as criterion (N = 96).*

|  | **Model 1** | **Model 2** |
|---|---|---|
| **Predictor** | | |
| Affective Commitment | -.55** | -.63** |
| Normative Commitment | | .19* |
| | | |
| | $R^2 = .29$ | $\Delta R^2 = .03$ |
| | $p < .001$ | $p = .041$ |

Note: *$p < .05$, **$p < .001$

The stepwise regression with extrinsic material motivation as dependent variable reveals two significant predictors. The two models are presented in Table 7. In model 1, 13% of the variance are explained and in model 2, including affective and continuance commitment, 19% of the variance are explained. Affective commitment has a negative beta value, thus the relationship of affective commitment to extrinsic material motivation is negative.

*Table 7: Standardized beta weights and R² of the stepwise regression analysis with ratings on extrinsic material motivation as criterion (N = 97).*

| | **Model 1** | **Model 2** |
|---|---|---|
| **Predictor** | | |
| Affective Commitment | -.37** | -.38** |
| Continuance Commitment | | .24* |
| | | |
| | $R^2 = .13$ | $\Delta R^2 = .06$ |
| | $p < .001$ | $p = .011$ |

Note: *$p < .05$, **$p < .001$

The stepwise regression for introjected motivation as criterium reveals 4 significant predictors, which are presented in Table 8. The predictors are affective commitment, normative commitment, continuance commitment and absorption engagement. Model 1 explains 15.9% of the variance, model 2, 21.7%, model 3 explains 25.4% and model 4 explains 30.1% of the variance. Affective commitment, and its negative beta value indicates that there is a negative relationship between affective commitment and introjected motivation. Normative and continuance commitment, and absorption have a positive relationship to introjected motivation.

*Table 8: Standardized beta weights and R² of the stepwise regression analysis with ratings on introjected motivation as criterion (N = 96).*

| | **Model 1** | **Model 2** | **Model 3** | **Model 4** |
|---|---|---|---|---|
| **Predictor** | | | | |
| Affective Commitment | -.39*** | -.50*** | -.51*** | -.63*** |
| Normative Commitment | | .26** | .24* | .25** |
| Continuance Commitment | | | .19* | .24** |
| Absorption | | | | .25* |
| | | | | |
| | $R^2 = .16$ | $\Delta R^2 = .06$ | $\Delta R^2 = .04$ | $\Delta R^2 = .05$ |
| | $p < .001$ | $p = .01$ | $p = .036$ | $p = .015$ |

Note: *$p < .05$, **$p < .01$, ***$p < .001$

The stepwise regression conducted on identified motivation as criterium is shown in Table 9. The significant predictors are affective commitment and vigor-engagement. Model 1 explains 28.3% of the variance and model 2 explains 45.4 percent of the variance. Both predictors have a positive relationship to identified motivation.

*Table 9: Standardized beta weights and R² of the stepwise regression analysis with ratings on identified motivation as criterion (N = 97).*

|  | **Model 1** | **Model 2** |
|---|---|---|
| **Predictor** | | |
| Affective Commitment | .53** | .22* |
| Vigor | | .52** |
|  | | |
|  | $R^2 = .28$ | $\Delta R^2 = .17$ |
|  | $p < .001$ | $p < .001$ |

Note: *$p < .05$, **$p < .001$

The stepwise regression for intrinsic motivation as criterium is shown in Table 10. Significant predictors for this dependent variable are affective commitment, continuance commitment, dedication engagement and absorption engagement. The variances for the model are: Model 1 explains 28,7%, model 2 explains 36.2%, model 3 explains 64.3% and model 4 explains 66.0%. In this case, continuance commitment shows a negative beta value, indicating a negative relationship towards intrinsic motivation. Affective commitment, dedication and absorption show a positive relationship to intrinsic motivation.

*Table 10: Standardized beta weights and R² of the stepwise regression analysis with ratings on intrinsic motivation as criterion (N = 97).*

|  | **Model 1** | **Model 2** | **Model 3** | **Model 4** |
|---|---|---|---|---|
| **Predictor** | | | | |
| Affective Commitment | .54*** | .56*** | .16 | .15* |
| Continuance Commitment | | -.27*** | -.22*** | -.19** |
| Dedication | | | .67*** | .50*** |
| Absorption | | | | .21* |
|  | | | | |
|  | $R^2 = .28$ | $\Delta R^2 = .08$ | $\Delta R^2 = .28$ | $\Delta R^2 = .02$ |
|  | $p < .001$ | $p = .001$ | $p < .001$ | $p = .036$ |

Note: *$p < .05$, **$p < .01$, ***$p < .001$

As employee motivation is defined in five separate variables, five regressions are conducted. The stepwise regressions above indicate the analyses in order to explore H5 and H6. For H5, the influence of employee engagement on employee motivation, can be said that this

hypothesis is partly rejected and partly accepted. Employee engagement (vigor, dedication and absorption) does not have any significant effect on extrinsic social nor material motivation. For introjected motivation as the criterium, absorption engagement has a significant effect (see Table 8). For identified motivation as the criterium, vigor engagement is a significant predictor (Table 9). It can be said that, engagement is partly a predictor for extrinsic motivation. Lastly, for intrinsic motivation as a criterium, dedication has a high predictive and significant value. Absorption has a lower predictive, but significant value for intrinsic motivation as dependent variable. Therefore, engagement partly predicts intrinsic motivation (see Table 10).

H6 explores the influence of commitment on the work motivation. Extrinsic social motivation as a criterium reveals that affective and normative commitment are predictors. Using extrinsic material motivation as dependent variable, reveals that, affective commitment has a significant negative relationship with extrinsic material motivation and continuance commitment is a significant positive predictor for extrinsic material motivation. Using introjected motivation as criterium, all forms of commitment turned out to be significant predictors. Affective commitment again has a negative relationship to introjected motivation. Affective commitment was found to be a significant predictor for identified motivation.

Lastly, using intrinsic motivation is used as the criterium, reveals that affective commitment and continuance commitment are significant predictors for intrinsic motivation. Continuance commitment shows a negative relationship towards intrinsic motivation. Thus, H6 is accepted with restrictions of each type of motivation and commitment.

*Analysis 3*

In order to see how individual variables, contribute to the overall conceptual model, a hierarchical regression was conducted. The independent variables were chosen, based on the correlation test (section 4.4) and the regression analysis in *Analysis 1*. These initial regression analyses revealed that intrinsic motivation and dedication are significant predictors for the willingness to participate in PD programs. Thus, to see whether the two variables contribute in one model as predictors for the willingness to participate in PD programs, a hierarchical regression is conducted. Intrinsic motivation is put in block 1 and dedication in block 2. The regression reveals two significant models. Model 1, with intrinsic motivation as predictor, explains 11% of the variance and model 2, with intrinsic motivation and dedication as predictors explains 14.8% of the variance. It can be concluded that intrinsic motivation and dedication are significant predictors for the willingness to participate in PD.

*Table 11: Standardized beta weights and R² of the stepwise regression analysis with ratings on willingness to participate in PD as criterion (N = 95)*

|  | **Model 1** | **Model 2** |
| --- | --- | --- |
| **Predictor** |  |  |
| Intrinsic | .33** | .09 |
| Dedication |  | .31* |
|  |  |  |
|  | $R^2 = .11$ | $\Delta R^2 = .04$ |
|  | $p < .001$ | $p < .05$ |

Note: *$p < .05$; **$p < .001$

# 5  Discussion & Conclusion

This final chapter discusses the results and answers the two research questions with drawing a link between to the theory discussed in chapter 2 and the findings. Section 5.1 interprets the results and answers RQ1. Section 5.2 provides implications to enhance participation in PD for Media Perspectives derived from the findings and the literature and answers RQ2. Section 5.3 discusses the strengths and limitations of the overall research and gives suggestions for future research. Lastly, a conclusion is drawn which summarizes the main aspects of this research and its contribution for practical strategies and future research.

## 5.1  Interpretation of the Results

This research focuses on the motivations employees show to participate in voluntary PD trainings. The results of this study support are supported by the theoretical argumentation that employee attributes (motivation, engagement and commitment) towards the organization influence the willingness to do additional effort for the job (Robinson, Perryman & Hayday, 2004). This section answers the research question 1: *What are motives of media professionals to engage/not to engage in professional development programs?*

The results reveal that intrinsic motivation is a positive predictor for the willingness to participate in PD programs. Employees who are intrinsically motivated and participate in voluntary development programs feel a certain level of joy and fun evoked by that activity (Howard et al., 2016). This is an important outcome, as the literature states that autonomous motivation, to which intrinsic motivation belongs to, has a positive influence on performance. As a mentor, supervisor or manager it is difficult to influence intrinsic motivation with incentives (Gagné & Deci, 2005). Intrinsic motivation is highly dependent on personal characteristics of individuals. It describes the more natural impulse of an employee to develop interests, which are highly self-determined (Ryan and Deci, 2000; Gagné & Deci, 2005). The fact that intrinsic motivation is a predictor for the willingness to participate in PD extends the findings of prior literature. Adults are mainly driven by personal values and interest. Consequently, if a training part of employees' personal interest, they are more willing to participate and put effort in (Wlodkowski, 2008). If the training is an obligation from the organization, participation is rather triggered by an external incentive (Gagné et al. 2015) and it is difficult to assess to what extent intrinsic motivation plays a role.

Extrinsic motivated behavior describes behavior triggered by using instrumentation (Howard et al., 2016). In this research, extrinsic motivation and its sub concepts, have not been found to have any significant relationship to the willingness of participating in PD. Material incentives, such as money, financial support or job security are no motivators for participation. Likewise, social incentives such as respect or appreciation (Gagné et al. 2015) have no motivating function for media professionals to participate in additional trainings. Introjected motivation occurs when an employee is asked to participate in an activity, but the individual does not experience a personal need. This motivation type is also not found to be a motivator, possibly because it also describes an externally controlled regulation (Gagné & Deci, 2005).

Identified regulation, defined as the personal identification with the goals and values of assigned tasks and having successfully internalized external motivators (Deci & Ryan, 2008), is not found to be a predictor for participation in PD. This type of motivation does not indicate that employees are willing to do more than required in their job, it makes sense that this type of motivation does not enhance willingness to participate in voluntary PD programs. Assumingly, employees participate in voluntarily PD programs because they see the bigger scope of their work. They have future ambitions and long-term career goals with a strong desire of achievement (Küng, 2011).

It can be said, that this research points out intrinsic motivation a motivator for professionals in the media and broadcasting industry to engage in development programs to gain career related skills and knowledge. To support this argument, Tharenou (2001) indicated that employee participation in PD derives from the motivation of an expected outcome of the training and the motivation to learn. Motivators such as expectation and wanting to learn have certainly higher effects on the participation in trainings than mediating factors such as the work environment (mentors, colleagues or material incentives). This supports the finding that intrinsic motivation, seeing a personal need and interest in continuous learning, are motivators for employee participation in PD programs. The results suggest that employees who have a high intrinsic motivation, are more likely to go with the changes occurring in the media and broadcasting industry (see Küng, 2011; Aris, 2011). Highly intrinsic motivated employees show a very personal interest in their job and know what it takes to be up-to-date in the job. Further, these individuals relate their personal values to their work (Wlodkowski, 2008), and are therefore more likely motivated to participate in voluntary trainings or workshops that are relevant and value adding for them.

Material and social incentives appear not to be motivators for professionals to participate in development trainings. However, Tharenou (2001) implies that the support of a

supervisor, as a factor of work environment, has positive influence on employees in participating in training and developments programs, but not as strong as internal motivators. The present research cannot support this argument, as it was found that none of the extrinsic regulators were motivators for participation PD trainings.

For the concept of engagement, it is evident that only dedication is a significant predictor for the willingness to participate in PD. Engagement is a central concept in the topic of human resource management, which is crucial in order to have a successful and productive workforce (Bullock, 2011; Shuck & Reio, 2011). Engagement defines the emotional attachment of an individual to the organization (Aon Hewitt, 2017). This implies that employees who are more attached to the organization, are more willing to put effort into their job to make an impact on organization's success (Robinson, Perryman & Hayday, 2004). In this research, more effort is related to the willingness to engage in PD programs. And more effort in training and development is needed in order to cope with the changing media environment (Küng, 2011; Aris, 2011). Employees who are engaged in their organization, ideally have an understanding for the industry they are working in (Robinson, Perryman & Hayday, 2004). Thus, engagement becomes an important concept when evaluating the willingness to participate in trainings, because development trainings aim to keep the workforce up-to-date and prepare them for new challenges, train them new skills in technology, media or content creation (Drumm, 2008; Küng, 2011). Further, trainings aim to clarify how the customer mindset and demands have changed over the years and how businesses need to adjust to this (Ernst & Young, 2017). Engagement implies that employees have an overall understanding of the industry with the awareness to participate in further skill and knowledge development, in order to stay competitive in the changing media environment (Deuze, 20017). The results show, that dedication, a sub concept of engagement is a motivator for participation in PD, which adds up to the explanation above. Dedication describes employees who are strongly involved in their jobs, with job tasks that are significant for overall organizational success. Employees feel enthusiastic and encouraged by the organization to do their jobs (Schaufeli & Bakker, 2004). A positive feeling towards the employer (Tharenon, 2001), involvement in the job, significant and satisfying tasks in accordance with personal values positively influence the willingness in participating in PD programs (Schaufeli & Bakker, 2004). Engaged employees on the level of dedication understand the importance of development and continuous learning for the changes in the media and broadcasting industry. They want to keep up with new technology and apply that knowledge in their job roles (Dubin, 1972). The findings of this research support the

arguments in the literature and point out that dedication engagement is an important motivation for employees to engage voluntarily in trainings.

Lastly, the concept of commitment is explored on its influence on the willingness to participation in PD. The results indicate that organizational commitment is not a trait that positively influences the willingness to participate in PD programs. None of the sub concepts of commitment are found to be a significant predictor. Commitment describes the attitude of employee and employer (Khan, 2017) and the satisfaction of employees with the job position. It mainly refers to the relationship an employee has towards the organization and its value and purpose (Chalofsky & Krishna, 2009). Even though commitment describes the eagerness of employees to go beyond the job requirements and engage in additional activities (Robinson, Perryman & Hayday, 2004), this research does not indicate that the additional activities would include the willingness to participate in development trainings. It can be said that if employees have a high commitment, it does not directly indicate an intention to participate in additional trainings or workshops.

Figure 5 visualizes the model with the above discussed concepts that have a predictive influence on the willingness to participate in PD training and answers RQ1. It further indicates an interrelation of the employee attributes which are discussed in the following paragraphs and in visualized in Figure 6.

To summarize the answers for RQ1: results suggest that the willingness to participate in voluntary PD trainings is greater if the employee has high intrinsic motivation and dedication for the job and its values. Thus, the motives of professionals in the media and broadcasting industry can be defined as followed: Personal interest in the job tasks and the changes that occur within the industry. Additionally, factors as job involvement, enthusiasm and significant work tasks are motivators to go beyond job requirements and participate in voluntary PD. Factors that do not motivate media professionals are financial and social incentives. Employees who see their job as a necessity are also less willing to participate in voluntary PD programs.
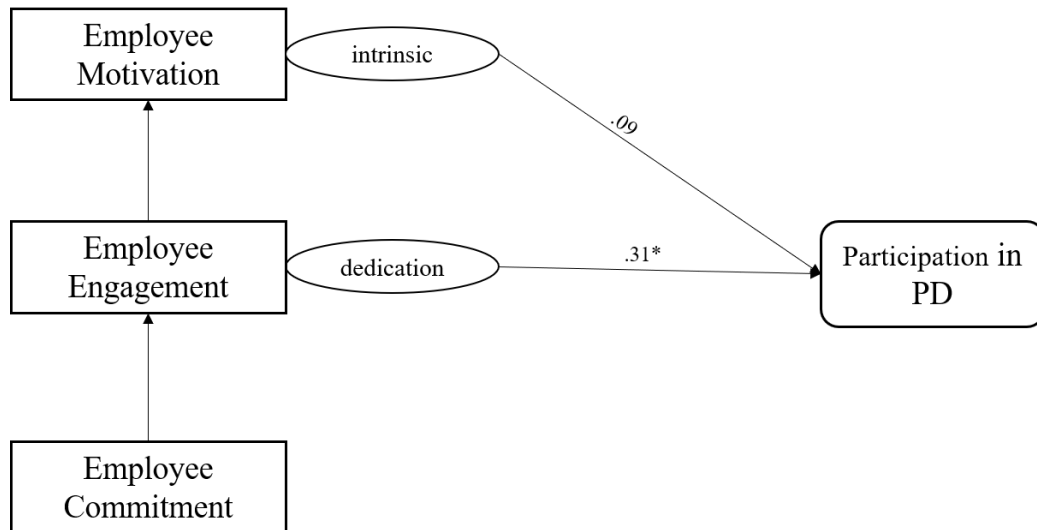
*Figure 5: Structural model of H1-3, after conducting a hierarchical regression, showing the predictors for participation in PD (\*p < .05)*

Figure 5 visualizes the two main motivators resulting from the survey and which were discussed previously. Now the focus is put on the relationship of the employee traits among each other. Literature states, that especially employee engagement and commitment are overlapping concepts (Robinson, Perryman & Hayday, 2004), which can be confirmed by the results in this study (see Figure 6). The results show that certain commitment concepts are predictors for engagement. It suggests that affective commitment influences all engagement concepts positively. This result is supported by the literature, as it states that affective commitment is closest to employee engagement. Affective committed employees have a close relationship to the organization they work for and they stay with the employer, because they experience a feeling of appreciation, a sense of well-being and an ambition to go beyond the actual job requirements (Meyer, Allen & Smith, 1993; Robinson, Perryman & Hayday, 2004). Apart from that, affective commitment has a positive relationship to intrinsic and identified motivation. This relationship might be also justified with the definition of each concept. Similar to intrinsic motivated employees, affective committed employees feel emotionally attached to the organization and personally involved in organizational success (Meyer et al., 2002). They also identify with the organization, the job tasks and they advocate organizational values (Deci & Ryan, 2008). Thus, it is reasonable that in this sample, the two concepts are interdependent. As found in the literature, the results suggest affective commitment has a mainly negative relationship to all extrinsic motivation variables. If an employee is highly affective committed to the job, indicating that they enjoy what they are doing, the employee is less motivated by extrinsic factors.

Another interesting finding is the influence of dedication on intrinsic motivation. Having a high dedication to one's job and employer implies, that intrinsic motivation is also high. Both traits refer to similar concepts, for instance both intrinsic regulation and dedication are highly driven by personal interest and passion of individuals (Gill, 2010). Employees that show high dedication are also concerned with the well-being and success of the organization (Schaufeli et al., 2001). The difference between the two concepts is that intrinsic motivation is completely based on individual interest, joy and personal values (Gagné & Deci, 2005). Dedication implies a certain dependence on the organization, as employees show enthusiasm and encouragement for their employer (Schaufeli & Bakker, 2004). But as the results show, high dedication towards the job and organization influences intrinsic motivation.
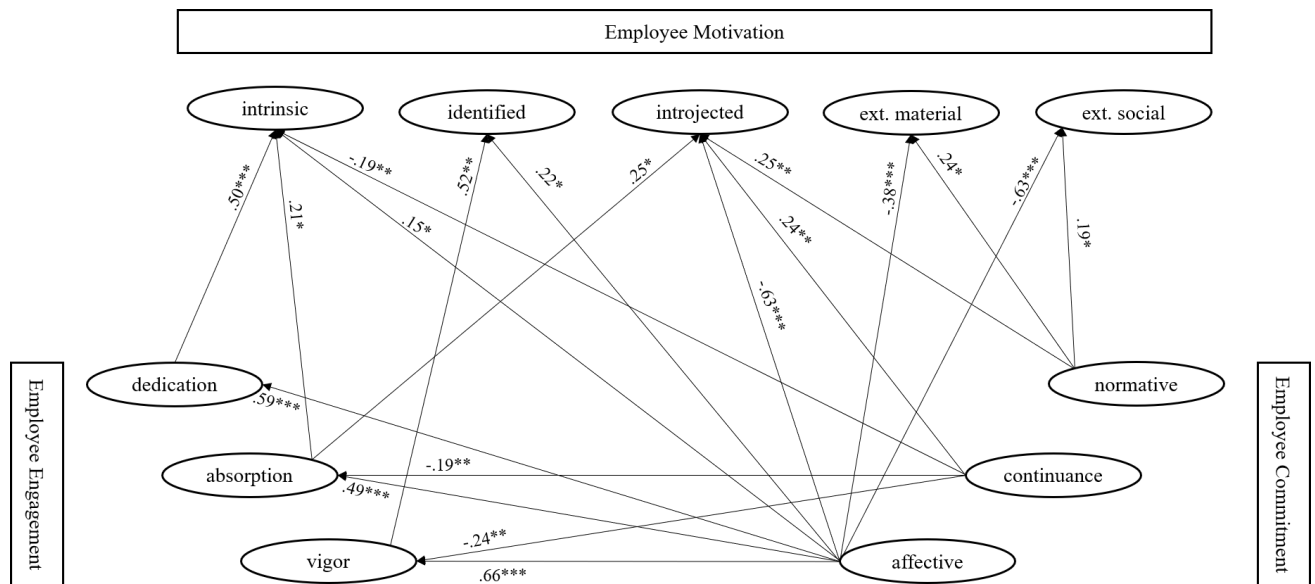


*Figure 6: Structural model of H4-6, after conducting a hierarchical and stepwise regressions, showing the predictors for each employee attitude (\*p < .05; \*\*p < .01; \*\*\*p < .001)*

The interrelation of the employee attributes, explored in order to find out what motivates employees to participate in PD, does not directly answer any of the posed research questions. However, the literature review already points out that some of these concepts are overlapping. The findings indicated in Figure 5 may have more practical relevance than the findings in Figure 6. However, it is important to also point out the interdependency of the three employee attributes in this paper. As it can be crucial for organizations once they see the need to invest effort in enhancing one of the attributes. Gill (2010) indicates that a main characteristic of media works is that they are highly driven by passion, that their work inspires them and that they are

affectively tied to their job. This indicates that the results found in this research are to some extend applicable for professionals in the media and broadcasting industry. The media industry, seen as a creative industry, is highly focused on the individuals' creativity. The individual employee becomes an important source for the production process (Deuze, 2007; Gill, 2010). One reason is that now a shift occurs from a value chain production process where many people add small pieces step by step, to more individual responsibility with focus on many aspects at once. Indicating that professionals face a time where they need intermediate skills and knowledge (Deuze & Steward, 2011). This could be an indicator that professional development for highly creative and motivated media professionals is more based on personal values and not on what is required from the organization and external incentives. People face a fast-paced working environment in the media industry, with a lot of pressure, fast and new influences, gratifications and constraints (Deuze, 2007). Therefore, voluntary professional development might be very time consuming, and employees who do not possess personal characteristics towards their jobs, such as dedication and intrinsic motivation, are less willing to participate in voluntary PD trainings.

Media professionals are facing a change from a more centralized to a very individual based work environment (Deuze & Steward, 2011). Triggered by advanced technology, organizations need to rethink their human capital. The challenge, media organizations are facing is the need for employees that are able to carry out more diversified roles (Chalosfky & Krishna, 2009). In many companies, development is organized and implemented by HR departments. For employees who already have a few years of experiences, the development should become more individual centric and part of an individual career planning (Fairlie, 2011). The results in this research suggest, that personal attributes, behaviors and interests are crucial for employees to participating in voluntary PD programs.

Based on the results, the practical implications to motivate more employees to participate in PD, should be focused on enhancing engagement and intrinsic motivation. Practical implications for Media Perspectives are discussed in the following section.

## 5.2 Implications for Media Perspectives

This research aims to find out what motivates employees within the media and broadcasting industry to participate in voluntary development programs. It is evident that people who have personal interest in their job, who have joy, passion and share values with the employer are more willing to participate in PD programs. The results answer RQ1 and are discussed in the previous sections. This section puts the focus on RQ2 and discusses the implications, the findings have for Media Perspectives.

Amongst other topics, Media Perspectives focuses on the development of media talents, aiming to attract both young professionals and professionals with several years of experience in the industry (Media Perspectives, 2018). As mentioned in the beginning, employee development can be approached in two ways. On the one hand, there is formal learning, which refers to explicit learning situations such as trainings, presentations, seminars or workshops. On the other hand, informal learning describes experiences employees gain through hands-on experiences, while being in the normal work environment. For instance, informal conversations with coworkers, new projects or extended responsibility (Weobong, 2016). Media Perspectives, as an external training provider, focuses on informal learning strategies, through master classes, workshops, HR meetings and community learning (Media Perspectives, 2018). In the Netherlands, the training is mainly organized and collectively agreed on by employers and industry. In general, the organization or the individual employee acquires an either required or desired PD training. The costs are mostly taken over by the employer (van Velzen, 2004). This paper focuses on the voluntary trainings, in which employees can participate if desired. Not only Media Perspectives reports the need for more training for media professionals, so do several scholars (Deuze, 2007; Gill, 2010; Deuze & Steward, 2011, Küng, 2011). Now the question occurs, how a vendor (Media Perspectives in this case) can enhance participation in voluntary trainings?

Employees in the media industry are driven by passion for their work (Gill, 2010), which refers to a higher engagement and motivation to put more effort into the job (Robinson, Perryman & Hayday, 2004). Engaged employees are more likely motivated to participate in trainings which go along with their personal interest, passion and desire. For Media Perspectives, the results of this study are challenging, as they only have to some extent direct access to employees. However, Media Perspectives has a unique position at Hilversum Media Park. They are surrounded by several big Dutch broadcasting and media firms (Media Park,

2018a; van der Groep, 2014), which gives them professional networks and direct partnership possibilities.

As the results of this study suggest, there are two concepts, intrinsic motivation and dedication engagement which seem to be motivating factors for participation in PD. To enhance participation in trainings, the focus should be put on employee' preferences, interests and passion about the job and the tasks. For Media Perspectives, this means that the cooperation with the organizations at Hilversum Media Park should be intensified. As it appears in this research, external incentives, such as money, bonuses or reputation do not motivate media professionals to participate in development programs. However, according to Tharenou (2011), incentives such as support from supervisors and mentors has a positive influence on the participation in PD. Moreover, managers are main drivers for a positive change in the work environment. Through thoughtful extrinsic incentives, employees can be proactively encouraged to internalize these motivators which in turn can influence intrinsic motivation (Gangé & Deci, 2005). Even though it was not evident in this research, both intrinsic motivation and extrinsic incentives should be considered as the line of extrinsic incentives and the aim to enhance intrinsic motivation is blurry. Based on the SDT, to enhance intrinsic motivation, the following steps could be an option: promoting work environments that increases autonomy, generally promoting and valuing competence, and giving people opportunities to relate learning outcomes to their jobs. However, influencing intrinsic motivation can only be enhanced, but not generally developed by external factors. This type of motivation is highly dependent on employees' personal values and characteristics, which are difficult to change (Gagné & Deci, 2005).

Another, and possibly more tangible motivator for participation in PD programs is found to be dedication. Employee engagement can be influenced in several ways. Robinson, Perryman & Hayday (2004) imply that employee involvement in organizational decision making and process management are main drivers of engagement. Again, dedication refers to the inclusion of the individual in the organization, which has been found a predictor for participation in PD. Important roles here have direct managers. As the direct contact person, they have responsibility in triggering involvement (Tharenou, 2011). For instance, through communication support and concerns about employee well-being (Robinson, Perryman & Hayday, 2004). Fairlie (2010) implies that meaningful work is a strong predictor for employee engagement. It is further suggested that self-actualization at work, having the chance to realize a life purpose at work and achieving personal goals have positive influence on the level of engagement, which in turn motivates employees to train and learn, to cope with challenges and to support the organization.

Media workers are described as highly self-regulated, autonomous and with high responsibility for their professional doing (Gill, 2010). If media professionals get encouraged at work by getting the chance to life up to their passion, they might be more likely to participate in voluntary trainings that support them on their career paths.

It seems difficult to control professional development, apart from implementing mandatory programs. Professionals in the media industry should be supported in their personal interests and work environment to continue learning. It further should be taken into account, that people learn differently, thus an individual and authentic perspective should be applied with taking work requirements and expectations into account (Webster-Wright, 2009). There are some suggestions stated in literature, in how to give incentives, that can support employees in their work environment and which help to create a culture where continuous learning is accepted and valued (Küng, 2011). Wlodkowski (2008) for instance suggests that the attitude of employees towards learning can be developed by creating personal relevance. For instance, creating the awareness that new technologies influence daily processes and make creative processes even faster (Deuze, 2007). Organizations are undermined by new technologies and the adaption to address continuingly changing technology will cost a lot time and effort (Küng, 2011). Many organizations are focusing on external customer experiences by applying the newest technologies. Ernst & Young (2017) suggests that also the employees should be in touch with the new technologies within their work environment. For instance, through developing the HR technology landscape to make development initiatives easier to access or by implementing cloud services that make it easier to share data. Creating internal employee experiences, by giving opportunities to use technologies and devices that are normally just available at home is becoming an important driver for employee engagement. Thus, it is important to be up-to-date with new technological implementations whether it is for external customers or internal employees.

The results in this study suggest that employees see the need for training (63%), however, as it is stated in the literature, more media professionals need training in order to cope with the digitalization and organizational changes in the industry (Deuze, 2007; Küng, 2011; Aris, 2011). Thus, learning in the industry needs to be combined with meaning, values and passion for media (Wodlowski, 2009) to be beneficial for the already highly passionate and involved media professionals (Gill, 2010). The, ongoing changes require the "…strengthening of digital skills in areas such as, in television, interface design and software development; and in publishing, digital page editing, video production and interactive graphics" (Doyle, 2015,

p.55). In order to motivate more people, the trainings should be in accordance with perspectives and values of the employees (Wodlowski, 2009).

The focus on motivating more employees to participate in trainings, is mainly a task for HR managers and supervisors, that are concerned with the employee well-being (Drumm, 2008) and in order to drive organizational change, human resource departments play a significant role (Ernst & Young, 2017). Fairlie (2010) suggests adjusting individual career development paths more towards employees' identities and individual life and career goals. Some of the current career programs might be more align with the organizational goals than with the employees' future goals.

There are small and big steps that can be implemented in the organizational structure in order to create a meaningful work environment, that engages employees and gives way to their passion and commitment which in turn will be beneficial for organizational success (Macey & Schneider, 2008). Webster-Wright (2009) argues that there is a need to understand how professionals learn in order to provide them with effective trainings. The focus should merely be on delivering content, that is useful and valuable for employees. For Media Perspectives, this may imply to align communication strategies in order to communicate the importance and the benefits of trainings, that lead people to see the ongoing changes in the industry (Ernst & Young, 2017).

In an industry that is changing globally in terms of the general organizational structure, work processes and consumer demands (Deuze, & Steward, 2011), engaged employees might turn out to be the advantage over other organizations. Companies that make it possible to give autonomy to their employees in their jobs, leads to a creation of meaningful work. Engaged employees will be able to see benefits, such as being flexible in times of change and uncertainty (Macey & Schneider, 2008; Fairly, 2010, Küng, 2011).

## 5.3  Research Limitations

The previous sections discuss the results in terms of their meaning regarding the media and broadcasting industry. Additionally, steps to enhance engagement and motivation for participation in PD are derived. This section stresses the theoretical, methodological and statistical limitations of the present research.

The research aims to measure employee attributes and its predictability for media professionals to participate in future PD programs. Due to limited methodological circumstances, the concept of willingness, as the intention to participate in PD programs is

measured. It would have taken an experimental setup to measure attributes that have an influence on actual employees' behavior (Gorozidis & Papaioannou, 2013). But the taken approach can be justified by Ajzen (1991). Ajzen (1991) suggests that intentions most likely lead to future behavior. Thus, the concept of willingness to participate in PD is sufficient in this context. Another limitation for the concept of participation in PD, is the actual reliability of the measurement scale. The scale is based on literature and has only been developed for this research. It has not been tested for truthfulness and validity in other extensive research with bigger sample size (Neumann, 2014). However, the Cronbach's α for the variable can be seen as sufficient for purposes of this research.

This research contributes to already existing research in how the three employee attributes, motivation, engagement and commitment influence the willingness in participating in development programs (see Fairlie, 2010; Gorozidis & Papaioannou, 2013). However, more research explores how professional development enhances the mentioned employee traits (see Kahn, 1990, Chalofsky & Krishna, 2009; Robinson, Perryman & Hayday, 2004). Thus, this research is an addition to the overall picture on what drives employees to participate in voluntary PD programs. This research stresses the argumentation that HRD influences employee traits as many scholars (Drumm, 2008; Chalofsky & Krishna, 2009). Results suggest, it is more an interdependent relationship, as Wodlowski (2009) puts it: "Motivation is important not only because it apparently improves learning but also because it mediates learning and is a consequence of learning as well" (p. 6). The research was conducted cross-sectional, which implies restrictions in order to make causal interpretation. For future research, longitudinal studies could be conducted to assess the influence of employee traits on the intention to participate in voluntary trainings.

The sampling was based on a convenience sample, people in certain organization at Hilversum Media Park got a personal email with the link to the survey, whereas other people got approached via social media or face to face at Hilversum Media Park during an event. For future purposes, probability sampling should be considered (Neumann, 2014). This study primarily relied on self-reported data, opinions and beliefs (Matthews & Ross, 2010). The questionnaire includes very personal questions. Some participants took longer than the estimated 10 minutes to fill out the survey. For future research, available short questionnaires could be considered to keep the time to fulfill the survey as short as possible. This is especially an indication for researching employees, who are possibly using their time at work to fill out surveys. Participants were voluntarily in conducting the survey, which could further incorporate

some biases in responses, as people could already have a more positive attitude or be more intrinsically motivated about the subject of professional development in media.

Another limitation is the small sample size, which makes it difficult to generalize the results (Barlett, 2001). The results should be read with care and in relation to what the theory suggests. However, this study gives an insight on the dependency and interrelation of the concepts with focus on employees in the media profession. For generalizable results, additional research with a bigger sample size in this field is suggested.

Moreover, this research has been explicitly focused on motivation engagement and commitment, but other similar concepts, such as job satisfaction, organizational citizenship have been excluded (Barbuto, Brown, Wheeler, Wilhite, 2003). Other factors, such as money, employer support and spare might also be relevant for participation in PD programs. These factors are briefly addressed in this research, but could be explored more in this context (Dench & Regan, 2000)

## 5.4 Conclusion

Digitalization and globalization has fundamental influence on the media and broadcasting industry. New products and services have been created and benefited from advanced technology. Fast technological innovations, new products and high consumer involvement has lead the industry to create new sectors and market segments (Küng, 2011). The focus of organizations in the digital change process has mainly been on adapting the organizational structures (Aris, 2011). High focus was put on consumer engagement and accordingly developing new products and content (Ernst & Young, 2017). But there has not been much attention on the internal environment, and what the changes mean for employees. More focus needs to be put on employee engagement, skills and knowledge. Organizations need to not only focus on external priorities but also on internal needs. Attention needs to be put on the professional skills in order to effectively cope with digital challenges (Aris, 2011).

This paper adopts an integrative approach, which provides a perspective on how employee engagement, commitment and motivation connect to each other and how these concepts influence the willingness of media professionals to participate in voluntary PD programs. The main findings are that personal values, personal interest in the industry and job tasks are motivators for employees to participate in PD. Furthermore, the feeling that the job has significant influence on organizational success can be a motivator for employees to put more effort into work and exceed requirements and engage in voluntary trainings. Professionals

who have a strong feeling to their job and organization tend to participate in trainings more likely. Lastly, employees with a strong personal feeling of enthusiasm and encouragement for their organization, and on the professional level they are concerned with the future business tend to see PD as important and useful.

It is important to point out that personality traits of employees, which are in line with work attributes, strongly affect the performance beyond job requirements. This research contributes to the argument, that traits employees bring towards the work (interest, value of the work tasks, passion) are drivers for being more engaged and motivated at work which in turn leads to a higher willingness to participate in PD programs (Robinson, Perryman & Hayday, 2004; Drum, 2008; Gill, 2010; Küng, 2011). The business environment has changed, organizations realize that decision making about the way tasks get solved should be more employee focused. Implying that employees get more work autonomy and empowerment. It also requires more creativity and development of the employees (Chalofsky & Krishna, 2009). The shift to more individual responsibility and the need for intermediate skills, is challenging for media professionals (Deuze & Steward, 2011). This research supports the argument that media professionals are self-directed and therefore need to see a training as relevant for themselves in order to participate (Conrad, 1993). Thus, intrinsic motivators and dedication touch upon existing passion and interests. These are the concepts that deserve more attention in order to enhance participation in PD. The trainings and workshops should add value for the participants personal interests and career plans. Less interesting activities require extrinsic rewards, and these might not be constructive enough (Gagné & Deci, 2005) for self-determined employees in the creative industry.

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# **Appendix**

## Appendix A: Employing Organizations

| Organization (*N* = 96) | Frequency |
| --- | --- |
| Missing Values | 13 |
| ARA | 2 |
| AVROTROS | 2 |
| Bam | 1 |
| Bauer Media Group | 2 |
| Bindinc. | 3 |
| BM | 1 |
| born4jobs | 2 |
| Broadcast consultancy nl | 1 |
| CISU | 2 |
| Commissariat voor de Media | 2 |
| Coopr | 1 |
| Dept | 1 |
| E-Mergo | 1 |
| Eigen bedrijf | 1 |
| EMS FILMS & Nature Conservation Films. | 1 |
| Ericsson | 1 |
| Facility house | 1 |
| Filmakademie | 1 |
| Freelance | 2 |
| GfK | 1 |
| Hubert Burda Media | 1 |
| Initiative Media GmbH | 1 |
| Insight | 1 |
| InstantMagazin | 1 |
| InTouch Magazine | 1 |
| IVRM | 1 |
| Kaliber Interactive | 1 |
| Kino Rotterdam | 1 |
| Lifestyle media group | 1 |
| Media Park | 1 |
| Mediajunkies | 2 |
| NEP | 1 |
| NOS | 6 |
| NPO | 4 |
| Omroep Brabant | 2 |
| ORN | 1 |
| Pontis Engeneering | 1 |
| Publieke Omroep | 1 |

| | |
|---|---|
| Red Bee Media | 1 |
| Rijksmuseum | 3 |
| ROC MN | 1 |
| RTL | 6 |
| RTV Rijnmond | 2 |
| sowiesohelder | 1 |
| Ster | 1 |
| Stonekoos | 6 |
| TMG Regionaal | 1 |
| United | 3 |
| VPRO | 1 |

Appendix B: Development Programs & Provider

| Organization ($N = 97$) | Frequency | Training ($N = 97$) | Frequency |
|---|---|---|---|
| Missing values | 24 | Missing values | 21 |
| Aart Bontekoning | 1 | Agile product owner | 1 |
| agile scrum group | 1 | AVG training | 2 |
| Agile scum group | 1 | Avid | 2 |
| Anchormen | 1 | Avid iNews administration and configuration | 2 |
| Avans | 2 | Big Data | 1 |
| Bauer Media Group | 2 | Big Data Business Analist Post-HBO | 1 |
| Bureau Zuidema | 3 | Big Data business analyst | 1 |
| coopr internal | 1 | Big Data Marketing | 2 |
| de baak | 1 | Branding & copy | 1 |
| de BMOK | 1 | Branding & Copy | 1 |
| De Coöperatie expert | 1 | CBIP | 1 |
| Digital Moves | 2 | Cissp | 1 |
| Entalis | 1 | CMS Training | 1 |
| fa | 1 | Commerciele economoe | 1 |
| Filmacademie Amsterdam | 1 | Communication & Multimedia design | 1 |
| FoxtSS | 1 | Communication for Excellence | 1 |
| HBO | 2 | communications & multimedia designavans | 1 |
| HOW Company | 1 | Computer science &Engeering | 1 |
| HR Academy | 2 | content marketing essentials | 1 |
| HU | 2 | content strategy training | 1 |
| HvA | 4 | crisis management | 1 |
| in house | 4 | cross media management | 1 |
| incompany | 1 | Data driven Content | 1 |
| Infostrada | 1 | Data en Talentbranding | 2 |
| Inholland Academy | 2 | Drupal (CMS) Schulung | 1 |
| Inholland Academy, Diemen | 4 | effectief lerching geven | 1 |
| Inholland Rotterdam (HBO) | 1 | effectiever samenwerken | 1 |
| Intern NPO | 1 | Filmacademie Amsterdam, vakklas Montage, lichting 2002. | 1 |
| internal | 1 | FNV sustainable you | 2 |
| InTouch Magazine | 1 | Generatiemanagement | 1 |
| Intraining | 3 | HB commercielle economie | 2 |
| Linked in learning | 1 | HBO | 2 |

| | | | |
|---|---|---|---|
| Media Park | 1 | High potential program data science | 1 |
| Media Park/Media Perspectives | 1 | Hoofdredactie | 1 |
| Media Perspectives | 2 | inspirerend presenteren | 3 |
| MMC | 1 | Inzicht in Invloed | 2 |
| NKTV Brena | 2 | JavaScript Basics | 1 |
| presenter | 2 | JavaScript Basics, Drupal (CMS) | 1 |
| Quint | 1 | journalism | 1 |
| ROC AR EDE | 2 | Lean/agile | 1 |
| Schouten & Nelissen | 1 | Linked In Training | 3 |
| Scrum academy | 1 | management van mensen | 2 |
| speak to inspire | 1 | Media & Entertainment Management | 1 |
| TDWI | 2 | media com | 1 |
| TUDelft | 2 | Media Informatie & communicatie | 1 |
| Vijfhmt | 1 | media management | 1 |
| Werkstation | 1 | Multimedia design | 1 |
| | 1 | NHTV Internationaal toerisme | 1 |
| | 1 | niet | 1 |
| | | onderhandelen | 1 |
| | | Product owner | 1 |
| | | Productowner/Scrum academy | 1 |
| | | Professioneel Adviser | 1 |
| | | project management training | 1 |
| | | Scrum product owner | 1 |
| | | Scrum Product Owner | 1 |
| | | Situational Leiderschap | 1 |
| | | srum/agile | 1 |
| | | Storytelling | 2 |
| | | teaching training | 1 |
| | | Video Techniek | 1 |
| | | | |
| | | | |
| | | | |
| | | | |

Appendix C: Survey English & Dutch

| Code | English | Dutch |
|------|---------|-------|
| | Welcome!<br>Dear participants,<br>Take part in this personal development survey and win a free training course from Media Perspectives! Among the entries we will raffle a free card for a media booster training of your choice (Media Booster Data on 1 and 8 June or Media Booster Talent Branding on 5 June).<br>I am a master student of Media and Business at Erasmus University Rotterdam. For my master thesis I am analyzing the motives of employees to participate in professional development programs.<br>This research is conducted in cooperation with Media Perspectives. They are seeking for information on how to increase participation in their training programs.<br>The survey will take approx. 10 minutes and will be taken anonymously. All data will be handled confidentially and none of your answers will be traceable to individual participants. Further, the data will be saved on an independent server, not connected to any server at Hilversum Media Park.<br>Thank you in advance! | Welkom!<br>Beste deelnemers,<br>Graag wil ik u uitnodigen om deel te nemen aan deze enquête met als onderwerp persoonlijke- en professionele ontwikkeling. Met uw deelname maakt u kans op een gratis training van Media Perspectives! Onder de inzendingen verloten wij een gratis toegangskaart voor een MediaBooster training naar keuze (Media Booster Data op 1 en 8 juni of Media Booster Talentbranding op 5 juni).<br>Mijn naam is Svenja en ik ben een master student Media en Business aan de Erasmus Universiteit Rotterdam. Voor mijn scriptie analyseer ik de motieven van medewerkers om deel te nemen aan professionele trainingen.<br>Dit onderzoek wordt uitgevoerd in samenwerking met Media Perspectives. Ze zijn op zoek naar hoe ze de deelname aan hun trainingsprogramma's kunnen vergroten.<br>De vragenlijst duurt ongeveer 10 minuten en uw antwoorden zullen anoniem blijven. Alle gegevens worden vertrouwelijk behandeld. Verder worden de gegevens opgeslagen op een onafhankelijke server.<br>Alvast bedankt! |
| | What is your gender? | Wat is uw geslacht? |
| | What age are you? | Wat is uw leeftijd? |
| | What is your profession | Voor welke organisatie werkt u? |
| | What organization do you work for? | Wat is uw baan? |
| | **\*In this context, professional development training will refer to trainings or workshops that improve employees' skills and knowledge which are crucial to for contemporary and future organizational goals.** | **\*In deze context verwijst training/opleiding naar een professioneel ontwikkelingsprogramma of een workshop die de vaardigheden en kennis van werknemers verbetert. Deze vaardigheden zijn cruciaal voor de hedendaagse en toekomstige organisatiedoelen.** |
| | What is the last professional development program you've participated in? | Wat is de naam van de meest recente training/opleiding waaraan u heeft deelgenomen? |

| | Where did you participate in a development program (which organization)? | Bij welke organisatie heeft u deze training/opleiding gevolgd? |
|---|---|---|
| | **The following question is accompanied with 19 answering statements. Please read each statement carefully and indicate to what extend the statements fit to you.** | **De volgende vragen betreffen een reeks van 19 stellingen. Geef aan in welke mate u het eens of oneens bent met de volgende stellingen** |
| | *To what extend are the following propositions reasons for you to make efforts/ or to get involved in your job?* | *In welke mate komen onderstaande stellingen overeen met de redenen waarom u zich inspant of zou inspannen voor uw werk?* |
| | *1=not at all; 2= very little; 3=a little; 4=moderately; 5= strongly; 6= very strongly; 7= completely* | 1= helemaal niet; 2= niet echt; 3= een beetje; 4= matig; 5= sterk; 6= heel sterk; 7= volledig |
| AM3 | I don't know why I'm doing this job, it's pointless | Ik weet niet waarom ik deze job doe, het is zinloos werk. |
| Ext-Soc3 | To avoid being criticized by others (e.g. from supervisors, colleagues, family, clients, …). | Om de kritiek van anderen (bv. leidinggevende, collega's, familie, klanten, ...) te vermijden. |
| Ext-Mat3 | To avoid being criticized by others (e.g. from supervisors, colleagues, family, clients, …). | Omdat anderen me dreigen te ontslaan als ik niet voldoende moeite doe voor mijn werk. |
| Ext-Soc1 | To get others' approval (e.g. from supervisors, colleagues, family, clients, …). | Om goedkeuring van anderen (bv. leidinggevende, collega's, familie, klanten, ...) te krijgen. |
| Introj2 | Because it makes me feel proud of myself. | Omdat ik dan pas trots kan zijn op mezelf. |
| Introj1 | Because I have to prove to myself that I can. | Omdat ik mezelf wil bewijzen dat ik het kan. |
| AM2 | I do little, because I don't think this work is worth putting efforts into | Om eerlijk te zijn, ben ik niet zeker of deze job het waard is om er moeite voor te doen. |
| Ext-Soc2 | Because others offer me greater job security if I put enough effort in my job (e.g. employer, supervisor, …). | Omdat anderen (bv. leidinggevende, collega's, familie, klanten,...) me meer zullen waarderen enkel en alleen als ik moeite doe voor mijn job. |
| AM1 | I don't, because I really feel that I am wasting my time at work | Ik doe geen moeite voor deze job, ik heb het gevoel dat ik mijn tijd verdoe in deze job. |
| Ext-Mat1 | Because others will reward me financially only if I put enough effort in my job (e.g. employer, supervisor, …). | Omdat anderen (bv. leidinggevende, collega's, familie,klanten,..) me enkel financieel zullen belonen als ik moeite doe voor mijn job. |
| Ext-Mat2 | Because others offer me greater job security if I put enough effort in my job (e.g. employer, supervisor, …). | Omdat anderen (bv. leidinggevende, collega's, familie,klanten,..) me jobzekerheid bieden enkel als ik voldoende moeite doe voor mijn job. |
| Ident3 | Because putting efforts in this job has personal significance to me. | Omdat ik het zinvol vind om moeite te doen voor dit werk. |
| Intrin3 | Because the work I do is interesting. | Omdat ik dit soort werk heel interessant vind. |

| | | |
|---|---|---|
| Introj3 | Because otherwise I will feel ashamed of myself. | Omdat ik me anders beschaamd zou voelen. |
| Introj4 | Because otherwise I will feel bad about myself. | Omdat ik me anders slecht zou voelen over mezelf. |
| Ident1 | Because I personally consider it important to put efforts in this job. | Omdat ik het persoonlijk belangrijk vind om moeite te doen voor mijn werk. |
| Ident2 | Because putting efforts in this job aligns with my personal values | Omdat moeite doen voor mijn werk in lijn ligt van mijn andere waarden. |
| Intrin1 | Because I have fun doing my job. | Omdat ik mij amuseer op het werk. |
| Intrin2 | Because what I do in my work is exciting. | Omdat ik mijn werk boeiend vind. |
| | **The following statements are about how you feel at work. Please read each statement carefully and decide if you ever feel this way about your job.** | **De volgende uitspraken hebben betrekking op hoe u uw werk beleeft en hoe u zich daarbij voelt** |
| | 1=never; 2= a few times a year or less; 3= once a month or less; 4= a few times a month; 5= once a week; 6= a few times a week; 7= every day | 1= nooit; 2= een paar keer per jaar; 3= eens per maand; 4= een aantal keer per maand; 5= eens per week; 6= een aantal keer per week; 7= dagelijks |
| VI1 | At my work, I feel bursting with energy. | Op mijn werk barst ik van de energie. |
| DE1 | I find the work that I do full of meaning and purpose | Ik vind het werk dat ik doe nuttig en zinvol. |
| AB1 | Time flies when I'm working. | Als ik aan het werk ben, dan vliegt de tijd voorbij. |
| VI2 | At my job, I feel strong and vigorous | Als ik werk voel ik mij fit en sterk. |
| DE2 | I am enthusiastic about my job | Ik ben enthousiast over mijn baan. |
| AB2 | When I am working, I forget everything else around me | Als ik werk, vergeet ik alle andere dingen om mij heen. |
| DE3 | My job inspires me | Mijn werk inspireert mij. |
| VI3 | When I get up in the morning, I feel like going to work. | Als ik 's morgens opsta heb ik zin om aan het werk te gaan. |
| AB3 | I feel happy when I am working intensely. | Wanneer ik heel intensief aan het werk ben voel ik mij gelukkig. |
| DE4 | I am proud on the work that I do. | Ik ben trots op het werk dat ik doe. |
| AB4 | I am immersed in my work. | Ik ga helemaal op in mijn werk. |
| VI4 | I can continue working for very long periods at a time | Als ik aan het werk ben, dan kan ik heel lang doorgaan. |
| DE5 | To me, my job is challenging | Mijn werk is voor mij een uitdaging. |
| AB5 | I get carried away when I'm working. | Mijn werk brengt mij in vervoering. |
| VI5 | At my job, I am very resilient, mentally. | Op mijn werk beschik ik over een grote mentale (geestelijke) veerkracht. |
| AB6 | It is difficult to detach myself from my job. | Ik kan mij moeilijk van mijn werk losmaken. |
| VI6 | At my work I always persevere, even when things do not go well. | Op mijn werk zet ik altijd door, ook als het tegenzit. |

| | **Listed below is a series of statements that represent feelings that individuals might have about the company or organization for which they work. With respect to your own feelings about the particular organization for which you are now working, please indicate the degree of your agreement or disagreement with each statement by clicking a number from 1 to 7 for each statement** | **Hieronder staat een reeks van uitspraken die gevoelens weergeven die u als individu kan ervaren met betrekking tot de organisatie waar u voor werkt** |
|---|---|---|
| | 1= strongly disagree; 2= disagree; 3= slightly disagree; 4= undecided; 5= slightly agree; 6= agree; 7= strongly agree | 1= zeer mee oneens; 2= mee oneens; 3= enigszins mee oneens; 4= neutraal; 5= enigszins mee eens; 6= mee eens; 7= zeer mee eens. |
| AC2 | I really feel as if this organization's problems are my own. | Ik heb het gevoel dat de problemen die deze organisatie ervaart, de mijne zijn. |
| AC6 | This organization has a great deal of personal meaning for me | Deze organisatie heeft veel persoonlijke betekenis voor mij. |
| AC1 | I would be very happy to spend the rest of my career with this organization. | Ik zou heel graag de rest van mijn loopbaan bij deze organisatie doorbrengen. |
| AC3 | I do not feel a strong sense of "belonging" to my organization. | Ik heb geen sterk gevoel van 'erbij horen' bij mijn organisatie. |
| AC4 | I do feel "emotionally attached" to this organization. | Ik voel mij 'emotioneel gehecht' aan deze organisatie. |
| CC1 | Right now, staying with my organization is a matter of necessity as much as desire. | Op dit moment is het werken voor mijn organisatie is evenzeer een kwestie van noodzaak als van verlangen. |
| CC2 | It would be very hard for me to leave my organization right now, even if I wanted to. | Het zou heel moeilijk voor mij zijn om mijn organisatie nu te verlaten, zelfs als ik dat zou willen. |
| AC5 | I do not feel like "part of the family" at my organization. | Ik voel mij niet 'een deel van de familie' in mijn organisatie. |
| CC6 | One of the few negative consequences of leaving this organization would be the scarcity of available alternatives. | Een van de weinige negatieve gevolgen van het verlaten van deze organistie zou het gebrek aan mogelijke alternatieven zijn. |
| CC3 | Too much of my life would be disrupted if I decided I wanted to leave my organization now. | Te veel van mijn leven zou verstoord zijn als ik besloot om mijn organisatie nu te verlaten. |
| NC1 | I do not feel any obligation to remain with my current employer. | Ik voel geen enkele verplichting om bij mijn huidige werkgever te blijven. |
| CC4 | I feel that I have too few options to consider leaving this organization. | Ik heb het gevoel dat ik te weinig opties heb om te overwegen deze organisatie te verlaten. |
| NC2 | Even if it were to my advantage, I do not feel it would be right to leave my organization now. | Ook al zou het in mijn voordeel zijn, het zou niet goed voelen om mijn organisatie te verlaten. |
| NC6 | I owe a great deal to my organization. | Ik heb veel te danken aan mijn organisatie. |
| NC3 | I would feel guilty if I left my organization now. | Ik zou mij schuldig voelen als ik mijn organisatie nu zou verlaten. |
| NC4 | This organization deserves my loyalty. | De organisatie waarvoor ik werk verdient mijn loyaliteit. |

| CC5 | If I had not already put so much of myself into this organization, I might consider working elsewhere. | Als ik nog niet zo veel van mezelf had geïnvesteerd, zou ik kunnen overwegen om ergens anders te gaan werken. |
|---|---|---|
| NC5 | If I had not already put so much of myself into this organization, I might consider working elsewhere. | Ik zou mijn organisatie nu niet verlaten omdat ik een gevoel van verplichting heb tegenover de mensen in de organisatie. |
| | **Below you can see several statements according to the trainings given by Media Perspectives. Please indicate on the scale to what extend you agree or disagree with these statements** | **Hieronder ziet u verschillende uitspraken. Geef aan in welke mate u het eens of oneens bent met de volgende stellingen** |
| | 1= strongly disagree; 2= disagree; 3= slightly disagree; 4= undecided; 5= slightly agree; 6= agree; 7= strongly agree | 1= zeer mee oneens; 2= mee oneens; 3= enigszins mee oneens; 4= neutraal; 5= enigszins mee eens; 6= mee eens; 7= zeer mee eens. |
| PD1 | I am planning on participating in a professional development program in the next 4 weeks. | Ik ben van plan deel te nemen aan een training/opleiding in de komende 4 weken. |
| PD2 | Participating in professional development programs is important for my career. | Deelnemen aan een training/opleiding is belangrijk voor mijn carrière. |
| PD3 | Participating in professional development programs is important for myself. | Deelnemen aan een training/opleiding is belangrijk voor mezelf. |
| PD4 | I think it useful to participate in professional development programs offered by Media Perspectives. | Ik vind het nuttig om deel te nemen aan trainingen/opleidingen aangeboden door Media Perspectives. |
| PD5 | I gain a lot knowledge and skills when I participate in professional development trainings. | Ik doe veel kennis en vaardigheden op wanneer ik deelneem aan trainingen/opleidingen. |
| PD6 | The training offers from several organizations do not give me my desired outcome. | De trainingen/opleidingen van verschillende organisaties geven me niet het gewenste resultaat. |
| PD7 | I have spare time at work to participate professional training programs. | Ik heb voldoende vrije tijd op mijn werk om deel te nemen aan trainingen/opleidingen. |
| PD8 | I don't see the need to participate in professional training programs. | Ik zie de noodzaak niet om deel te nemen aan trainingen/opleidingen. |
| PD9 | My employer will support me when I want to participate in PD. | Mijn werkgever zal me ondersteunen wanneer ik wil deelnemen aan trainingen/opleidingen. |