Promoting and maintaining motivation

Promoting and maintaining the motivation of learners is a key task for VET professionals.
The following factors can help to develop the motivation in young workers:

✓	Motivational factors	✎
☐	**Provide clear information** Clear information that also explains the context of a job will help to convey the meaning and purpose of an assignment. The information should be precise, appropriate to the circumstances, and repeated if necessary. It contains the following elements: • Subject of the training • Objectives of the work process • Duration and dates • Evaluation	
☐	**Leave the selection open** It is very motivating when learners can – within the limits of feasibility – choose the task that interests them the most. If possible, learners should also be able to decide how to carry out the work.	
☐	**Let learners experience the benefits of their work** Nothing is more demotivating than work that makes no sense or is not understood. It is therefore important that learners know and understand the context of their task.	
☐	**Support in defining own goals** It is very motivating when learners can set their own goals and compare them with the results they achieve.	
☐	**Suggest meaningful work** The more learners perceive the value of their work for the company, the more motivated they will be to reach their goals. An awareness of the implications of their work or the effect of success or failure on day-to-day operations will boost their motivation.	
☐	**Vary the work** Monotony leads to boredom. A good training plan has a range of activities and tasks.	
☐	**Boost self-confidence** Every time VET professionals praise the quality of learners' work or behaviour in a discussion, they strengthen the learners' self-confidence and thus increase their chances of success. After all, one success leads to the next – but the same applies in the case of failure. The most effective approach is for VET professionals themselves to set a good example, which will optimally motivate employees and learners.	

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