



Institute for the  
Future of Work

## Framework

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# Channelling Motivation

*A framework for embedding practices that support the development of intrinsic and internal motivation*

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*Produced in partnership with*

 EY Foundation

# Motivating Futures Framework

This framework flows out of a [research project](#) exploring the importance of motivation for young people as they look to transition from education into training and work.



It aims to set out for those working with young people - whether in schools, colleges or firms - core principles and approaches to support the cultivation of intrinsic and internal forms of motivation. It also offers [some exemplar resources](#).

## Why is this important?

Because research from IFOW has shown how, as AI and automation become more embedded in workplaces, 'good' jobs are demanding more human-centric skills such as creativity, critical thinking, problem-solving and communication. **Cultivating intrinsic and internal forms of motivation leads to better acquisition of these skills.**

## Why should we be aspiring for young people to access good jobs?

Good work is more than just employment. It is work that offers fair pay and terms, promotes dignity, autonomy and equality, and properly supports people to develop their capabilities.

This kind of work can seem out of reach for young people. **The foundation of this framework is a belief - centred in our research - that cultivating intrinsic and internal forms of motivation can genuinely support access to better jobs.**



## What are the different forms of motivation?

How can this help us understand what internal motivation is, and why it's important?



### What are the different forms of motivation?

When we are driven by **intrinsic motivation**, we are doing something for the pure enjoyment of the activity, with no expectation of reward or payment.

The opposite of this is **extrinsic motivation**, where we do something purely for reward, or to prevent some kind of sanction if we didn't do it.

In the school context, we can imagine a student either doing a homework on Tudor England for the love of learning (intrinsic motivation), or because they don't want a detention (extrinsic motivation).

The work done from intrinsic motivation is far more likely to lead to good outcomes, where the learning is sustained.

### What is internal motivation?

However, motivation isn't just intrinsic or extrinsic - it exists on a spectrum.

**Internal motivation is part of this spectrum.** It isn't purely intrinsic, but is often led by values that young people hold.

Research has shown us that internal motivation also supports the acquisition of human-centric skills. This is important, because pure intrinsic motivation can be unrealistic for many young people, who may quite rightly be focused on goals such as working to build a better life for their family.



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## Framework overview.

**What is the idea of a framework?  
Who is it for? What lies behind it,  
and how is it structured?**

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### What is the idea of a 'framework'?

A framework sets out some core principles to guide work in a particular area. It is not meant to be prescriptive and tell people what to do.

Instead, it offers a structure - backed up by research - that people can use in their local context, with their local expertise, through locally-developed resources.

### Who is this framework for?

This framework is primarily aimed at those working with young people in schools, colleges, or careers support organisations, and those employing young people. It will also be helpful for parents and carers interested in creating motivation-supportive environments.

### What lies behind the framework?

The research that gave rise to this framework included a specially-designed Future Work Lab, where researchers and education specialists worked with young people in schools across the country to understand their motivations and ideas for their future careers.

The framework is also informed by an extensive review of other studies into motivation. In particular, it draws on Self Determination Theory (SDT) as well as the Capabilities Approach (CA). More information about these can be found in the glossary.

### What's the structure of the framework?

The framework begins by setting out **two external support structures** on which motivation should be built, and then **three internal support structures** that will catalyse this building of internal and intrinsic motivation.



# Two External Support Structures

Why external support structures are important for motivation.

Recognising how external factors influence our lives.



We begin the framework by setting out two external support structures that are important to have in place in order for the work of cultivating internal and intrinsic motivation to be effective.

This is to recognise the ways in which external factors – both immediate and in wider systems – influence the development of our internal lives, which is key to making change.

## 1 - Immediate Physical and Social Support Structures

**Foundational to a secure base on which a rich internal life can be built is the provision of basic physical needs like food, safety and shelter.**

This acknowledges the importance of:

- **Good nutrition**

*What we eat is central to healthy development and the flourishing of cognition.*

- **A feeling of personal stability and security**

*When young people feel less anxious and more secure in their close relationships, they are better set to attend to internal reflection.*

- **Safe spaces**

*When young people have physical spaces where they feel safe and secure, they will have the emotional space to reflect on internal and intrinsic motivations.*

## 2 - Wider institutional support structures

Beyond immediate physical and social support structures, young people also need effective and trustworthy institutions.

This acknowledges the importance of:

- **Community structures that young people see as fair and just, and worthy of their trust**

Schools, careers support, and community institutions can only help young people flourish if they are perceived as welcoming, supportive and actively interested in promoting the best interests of young people from all backgrounds.

- **Regional and national ecosystems that young people experience as effective and fair**

National infrastructures such as Jobcentres, apprenticeships and skills training should be seen to function fairly and by merit, and be perceived as being positive about young people's capabilities and futures, regardless of background.



# Three Internal Support Structures

The second dimension of the framework concerns three internal support structures: relatedness, competence and autonomy.



With the ideal secure base of external support structures in place, internal support structures can then most effectively catalyse internal change.

None of us are ever in a completely ideal situation – with perfect familial and institutional support in place. While we acknowledge that imperfection, we also recognise that this does not preclude our work to try to help these internal support structures to flourish.

These three core psychological needs are rooted in Self Determination Theory (SDT) and are understood as key to the healthy development of intrinsic and internal forms of motivation.

## 1 - Relatedness

**Beyond physical security and wellbeing, relatedness is the fundamental psychological need to feel a sense of connection, belonging, and caring within social relationships.**

This acknowledges the importance of:

- **Parents, carers, siblings and friends**

Motivation is infectious. When parents, carers, siblings or friends demonstrate interest in our psychological wellbeing and are engaged and excited about our future, we are able to flourish.

- **Teachers, careers advisors, managers and other community leaders**

When those acting in positions of power and leadership demonstrate their commitment to our flourishing, we are able to find the emotional space to pursue internal and intrinsic motivation and live out our values more freely.

## 2 - Competence

**Competence is the quality not just of being good at something, but feeling confident in our ability because of a supportive social environment.**

This acknowledges the importance of:

- **Valuing achievement**

It is important for our personal development that we are able to feel effective as we master challenges and develop skills. For this to happen, we need to understand what success looks like, and that it is valued when we achieve it.

- **Praise and encouragement**

None of us are able to succeed at the first opportunity each time. Competence is not just about achievement, but experiencing praise and encouragement that we will find success when we persevere. By providing us with positive feelings, the development of competence spurs us on to further activity and builds resilience against criticism or negative emotional experiences.

## 3 - Autonomy

**Autonomy refers to our basic need to feel in control of our actions and choices, and being given the freedom to act rather than feeling pressured or coerced by others.**

This acknowledges the importance of:

- **Self-initiation**

It is important for our personal development that we should be given opportunities to act on ideas and 'have a go'. This requires an environment that is positive about young people taking the initiative, rather than expecting them to passively accept direction.

- **Self-regulation**

If we 'have a go,' at some point we are going to fall down. The flip side of giving young people opportunities to take the initiative is helping them learn self-regulation when things don't always go perfectly. Taking responsibility for our actions is an important part of personal development, and promotes resilience.



# Promoting the Three Internal Support Structures

How the three internal support structures can be strengthened.

Examples of key behaviours and practices.



We have acknowledged the significance of the two external support structures that will aid the flourishing of internalised and intrinsic motivation.

However, while recognising their importance, it is beyond the scope of this work to offer policies and practices to strengthen them.

**Our aim in this section is to focus on how the three internal support structures can be strengthened through the intervention of institutions such as schools, career support organisations and workplaces.**

Though explicit guidance for them isn't within the scope of the expertise of this project, we also recognise here the key support role that parents and carers will play.



# Relatedness

## Key behaviours to support relatedness:

- **Cultivating warm, supportive relationships**

Show genuine interest and care in others' experiences, feelings, and perspectives. Offer empathy and compassion, especially when others face difficulties. Prioritise listening before responding, so people feel understood rather than judged.

- **Creating inclusive and safe environments**

Reduce competition and comparison that undermine connection. Encourage collaboration and cooperation (e.g., group projects, team goals). Establish norms of respect, fairness, and trust, so people feel they belong.

- **Encouraging authentic self-expression**

Allow space for individuals to share their views, values, and identities without fear of rejection. Recognise and validate different perspectives, showing that diversity of thought or background is valued. Celebrate contributions, not just outcomes, so people feel seen.

- **Promoting reciprocity and mutual contribution**

Relatedness isn't just receiving support, but also contributing to others. Encourage opportunities for helping, mentoring, or supporting peers. Frame relationships as mutually beneficial, not one-sided.

## Putting relatedness into practice

### • In schools and careers support organisations

Teachers and other careers support professionals foster relatedness by taking a genuine interest in students' wellbeing and learning journeys, and by listening before offering solutions. Safe, inclusive environments are created when classrooms prioritise collaboration and establish zero tolerance for bullying or exclusion. Authentic self-expression can be supported by welcoming diverse perspectives in discussions and recognising contributions from all students. Reciprocity is fostered through peer-to-peer learning, group projects, and opportunities for students to help and mentor one another.

### • In the workplace

Managers promote relatedness when they show authentic concern for employees' wellbeing and listen with empathy. Inclusive, safe environments arise when leaders reduce unnecessary competition, encourage teamwork, and ensure fairness. Authentic self-expression can be supported when employees feel comfortable sharing ideas, values, or identities without fear of penalty. Reciprocity is encouraged when employees have chances to support colleagues, mentor others, and contribute meaningfully to shared goals.

## Guidelines for promoting relatedness

Key Dimension	Emphasis	Rationale	What to Avoid	Why
Warm, supportive relationships	Show genuine interest in wellbeing	Young people feel noticed and valued	Indifference or ignoring young people	Leads to alienation, reduces motivation
Inclusive environment	Encourage collaboration and fairness	Creates belonging and psychological safety	Allowing exclusion or cliques	Creates fear, hostility, disconnection
Authentic self-expression	Invite diverse perspectives in discussions	Students feel respected and heard	Silencing or dismissing input	Reduces engagement and belonging
Reciprocity and contribution	Use peer learning and group projects	Strengthens bonds through shared support	Overly top-down direction	Limits collaboration and weakens connections

# Competence

## Key behaviours to support competence:

- **Providing optimal challenge**

Tasks should be matched to the individual's current ability - difficult enough to stretch skills but not so hard that they become overwhelming. When challenges are well calibrated, people experience a sense of growth and mastery that sustains motivation. Overly simple or impossibly difficult tasks undermine learning and leave individuals feeling bored, anxious, or incapable.

- **Giving constructive, informational feedback**

Feedback is most effective when it is specific, actionable, and focused on strategies or effort rather than only outcomes. Such feedback provides clear direction for improvement and reinforces self-efficacy. In contrast, vague praise or controlling evaluation leaves people uncertain about how to progress and can heighten pressure rather than support learning.

- **Creating opportunities for mastery**

Competence grows through repeated practice, persistence, and recognition of incremental progress. Providing opportunities for trial and error, skill refinement, and celebrating "small wins" helps individuals build confidence in their abilities. When emphasis falls only on final results, people may avoid challenges for fear of failure, limiting their development.

- **Providing structure and clarity**

A supportive structure includes clear goals, consistent expectations, and reliable guidance. These elements reduce ambiguity and create a safe space for individuals to focus on learning. Without clarity, uncertainty and shifting standards can make people feel lost or insecure, eroding their sense of competence.

## Putting competence into practice

### • In schools and careers support organisations

Teachers and careers support professionals can support competence by providing work that is challenging but achievable for different ability levels. Constructive feedback should highlight effort, strategy, and progress rather than only grades. Opportunities for mastery can be built through practice, projects, or iterative assessments. A clear, structured classroom environment with transparent goals helps students focus energy on learning rather than uncertainty.

### • In the workplace

Managers can promote competence by offering projects that stretch employees' abilities while providing resources and support. Constructive feedback should be developmental, not evaluative, emphasising growth and skill-building. Opportunities for mastery can come through training, mentorship, and recognising progress. Providing clear goals, role expectations, and guidance ensures employees can focus on achieving success.

## Guidelines for promoting competence

Key dimension	Emphasis	Rationale	What to Avoid	Why
Optimal challenge	Assign tasks tailored to ability levels	Encourages growth and motivation	Work too easy or too hard	Creates disengagement or frustration, or workplace burn-out
Constructive feedback	Highlight strategies and effort, not just grades or results	Builds self-efficacy and clarity for improvement	Overly critical or vague feedback	Reduces confidence and motivation
Opportunities for mastery	Use practice, projects, and iterative learning	Strengthens resilience and skill-building	Sole focus on one-off results	Encourages risk avoidance and fear of failure
Structure and clarity	Transparent goals and fair expectations	Helps focus energy on learning	Ambiguity or shifting standards	Creates insecurity and confusion

# Autonomy

## Key behaviours to support autonomy:

- **Providing meaningful choice**

Choice nurtures autonomy when it is genuine and consequential, allowing people to influence aspects of their tasks, methods, or goals. This fosters a sense of ownership and self-direction. In the workplace, this can extend into job crafting, where employees are encouraged to adjust aspects of their role (tasks, relationships, or framing of work) so responsibilities better align with their strengths and values. Token or illusory choices, however, quickly erode trust and can feel just as controlling as having no choice at all.

- **Acknowledging feelings and perspectives**

Listening carefully and validating others' emotions or viewpoints signals respect for their lived experience. This acknowledgement reassures people that their voices matter and supports their sense of volition. Ignoring or dismissing perspectives communicates disregard, making individuals feel pressured or unvalued.

- **Offering rationales for expectations**

When requests, tasks, or rules are explained in meaningful terms, people are more likely to internalise them and act with a sense of willingness. Rationales connect external demands with personal values or broader purposes. By contrast, unexplained rules ("because I said so") feel arbitrary and imposed, undermining motivation.

- **Minimising controlling language**

The way guidance is phrased can either support or restrict autonomy. Language that is suggestive, encouraging, and flexible ("you could try...") maintains a sense of choice. Commands, threats, and guilt-inducing phrases create pressure, defensiveness, and compliance without genuine engagement.

- **Encouraging self-initiation and reflection**

Autonomy is strengthened when individuals are invited to set goals, make decisions, and reflect on their actions. Reflection encourages awareness of personal growth and alignment with one's values. Conversely, micromanaging or taking over tasks deprives individuals of opportunities to develop self-direction and internalisation.

## Putting autonomy into practice

### • In schools and careers support organisations

Teachers support autonomy by giving students real choices in how they learn or present work, and by acknowledging students' perspectives. Explaining the "why" behind assignments or rules helps students internalise them. Minimising controlling language ("you must...") and instead offering guidance through supportive language encourages engagement. Reflection activities like journals or peer discussions strengthen self-initiation.

### • In the workplace

Managers can promote autonomy by allowing employees flexibility in how to complete tasks and by listening to employees' perspectives on work processes. Providing rationales for decisions helps align external goals with personal values. Avoiding micromanagement and controlling directives, while encouraging initiative and self-reflection, helps employees feel empowered and committed. A particularly effective strategy here is supporting job crafting - giving employees room to reshape how tasks are carried out, how collaborations are structured, or how work meaning is framed, thereby deepening meaningful choice and strengthening ownership.

## Guidelines for promoting autonomy

Key Dimension	Emphasis	Rationale	What to Avoid	Why
Meaningful choice	Let young people choose topics or methods	Builds ownership and engagement	Token options or no choice	Reduces investment and motivation
Acknowledge perspectives	Respect young people's input and feelings	Strengthens trust and belonging	Ignoring or dismissing students	Leads to alienation and disengagement
Give rationales	Explain why tasks or rules matter	Supports internalisation of goals	Arbitrary or un-explained rules	Creates resistance and compliance only
Minimise controlling language	Use autonomy-supportive phrasing	Maintains a sense of determination	"You must" or threatening language	Creates pressure and resentment
Encourage reflection	Journals, peer discussions, self-assessment	Deepens self-regulation and agency	Overemphasis on external evaluation	Focus shifts to compliance not growth

# Channelling Motivations Workshop Toolkit

## Introduction

The Motivating Futures Framework offers overarching principles for the external and internal support structures that will help build environments – whether in school or in workplaces – in which young people’s motivation can flourish.

What we offer here is a toolkit for use by schools or careers support organisations aimed specifically at cultivating internalised and intrinsic motivation, and directing this towards young people’s futures of work. The Gatsby Benchmarks suggest a minimum of two meetings with a careers advisor by the time each student reaches 18. For this to qualify as ‘guidance’ each meeting should last at least 45 minutes.

This was developed as part of our research as a workshop for young people, which can be delivered either in a lesson, or as part of a careers support programme.

We begin by outlining some key dimensions and principles, and then offer an example lesson plan for those delivering to use to develop detailed workshop delivery plans within their local context.

## Key Dimensions of the Channelling Motivations Workshop

### Creating an Environment to Encourage and Model Reflective Practice

Central to the efficacy of this workshop is creating a reflective environment, and modelling reflective practice. This will support the three internal support structures of Relatedness, Competence and Autonomy, and will also promote an ongoing reflective practice in young people, which will be the routes to greatest long-term impact.

To recap from the full Framework document, and root into this workshop context:

### Relatedness

Beyond physical security and wellbeing, relatedness is the fundamental psychological need to feel a sense of connection, belonging, and caring within social relationships.

Opportunities to share in a small, supportive group environment nurture relatedness, helping participants to feel heard.

### Competence

Competence is the quality not just of being good at something, but feeling confident in our ability because of a supportive social environment.

Reflections in the workshop nurture competence by helping participants recognise how effort leads to improvement.

## Autonomy

Autonomy refers to our basic need to feel in control of our actions and choices, and being given the freedom to act rather than feeling pressured or coerced by others.

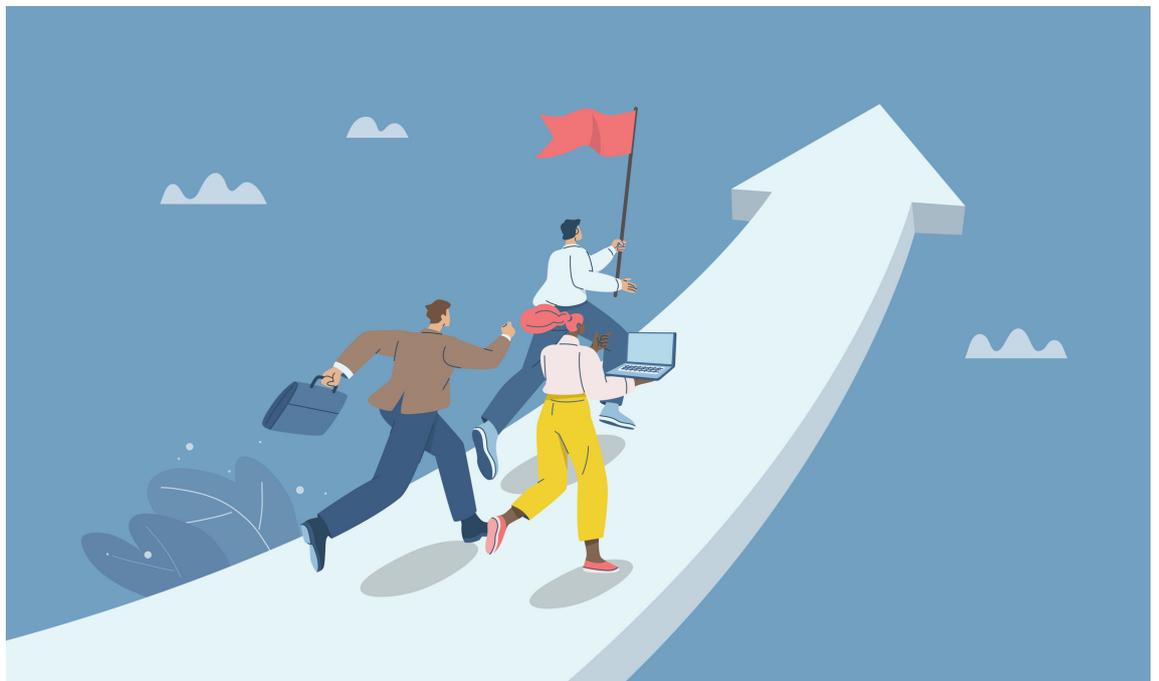
Motivation mapping in the workshop strengthens autonomy by linking energising activities to possible career paths, making choices feel self-directed rather than imposed.

## The physical environment

We know from young people that the opportunity to pause, examine their experiences, and connect them to their deeper values and motivations is extremely important to them.

In our pilot, the physical environment helped participants dive deeply into the content of the workshop.

Our strong recommendation would be to find – if at all possible – a space that is quiet and free from distractions and interruptions. This will promote relatedness, as will ensuring that the size and composition of the workshop allows for young people to express themselves honestly.



## Key Principles of the Channelling Motivations Workshop

These key principles provide the rationale for structure of the workshop we created, piloted – and are sharing below.

However, it may be that those delivering these workshops will have other tried and tested resources which can fulfil the same purpose for each principle – in which case, we encourage people to adapt and use them.

### Neuroplasticity / Growth Mindset

The first section of the Channelling Motivations workshop focuses on neuroplasticity and the 'growth mindset'. Before young people can channel motivations towards a better future, they need to believe that change is possible, and that the way their world is ordered right now is not how it is set for good.

Research tells us that understanding neuroplasticity and the 'growth mindset' empowers us to take charge of our brain health, helping us to:

- Feel more confident
- Become more capable
- Feel better about ourselves
- Be more motivated about a wider range of things

### Motivation Mapping

The second section of the Channelling Motivations workshop focuses on motivations and bridging these to learning and potential careers.

Research tells us that being intrinsically or internally motivated helps foster the kinds of skills that are becoming more in demand in a world where AI and automation are rapidly changing jobs. These skills include:

- Creativity
- Problem-solving
- Initiative
- Collaboration

### Values Reflection

The final section of the Channelling Motivations workshop encourages young people to reflect on the values that are important to them.

Research tells us that if we are able to work in jobs or study in situations where we feel like we can live out our values, we are much more likely to:

- Enjoy our work
- Be happier
- Be more healthy
- Be more resilient to change

# Channelling Motivations Workshop - Example Lesson Plan

Informed by the dimensions and principles above, this is an example lesson plan for delivering a workshop that can be used by those working with young people to develop detailed workshop plans within their local context.

## Audience

This example workshop is ideally suited to students aged 16–17, but can be easily adapted to other age groups.

Because of the reflective exercises that are a fundamental component of this work, ideally there should be fewer than 6 people per group.

The workshop can be delivered to a number of groups at a time, but each group will need a facilitator, and the physical space needs to be conducive to reflection.

## Duration

60 minutes (can be extended with reflection time).

## Learning Objectives

By the end of the session, students will:

- 1. Understand growth mindset and neuroplasticity, and how these relate to:**
  - Feeling more confident
  - Becoming more capable
  - Feeling better about ourselves
  - Being more motivated about a wider range of things
- 2. Reflect on their personal motivations and what energises them.**
- 3. Identify their core values and connect them to possible career paths.**
- 4. Begin forming a career story or action plan for the future.**

## Materials Needed

- Printed Participant Booklets (1 per student)
- Powerpoint slides or similar (optional – depending on presentation)
- Pens/highlighters
- Flipchart or whiteboard (optional – depending on presentation)

Example materials can be [downloaded here](#):

[Slide Deck](#)



[Participation Booklet](#)



## Lesson Outline

### 1. Welcome & Introduction (5 mins)

Teacher sets up that this is a reflective space. Low noise, low interruption. An opportunity for them to really think about what they want from the future.

**Reassure:** There are no right/wrong answers – this is about them.

**Explain:** This isn't about changing their future in one session, but about modelling an ongoing reflective practice. Success in this workshop isn't about changing over this hour; success looks like someone developing a habit of reflection and revisiting these sections to think about them through the next months and years.

*Icebreaker prompt (if needed): "What's the thing you enjoy doing most outside of school?"*

### 2. Section 1: Growth Mindset & Neuroplasticity (10 mins)

**Ask:** "Does anyone already know what neuroplasticity or growth mindset are?"

**Explain:** Understanding neuroplasticity can empower us to take charge of our brain health, helping us to:

- Become more capable
- Feel better about ourselves
- Be more motivated about a wider range of things

**Show:** the brain as muscle diagram.

**Explain:** your brain is made up of billions of pathways that get stronger when you learn new things, a bit like building a muscle. The more you learn and practice, the stronger your brain gets.

**Reflective activity:** Students sketch their "brain pathways" (current vs. future).

*Encourage them to think about:*

- Habits
- Knowledge
- Skills

*How would they want each to flourish / be strengthened in the year ahead?*

**Share:** each student names one "path" they want to strengthen.

*Depending on the group, these could be recorded on flipchart, or just shared orally. Important thing is that students feel comfortable sharing, and that they are not being 'held' to answers.*

### 3. Section 2: Motivation Mapping (15 mins)

**Ask:** “What activities get you into a flow state, and make you lose track of time?”

**Reflective activity:** Students complete the “Top 3 activities I love” and “Why I love them” boxes.

**Small group discussion (3–4 mins per student):** Share one activity and how it links to future careers.

*On the circles worksheet, students map their top 3 motivators to possible roles or jobs.*

### 4. Section 3: Values Reflection (15 mins)

**Display** or read the list of values.

*Students circle their top 3 values.*

**Write:** Students reflect and write about their values. Two potential prompts:

“I live my values now by...”

“In my future career, I will live my values by...”

**Share in pairs:** Each student explains one value and how it might guide their career choices.

### 5. Future-Ready Planning (10 mins)

**Introduce** the idea of “planfulness” – how writing and sharing goals boosts success.

**Write:** Encourage students to write

- 1 action for today
- 1 action for this week
- 1 action for this month

**Share in pairs:** Students swap their short plan with a partner and give encouragement.

### 6. Closing Reflection (5 mins)

**Ask:** “What’s one insight you’re taking away from today?”

**Reinforce:** Workshop leader reaffirms key principle:

***Motivation + Values + Growth mindset = Readiness for future opportunities***

**Encourage:** Young people should be encouraged to take their booklets and think about returning to them regularly.

# Glossary

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## **Intrinsic Motivation**

The drive to engage in an activity because it is inherently enjoyable or satisfying.

## **Extrinsic Motivation**

The drive to engage in an activity because of external factors. Extrinsic motivations could include 'positive' factors such as the promise of money or the anticipation of praise, as well as 'negative' factors such as wanting to avoid sanction or criticism.

## **Self-determination theory (SDT)**

A highly-evidenced and comprehensive approach to understanding motivation used throughout this report to surface the distinctions between intrinsic, internal and extrinsic forms of motivation.

## **Reflective practice**

The process of learning from experience by thinking critically about one's actions, performance, and assumptions to gain new insights and improve future behaviour.

## **Autonomy-supportive practice**

Autonomy-support practice is an approach that encourages individuals' self-governance by providing them choices, competences, and opportunities to engage.

## **Needs-supportive practice**

Needs-supportive practice is an approach that actively looks to account for people's basic needs for autonomy, competence, and relatedness, as set out in SDT.

## **Motivation spectrum**

The range of motivation structures outlined by SDT. These range from amotivation (the absence of motivation), through different forms of extrinsic motivation, to intrinsic motivation.

## **Internal Motivation**

The drive to engage in an activity because it aligns with values or goals, or helps build identity. This lies close **Intrinsic Motivation** on the **Motivation Spectrum**. While not driven by inherent enjoyment, neither is it driven by external factors – and it carries many of the benefits of Intrinsic Motivation.

## The Capabilities Approach

Developed by Amartya Sen and Martha Nussbaum, the Capabilities Approach emphasises giving people the **resources they need to choose the life that they value**. Rather than a narrow focus on skills and opportunities, the Capabilities Approach understands that different people experience different personal, social, and environmental factors that influence their agency to convert their capabilities into realised achievements.



IFOW is an independent research and development institute dedicated to transforming working lives for the better, co-founded by former employment barrister Anna Thomas MBE, Nobel prize-winning economist Sir Christopher Pissarides, and technologist Naomi Climer CBE.

Our core team at Somerset House works with a growing network of strategic partners striving for systems change.

**Our vision** is a future in which everyone flourishes in work they shape.

**Our mission** is to understand together how to transform working lives for good.

**Our belief** is that creating and sustaining good work is the best way to achieve this mission and ensure that innovation and social good advance together.

## EY Foundation

The EY Foundation is a UK registered charity that works directly with young people, employers and social entrepreneurs to create or support pathways to education, employment or enterprise.

The EY Foundation operates and is incorporated independently of EY and is governed by a separate trustee board. The EY Foundation is a charitable company registered in England and Wales and Scotland with registered charity number 1157154 and SC045076. It is also a member firm of Ernst & Young Global Limited.

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### About our Toolkits

Our Toolkits present practical applications arising from IFOW's research team, research fellows, practitioners and partners, offering policymakers, firms and academics tools to operationalise the latest thinking in the Future of Work space.

If you would like to further information, please contact [team@ifow.org](mailto:team@ifow.org)

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