



What motivates Generation Z in work life?

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Abstract: <p>Motivated employees are the backbone of successful companies. Without motivation, employees become less efficient and satisfied, affecting both their work and the overall work community. Understanding and appreciating employee motivation is crucial for attracting and retaining talent, especially when managing challenges caused by generational differences. Adapting management practices and addressing the preferences of different generations are essential when striving for engagement and productivity in a multi-generational workforce. Therefore, the aim of this thesis is to study what are the motivational factors of Generation Z in their work life and determine whether they are more motivated by extrinsic or intrinsic factors.</p> <p>The theoretical framework of this study focuses on intrinsic and extrinsic motivational factors and on previous research on Generation Z's motivation. The study is conducted with a qualitative method, utilizing thematic analysis on primary data obtained from 12 semi-structured interviews with Generation Z employees.</p> <p>The result of this study show that Generation Z employees are motivated by both intrinsic and extrinsic motivational factors, yet intrinsic motivational factors were experienced to be slightly more important. Additionally results indicate that the most important motivational factors for Generation Z consist of affective organizational commitment, training and empowerment.</p> <p>Implications of the result of the study include that organizations should allocate more time and resources to understanding the differences and preferences of generations in order to motivate them in the most efficient and optimal way. Furthermore, the result of the study suggests further research on motivational factors also outside of the context of generations.</p>	
Keywords: Generation Z, Generations, Work life, Motivation, Intrinsic motivation, Extrinsic motivation	

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<p>Sammandrag: För att kunna ha ett framgångsrikt företag behövs det motiverade arbetare. Utan motivation blir arbetarna missnöjda och mindre effektiva, vilket påverkar både deras eget arbete samt hela arbetsmiljön. För att en organisation kan attrahera och behålla talanger, är det oerhört viktigt att förstå vad som påverkar arbetarnas motivation, speciellt då organisationen tacklar utmaningar som orsakas av generationsskillnader. För att kunna främja engagemang och produktivitet i en månggenerationell arbetsmiljö, måste ledningspraktiken anpassas och olika generationernas preferenser tas i hänsyn. Syftet med studien är således att undersöka vilka motivationsfaktorer är enligt Generation Z mest motiverande i deras arbetsliv och att förstå ifall Generation Z blir mera motiverade av inre eller yttre motivationsfaktorer.</p> <p>Den teoretiska referensramen i denna studie fokuserar på inre och yttre motivationsfaktorer samt på tidigare studiers påståenden av Generation Z:s arbetsmotivation. Denna studie utförs som en kvalitativ undersökning och insamlade data består av tolv semistrukturerade intervjuer vilka analyseras med hjälp av en tematisk analys.</p> <p>Studiens resultat visar att Generation Z motiveras av både inre och yttre motivationsfaktorer, men ändå upplevdes inre faktorer att vara en aning mera betydelsefulla. Dessutom visar resultaten att de viktigaste motivationsfaktorerna för Generation Z består av affektiv organisatorisk lojalitet, utbildning och befogenhet.</p> <p>Implikationer av studiens resultat tyder på att organisationer borde allokeras mera tid och resurser till att förstå skillnaderna och preferenserna av olika generationer för att kunna motivera arbetare på ett effektivt och optimalt sätt. Ytterligare, rekommenderas vidare forskning kring motivationsfaktorer och även att studera ämnet utanför kontexten för generationer.</p>	
Nyckelord: Generation Z, Generationer, Arbetsliv, Motivation, Inre motivation, Yttre motivation	

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1 INTRODUCTION

Behind all successful companies, there are committed and motivated employees (Varma, 2017). But what is the best way to motivate employees? This is a question employers worldwide ask themselves and their teams at some point. Without motivation, employees will sooner or later become inefficient, unsatisfied, and less productive (O'Connell and Kung, 2007). Furthermore, unmotivated employees will become unengaged in the company and may even begin to resent their work and colleagues. A unmotivated employee not only has consequences for his or her work but also affects the whole work community. (Contan and Serban, 2015) Besides, according to a study by Roos and Van Eeden (2008), there is a direct connection between employee motivation and company culture.

Work motivation is not only essential from the employee perspective, but it is also very important for the company. Work motivation plays a key role in attracting and keeping talent within a company, which is why it is considered a priority also from a strategic point of view. (Monteiro, Santos, Reis, Sampaio, Sousa, Martinho, and Au-Yong-Oliveira, 2020). According to Varma (2017), human capital is one of the most important resources for a company's success, which is why companies should aim to understand and appreciate their employees more. Furthermore, the competition for key talent is intense as many companies aim to recruit the same people. (Evangeline and Ragavan, 2016) The majority of companies struggle with the same questions regarding employee motivation and retention as well as employer branding. As with many strategic questions, employee motivation consists of different bits and pieces, and there is no "one size fits all" way for companies to tackle this (Varma, 2017). Moreover, it is not only about what and how the company executes its employee motivation initiatives, but also personal traits and generational differences of employees weigh into the equation (Twenge, 2010).

Our social structure is getting older, and at the same time, new workforce generations enter their first permanent jobs. Therefore, there is a constant need for adjustments in management practices, the ways of working, and in the level of understanding of employees (Dwyer, 2009). Not only have preferences and personality traits changed over time in general, but they also tend to have distinctive differences between generations. How young adults experience work life and expect freedom, feedback, and validation from their superiors is, to a large extent, incompatible with older generations' preferences. (Twenge, Campbell, Hoffman, and Lance, 2010). Therefore, the differences between motivational preferences make it challenging for companies to keep up and understand the expectations of upcoming generations. However,

understanding and managing a multi-generational workforce is essential for creating an efficient organization with motivated employees. (Dwyer, 2009).

Generation Z is the newest generation entering work life. The definitions for Generation Z vary on a large scale; according to Half (2015), Generation Z consists of people born between 1990 and 1999, while Dimock, M. (2019) argues its people born in 1997 onwards. The consensus is, however, that they were born in the 1990s and raised throughout the 2000s, during the biggest changes of the century that focus on existing in a world with the internet, phones, computers, laptops, and social media (Singh and Dangmei, 2016). According to Twenge (2010), Generation Z will most likely be the hardest Generation yet to motivate because they do not see work as central in their life. Furthermore, studies indicate that Generation Z is not keen on working hard and values leisure and work life balance more. Consequently, the work ethic and productivity of employees in this generation are expected to be lower than it was, for example, for generation X. (Twenge, 2010) These factors and changes alone require adaptation from employers and organizations to be able to continue to hire, retain and motivate employees.

1.1 Research gap

There is a growing need for understanding differences in others, which has also impacted the popularity of defining generations and their characteristics. As younger generations enter work life and previous generations move to more senior positions, cooperation between generations is unavoidable. (Dolot, 2018) Furthermore, according to Dolot (2018), to have successful cooperation between generations, it is essential to understand and get to know young people.

Studying generations is a relevant research area in organizational behavior and especially when the research focus is on creating an understanding of employees' preferences (Nakai, 2015). Even if generations have been studied in different settings, there is still somewhat of a knowledge gap in understanding the young generations and their work values (Mahmoud, Fuxman, Mohr, Reisel, and Grigoriou, 2021). Even the results of research conducted by Twenge (2010) and Twenge et al. (2010) suggest further research on work value differences between generations. Nevertheless, some argue that studying generational differences alone will not provide comprehensive input on motivational drivers or work values as they are impacted by both personality and generational traits (Wong, Gardiner, Lang, and Coulon, 2008). However, Twenge et al. (2010) argue that even if values and motivational factors evolve with experience and age, collecting data and studying generations give a good base for understanding what different generations value in work.

Many studies that examine the relationship between generational differences and work motivation are done with quantitative studies (Srivastava & Banerjee, 2016). While quantitative studies can have insightful contributions, they focus more on measuring than describing and explaining (Aizza, Shakeel, and Hassan, 2018). Therefore, there is a need for a broader understanding of generations from a qualitative perspective (Lyons, Urick, Kuron, and Schweitzer, 2015).

Studying motivation is a popular area of research in social science and especially work motivation is an important part of organizational behavior studies. Hundreds or even thousands of research have been done in the area of motivation, which explains the debate over the definition of motivation. (Rainey, 2000) The popularity of this research area further seconds the importance of motivation and work motivation in academic literature and for organizations. Furthermore, this research area is even more challenging and interesting because of constant evolution and change in how people experience motivation (Dornyei and Ottó, 1998). Therefore, this research aims to find patterns and create insight for organizations to understand better the motivational factors in the newest generation entering work life.

1.2 Purpose and research questions

The purpose of this research is to create more understanding of what motivates Generation Z in their work life. Furthermore, this study aims to understand if Generation Z is more motivated by intrinsic or extrinsic motivational factors. In order to get a more accurate understanding of employees' experiences, the research studies motivational factors for the chosen generation from the employee perspective.

The following two questions will be the research questions that this research aims to answer:

RQ 1: What factors motivate Generation Z in their work life?

RQ2: Is Generation Z more motivated by extrinsic or intrinsic motivational factors?

1.3 Restrictions

This paragraph will discuss the restrictions that apply to this research. The main restrictions focus on generations, the sample, perspective, and the impact of the results.

The research will focus on analysing the work life motivation of Generation Z only. More specifically, this research does not compare Generation Z to other generations but rather aims to create more understanding solely for Generation Z. Thus; the research will not include a theoretical framework for comparing differences in work motivation between generations. The

research will focus on finding out which are the most motivating factors in Generation Z's work life.

The research aims to create more understanding of what motivates Generation Z in their work life only from the employee perspective. Therefore, also the sample will consist of employees. The research will only analyse how employees experience work life motivational factors, excluding any perceptions that supervisors or other organizational members might have of Generation Z.

The research will be done in Finland, and the sample will be restricted to employees that work in Finland and have worked with their current employer for at least six (6) months. Additional restrictions on the sample are that all informants should have graduated or be currently pursuing a bachelor's or master's degree in Finland. Furthermore, all informants in the sample work in white-collar fields (office workers), which can have an impact on the applicability of the result in industries outside of this field.

The aim of this research is not to solve societal problems or generalize the motivation of Generation Z. This thesis aims to create more understanding, notice patterns, and give implications for organizations about what motivates Generation Z in their work by doing in-depth research on a relatively small sample.

1.4 Key concepts

In order to facilitate an easier way to grasp the topic and its context, it is relevant to explain the key concepts used in this thesis briefly.

Generation Z is the newest generation entering the workforce. There are various ways to define the age range of this generation, but in this research, Generation Z includes all persons born between 1997 to 2012. (Schroth, 2019) Generation Z is also referred to as iGen to reflect that they have always had the internet in their lives. (Gabrielova and Buchko, 2021)

Motivation is defined by Robbins and Judge (2009) as the process of a person's intensity, determination, and perseverance in achieving or reaching a specific goal. There are many definitions for motivation, which will be discussed in more detail in Chapter 2.

Amotivation is defined as the opposite of motivation. Amotivation is a state in which there is an absence of intrinsic and extrinsic motivation. Furthermore, amotivated employees lack purpose, drive and desire to achieve goals and targets. (Mahmoud et al., 2021)

Intrinsic motivation is defined by Legault (2020) as an individual's behavior that intrinsically satisfies them. Intrinsic motivation is not a result of an action, but it is the action itself (Legault, 2020)

Extrinsic motivation is defined by Ayub (2010) as a form of motivation where the end result is what motivates an individual. Tasks that provide external motivation are therefore performed in order to reach another outcome (Ayub, 2010).

1.5 Structure

This thesis is divided into five parts that consist of six separate chapters. These chapters consist of an introduction, theory, method, result, and a discussion chapter.

The first chapter was an introduction to this thesis. The chapter included a short introduction to the topic and presented the problem area, purpose, and research questions. Furthermore, the introduction chapter has discussed restrictions, structure, and the key concepts used in the research.

The second and third chapters will discuss the relevant theoretical background and theoretical frameworks that will be utilized throughout the research. The first of the two theory chapters will discuss work life motivation with the help of a well-established motivational framework. Furthermore, the chapter will differentiate between different kinds of motivation as well as introduce the theoretical framework of work life motivation that will be used in collecting and analyzing data for this research. The second theory chapter will focus on a more detailed analysis of Generation Z. Additionally the chapter will discuss what previous research indicates of motivating Generation Z.

The fourth chapter will focus on the method of this research. The reasoning behind choosing a qualitative research method will first be discussed, followed by introductions of the sampling-, data collection-, and data analysis methods. The chapter will also include an analysis of the quality of the research and discuss research ethics. The fifth chapter will focus on the results. The results from the collected and analysed data of the semi-structured interview will be presented and analysed with the support of the theoretical framework.

The last chapter is a conclusion chapter. The chapter will conclude the whole research and discuss whether or not the research questions have been answered and the research's purpose

fulfilled. The conclusion chapter will also present the managerial implications for organizational practices, discuss restrictions of the result, as well as give suggestions on further research within the topic.

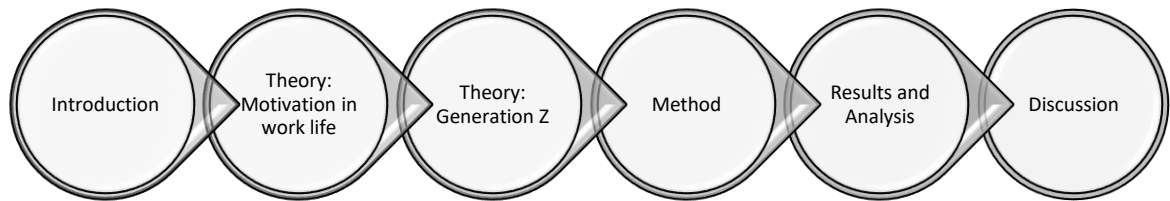


Figure 1 Summary of the thesis structure

2 MOTIVATION IN WORK LIFE

In this chapter, the first half of the theoretical background and the theoretical framework related to work life motivation will be presented. This chapter will first discuss motivation and work motivation, and thereafter the focus will be on presenting a well-established motivational theory, Maslow's Hierarchy of Needs. The rest of this chapter will discuss and present the theoretical framework for work life motivation, which focuses on distinguishing between different kinds of motivation and the factors they build on.

2.1 Motivation

As for any prominent research areas in social sciences, there are many definitions for the concept and meaning of motivation. Motivation is defined by Varma (2017) as essential simulation activity that directs and guides human actions and behavior. Kreitner (1995) defined motivation as the psychological process which guides and gives meaning to our behavior. Moreover, in the context of work motivation, the concept of motivation has been defined as the force that guides and drives employees to achieve individual and organizational goals (Lindner, 1998). The word "motivation" is a Latin word that is used to describe a movement that is compelled to be performed either because of the urge of this individual (internal) or the environment (external) (Nabahani and Riyanto, 2020). Hence, for an individual, there are two types of motivation; intrinsic (internal motivational factors) and extrinsic (external motivational factors), which will be discussed in detail in Chapter 2.4.

But why is motivation so important? According to Smith (1994), the answer to this question is to be able to survive. This means that motivation is not only essential for individuals but it is also important for organizations since unmotivated employees can have detrimental effects on a company's success (Varma, 2017). The purpose of motivation is to push individuals to achieve their goals even when facing obstacles and challenges along the way. Furthermore, motivation is, according to Varma (2017), the first most reason why individuals dream, execute, and succeed in both their individual and professional lives. It is also one of the crucial enabling characteristics for developing new skills, learning, and growing. (Tumi, Hasan, and Khalid, 2022).

Historically, there has been a tendency for employees just to be a step in the production of goods and services, and it was even perceived that their purpose was only to get compensation for the job they were assigned (Lindner, 1998). Research on employees, their work attitudes, and their motivation to conduct their job changed that view. Today, research has shown that motivation is not only about getting compensation for the work you do; it is also affected by the attitudes and behavior of the employees. (Dickson, 1973) Furthermore, the view on

employees has changed drastically, and the competition for talent has driven organizations to put a lot of resources and consideration into how to improve employee motivation and satisfaction in the organization (Evangeline and Ragavan, 2016). The next paragraph will discuss work motivation and its relevance for organizations and employees in more detail.

2.2 Work motivation

One of the biggest challenges for organizations today is to hire and retain employees. (Varma, 2017). The challenge of managing workforce turnover is affected by work motivation, organizational commitment, and job satisfaction, which are all interrelated to each other. (Singh and Tiwari, 2011). According to Varma (2017), employees are the most important resource for a company and its success. For employees, work motivation is essential for several reasons, and some of the most central are well-being, increased performance, engagement, and professional growth (Kosec, Sekulic, Wilson-Gahan, Rostohar, Tusak, and Bon, 2022). Hence, why motivation plays a key role for both the organization and its employees.

Motivational factors are, to a large extent, dependent on an individual's characteristics, preferences, and attitudes toward their job (Amabile, Hill, Hennessey, and Tighe, 1994). Motivation is not only shaped by a person's inner feelings or capabilities; it is also impacted by the society one grows up and lives in. Big impact factors include culture, religious beliefs, and the environment that influences, for example, the expectations, goals, and values of a person. (Kalender, Marshman, Schunn, Nokes-Malach, and Singh, 2019). Therefore, when managing big groups of individuals within an organization with the purpose of understanding what motivates the employees, some categorization is inevitable (Ellemers, De Gilder, and Haslam, 2004). An example of such a category could be studying groups based on their generation, which is what this study is focusing on. According to Roos and Van Eeden (2008), all motivational factors are built around having goals and achieving them, which could be similar within a generation that has grown up and lived during the same era (Parry and Urwin, 2017).

If motivation is perceived as one of the organization's most important lifelines, what happens if employees are amotivated? Amotivation, even in just a handful of employees, can cause significant damage to the whole organization and to the people working around these individuals. Examples of the downsides of amotivation include toxic workplace behavior, descending performance, and disengagement. (Mahmoud et al., 2021) On a more practical level, an example between a motivated and an unmotivated employee is the way they answer questions related to their employment. A motivated employee can provide the answer with clarity and purpose, while an amotivated employee can struggle and give a vague, undetermined answer. (Mahmoud et al., 2021)

According to Roos and Van Eeden (2008), the motivation and satisfaction of employees are what, at the end of the day, determine the performance of the organization. Coincidentally, Varma (2017) agrees that the potential of an organization to succeed lies in the employees that are motivated and have a high level of job satisfaction. Employees that are motivated often not only reach their own goals but also contribute to the common goals set for the organization Varma (2017). Motivation for an individual consists of many pieces, but having a contribution towards common goals (such as organization level or team level goals) affects an individual's self-esteem positively by creating meaning for one's work (Roos and Van Eeden, 2008). Measuring employee motivation is a good measure of how employees are treated and handled in the organization. Therefore, when an organization faces declining efficiency or weakening performance, it could be worth looking into employee motivation as these can be indications of amotivation among employees. (Mahmoud et al., 2021)

According to Bowen and Radhakrishna (1991), motivating employees is the most complicated task out of all the functions that belong to a manager's work. The reason behind this is that the motivational factors of employees constantly and quickly change (Bowen and Radhakrishna, 1991). Individuals are different, and, as stated before, employees are motivated by different areas of work life, but very few managers have the resources to motivate their team on an individual level. Hence, managers should constantly aim to research motivational factors in order to create more understanding of the most important drivers of motivation. (Nabahani and Riyanto, 2020) Furthermore, on an organizational level, almost every organization has a plan and strategy for how they motivate employees (Varma, 2017). And for strategies to be effective, they have to be believable. This is why the focus should be on how the senior management of a company conveys their engagement and motivation towards the company. (Roos and Van Eeden, 2008) The attitudes of these role models on top of the organizational chart will affect and mirror the rest of the organization, in good and bad. Therefore, it is almost impossible to motivate a team of employees if the underlying values and beliefs of the senior-level workforce do not match what they aim to convey. (Solanki, 2013)

2.3 Motivational theories

Research on motivation is one of the most prominent areas of research in social sciences and has been in the interest of many scholars for decades now. (Rainey, 2000) Despite motivational characteristics being individual and employee specific to a large extent, there are ways to understand motivation from a bigger perspective. Motivation theories can offer an understanding of the basic logic behind motivation. (Pintrich, 2003) Furthermore, According to Roos and Van Eeden (2008), at the end of the day, many employees, despite being individuals, get motivated by similar factors and characteristics in their work.

For organizations and their leaders, managing and motivating employees is one of the most complex and challenging tasks. However, it is crucial for employers to be able to assess and recognize the level of job satisfaction that comes from within the employees (internal motivation) and aim to support it with external motivation factors such as monetary and non-monetary rewards. To be able to do this, organizations should research and observe motivational theories and previous literature on work motivation. (Varma, 2017). In the following paragraphs, a relevant and prominent motivational theory will be discussed to support the theoretical background of this thesis as well as to create more understanding of the process of motivation.

2.3.1 Maslow's Hierarchy of Needs

Maslow's Hierarchy of Needs (Maslow, 1943) is one of the best-known motivation frameworks in social sciences. The framework was constructed by a psychologist named Abraham Maslow in 1943, and its purpose is to explain how motivation is based on basic human needs. According to Maslow (1943), the primary needs of a human can be linked to human nature, while other needs are linked to the personality of a human. Furthermore, with this motivational theory, Maslow tried to show how all dimensions of an individual's motivation are interrelated and connected (Sengupta, 2011). To be able to illustrate his theory and to describe these needs in a simple way, Maslow created the widely recognized Maslow's Hierarchy of Needs, also referred to as the pyramid of needs. The base idea of the theory is that in order to reach the needs higher up on the pyramid, the base of the pyramid has to be satisfied first (Maslow, 1943). Furthermore, according to Maslow (1943), when a person satisfies a level of needs in the hierarchy, it will no longer motivate this individual, and in that way, the individual will start reaching to satisfy the next level of needs. The following paragraphs will focus on explaining the different levels of needs in Maslow's Hierarchy of Needs and putting those levels in the context of business environments today. Even if Maslow's Hierarchy of Needs was created in the 40s, it still gives a good foundation for organizations to understand that employees get motivated on several different levels (Mathe, Pavie, and O'keeffe, 2011).

Maslow's pyramid (see Figure 2) consists of 5 different levels that are divided into three categories to represent the level of need. The first category is basic needs, which consist of physiological and safety needs. The second category focuses on psychological needs, including belongingness and love needs, as well as esteem needs. The last and the highest level of needs is called self-fulfilment needs which consist of the need for self-actualization. (Maslow, 1943)

The base level of the pyramid is defined as the physiological needs of an individual. These needs are the fundamental needs an individual must have in order to survive (Maslow (1943).

Food, Water, Warmth, and rest are examples of such needs. In today's business environment, equivalent needs could be salary and fair working conditions (Mathe et al., 2011).

The second level of need in Maslow's (1943) hierarchy is safety. This need consists of the ability to feel secure and safe in one's environment without being threatened. (Maslow, 1943) In today's organization, it means the ability to feel psychological, physiological, and even economic safety at all times (Mathe et al., 2011).

The third need belongs to the physiological category being the first step above basic human needs. It is the feeling of being loved and belongingness. (Maslow, 1943) This need consists of having intimate relationships and friendships with other human beings (McLeod, 2007). In today's organization, it can be described as having an inclusive work environment where the employees interact and get along in a positive atmosphere (Durrak, 2022).

The fourth need in the hierarchy is the need for esteem. This need consists of an individual's need to feel prestige and a sense of accomplishment in order to feel worthy. (Maslow, 1943) In work life today, this consists of titles, different sorts of rewards, and other acts of respect, even in verbal form. (Mathe et al., 2011).

The fifth and the highest level of needs in Maslow's Hierarchy consists of self-fulfilment in the form of self-actualization. This level is the individual's need to reach their full potential in order to be fully satisfied. (Maslow, 1943) Furthermore, it includes activities that enable individuals to develop their creative abilities. (McLeod, 2007). In the organizational world, this level represents the need for professional development and advancement, as well as setting goals for learning and growth (Mathe et al., 2011).

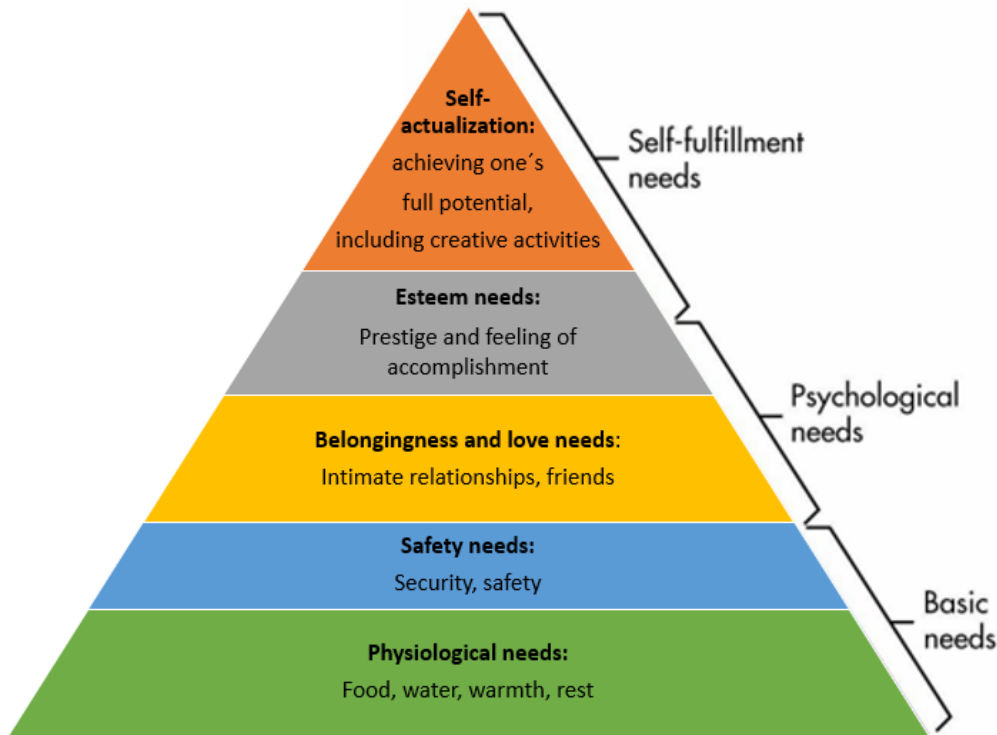


Figure 2 An illustration of Maslow's Hierarchy of Needs based on McLeod (2007).

2.4 Different Types of motivation and the work life motivation framework

While classic motivational theories give a good base for understanding basic human behavior and motivation (Pintrich, 2003), there are additional ways of dividing the concept of motivation in work life. In a study conducted by Farooq and Hanif (2013), it is argued that to understand motivation, the motivational factors need to be divided into intrinsic and extrinsic factors in addition to just understanding the hierarchy of motivational needs. A well-established motivational theory by Ryan and Deci (2000) called self-determination theory proposes that there are three different types of motivation; intrinsic motivation, extrinsic motivation, and amotivation. Furthermore, according to Reinholt (2006), in order to understand motivation in organizations, it is necessary to understand and analyse both intrinsic and extrinsic motivation of the employees. Therefore, in addition to discussing Maslow's (1943) hierarchy of needs, a framework for distinguishing between *intrinsic* and *extrinsic motivation* will be presented.

The framework that will be used in the analysis of this research is a framework by Aizza Anwar, Shakeel, and Hassan (2018) on employee motivation and retention. The framework has been modified to suit this research by excluding the link between motivations and retention (see Figure 3); the original framework can be found in the attachments (see Appendix 2). The rationale behind the modification is that the focus of the study is on work life motivation, and although motivation can influence employee retention, it is not the central phenomenon

studied in this research. The following chapters will go into detail about the different parts of the framework by explaining the differences between intrinsic and extrinsic motivational factors as well as what they consist of in today's work organizations.

2.4.1 Intrinsic motivation

Intrinsic motivation is defined as an individual's behavior that intrinsically satisfies them (Legault, 2020). Intrinsic motivation is not a result of an action but the action itself. An example of this is when children play outdoors, and it is not the result but the action itself that makes it fun for them (Legault, 2020). Scholars and psychologists have for a long time agreed on the fact that intrinsic motivation plays a huge part in an individual's life. According to Ryan and Deci (2000), all individuals hold a level of intrinsic motivation, as it is the foundation for the human nature of selflessness. Even so, the level and factors for getting motivated might highly vary dependent on the individual in question (Ryan and Deci, 2000).

An individual only experiences intrinsic motivation for things and actions that genuinely awaken interest. Furthermore, it is important for an individual to be aware and find out the areas in life that are of interest and therefore give intrinsic motivation. (Ryan and Deci, 2000) This is since doing uninteresting things after having done interesting things might negatively affect those tasks outside of the area of genuine interest (Legault, 2020). Another reason, according to Ryan and Devi (2000), is that as a rule of thumb, the older one gets, the fewer factors are experienced as intrinsically motivating.

The following paragraphs will first discuss the intrinsic motivational factors in the modified framework (see Figure 3) by Aizza Anwar et al. (2018), which are *empowerment*, *job security*, and *affective organizational commitment*.

2.4.1.1 Empowerment

The first intrinsic factor that affects motivation is *empowerment*. Employee empowerment consists of many aspects, but it culminates around self-efficiency, the ability to reach goals, and having ownership over own work (Hayes, 1994). To put it more simply, it can be defined as the employee's ability to manage work and perform well in an organization (Aizza Anwar et al. 2018). Furthermore, an empowered employee has an intrinsic motivation to perform and reach high achievements, and it is driven by the commitment and dedication an employee has toward her work and the organization. From the employer's perspective, hedonistic aspects, such as enjoying and having fun at work, are also seen as empowerment (Ivanova and von Scheve, 2020).

2.4.1.2 *Job Security*

The second intrinsic factor is *job security*. The foundation behind this factor is the healthy relationship among employees as well as between the employees and the employer (Samuel and Chipunza, 2009). Job security is the opposite of having to fear losing a job, which in itself can affect an employee's motivation, attitude, and commitment toward the organization (Aizza Anwar et al. 2018). Moreover, when employees feel job security, they feel like valued and respected members of the team, which gives them a sense of assurance that they will be able to keep their jobs in the future as well (Karl and Sutton, 1998). Furthermore, the intrinsic feeling of having job security allows employees to strive and perform tasks of challenging nature. (Samuel and Chipunza, 2009)

2.4.1.3 *Affective Organizational Commitment*

The third and last intrinsic factor is *affective organizational commitment*. Affective organizational commitment can be described as the emotional devotion and affection of employees to the organization, which enhances their urge to stay within that company (Meyer and Allen, 1991).

According to Angle and Perry (1981), organizational commitment can be divided into two categories: commitment to the values of the organization and commitment to stay in the organization. Nevertheless, the feeling of organizational commitment is affected heavily by the feeling of enjoying the organizational culture, colleagues, and the working environment in general. Balfour and Wechsler (1996) agree by stating that there are three areas of commitment; identification, affiliation, and exchange. Identification represents the pride of working within the organization, affiliation consists of the feeling of attachment to co-workers as well as belongingness to the organization, and exchange comes from the feeling of the organization being appreciative of one's effort and work (Balfour and Wechsler, 1996).

2.4.2 *Extrinsic motivation*

Extrinsic motivation can be defined as the opposite of intrinsic motivation, where the end is the mean, meaning that the end result is what motivates the individual (Ayub, 2010). External motivation is therefore performed in order to reach another outcome. An example of extrinsic motivation is when a student studies for an exam in order to get a good grade (Legault, 2020). Even though intrinsic motivation is really important for feeling fulfilment, actually the majority of things we do also involve extrinsic motivation (Amabile, 1997).

Extrinsic motivation takes many forms, and in an organizational setting and one of the most common is different sorts of rewards (Aizza Anwar et al., 2018). Furthermore, according to Aizza Anwar et al. (2018), since motivating employees is so important for an organization to

be a competitive employer, many companies aim to raise the level of extrinsic motivation in their employees as much as possible.

The following paragraphs will discuss the extrinsic motivational factors in the modified framework (see Figure 3) by Aizza Anwar et al. (2018), which are *promotion*, *training*, and *rewards*.

2.4.2.1 *Promotion*

The first extrinsic factor that affects motivation is *promotion*. The purpose of promotion and the process of promotions is to be able to have a balance between opportunities and the employee's capabilities in a company (Lynn, Zinkhan, and Harris, 1993). Promotions should be a structured and standardized process in organizations in order to ensure opportunities are equal for all employees. Promotions are necessary for an organization to be able to retain employees with key talents and capabilities. Furthermore, for the employees, it is the only way to develop and grow in their careers, which impacts both work motivation and engagement. (Lynn, et al., 1993).

2.4.2.2 *Training*

The second extrinsic motivational factor is *training*. According to Gold (2001), in order for employees to develop new skills and capabilities, it is up to the organizations to provide such an environment where training and education can be executed. Furthermore, by providing a platform for employees to train and develop their areas of expertise, it will have a positive effect on performance and motivation in their work (Gold, 2001).

For employees, an important part of training is the ability to make mistakes and receive feedback, good and bad, on their performance (Ryan and Deci, 2000). Feedback is important, especially for younger generations (Dolot, 2018)(see 3.5), as it gives information to employees on how they are performing and what they need to improve on in order to meet their goals. Therefore, getting regular feedback from colleagues and supervisors affect directly the motivation to perform better. (Ryan and Deci, 2000)

2.4.2.3 *Rewards*

The third extrinsic motivational factor is *rewards*. Rewards can be defined as anything an employee gets from the organization to compensate for their performance (Agarwal, 1998). Giving rewards is one of the most common and important strategies for organizations to motivate and engage their employees (Varma, 2017).

Rewards can further be divided into monetary and non-monetary rewards. Monetary rewards give immediate satisfaction to the employee, while non-monetary rewards encourage and show respect towards the employee, which indirectly impacts the employee's engagement and motivation. (Burgess and Ratto, 2003) Monetary rewards can be any type of physical reward with monetary value, such as salary, pay raises, and bonuses. Non-monetary rewards are instead other rewards that do not directly have monetary value but feel like compensation for a good job done. Examples of non-monetary rewards are verbal appreciation, recognition, or even having a good work life balance (Waqas and Saleem, 2014).

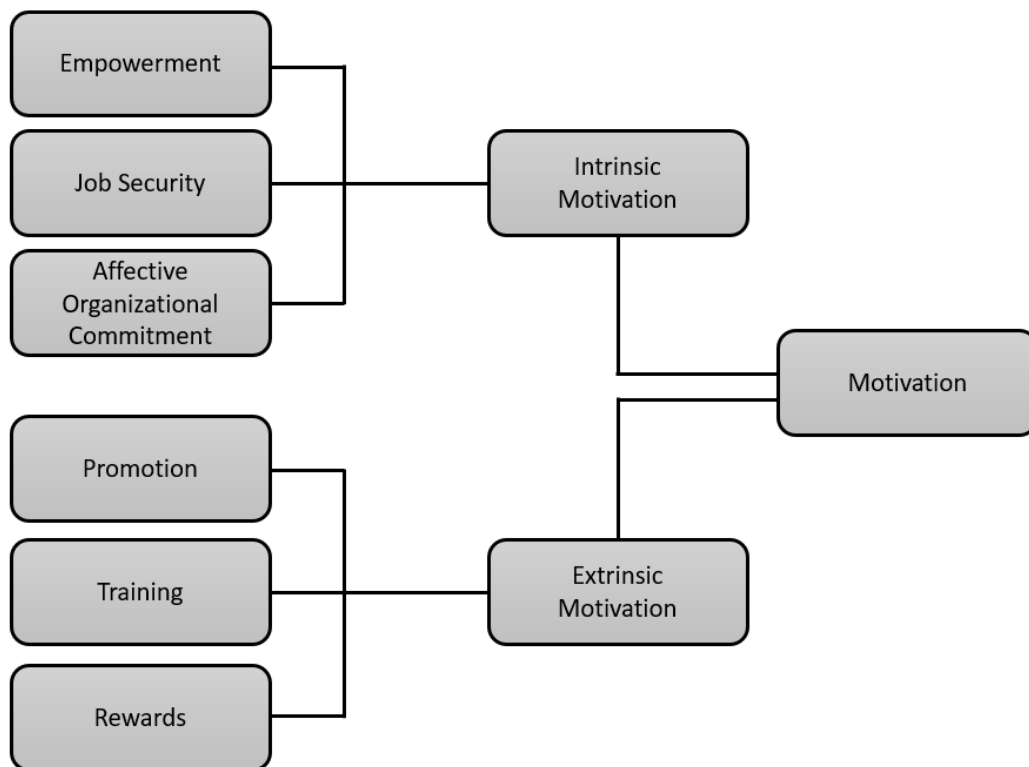


Figure 3 A modified framework for work life motivation (originally by Aizza Anwar et al., 2018)

3 GENERATION Z

This chapter will focus on the different generations in work life, especially Generation Z, and present the second half of the theoretical background for this thesis. This chapter will first critically discuss studying generations as well as introduce the different generations in work life. After this, the focus is on a more detailed analysis of the character traits of Generation Z, followed by a discussion of Generation Z in work life. After these parts, relevant previous literature and their findings on motivating Generation Z as well as on the most important motivational factors, will be presented.

3.1 Researching generations

Researching and creating more understanding of generational differences not only in our work life but also in society has gained a massive amount of interest in the latest century (Parry and Urwin, 2017). Generational studies have for a long time been used for marketing practices and segmentation strategies (Nobel and Schewe, 2003). However, in the last 20 years, generational diversity factors have gained interest also in human resource management (HRM) as they try to explain and understand employee attitudes, behavior, and motivational factors. Furthermore, segmenting employees by generations even work as the base for many reward systems and gives very important data for many organizations. (Parry and Urwin, 2017)

The increase in interest in the organization-level need for generational research has also spiked the amount of academic literature in the research area. As researchers have more and more accepted the idea of studying generations, the focus has been on evaluating and measuring generations to prove that there is a connection between these groups and their sharing of specific values, preferences, and attitudes. (Parry and Urwin, 2017) While most academics believe in the concept of studying generations and its benefits for organizations, there is a fair amount of researchers that don't believe people share the same values or preferences based on what year they were born in (Costanza and Finklestein, 2015). For example, Costana and Finkelstein (2015) state in their research that labeling and categorizing employees based on their birth year or generation might create biases, enhance stereotypes, or even have discriminating consequences.

While there clearly are contrasting opinions about the relevance of researching generations, what matters is how the collected data is used. When studying generations, it is essential to understand that the results do not represent every single individual but rather aim to detect patterns of expected behavior for a specific age group (Mahmoud et al., 2021). However, for

organizations to understand what new employee generations value and are interested in the larger picture is vital in terms of attracting and retaining key talent (Monteiro et al., 2020).

3.2 Different generations

Generation can be described as a group of people that share the same global or national experiences in life, such as economic ups and downs, natural catastrophes, political instability, and pop culture. Furthermore, research shows that the values of a specific generational group are shaped especially by the experiences of their early childhood. (Smith & Clurman, 1998) The most straightforward way to differentiate generations from each other is, however, the year that one is born (Parry and Urwin, 2011). Different generations are named with different letters, for example, X and Y, to represent the 10+ years age range that is included in that generation. Yet, there is contrasting literature over the specific years that divide each age group. (Hansen and Leuty, 2012) The existing dominant generations are defined by Dimock (2019) as the silent generation (born 1928-1945), baby boomers (born 1946-1964), Generation X (born 1965-1980), millennials (born 1981-1996), and Generation Z (born 1997-2012).

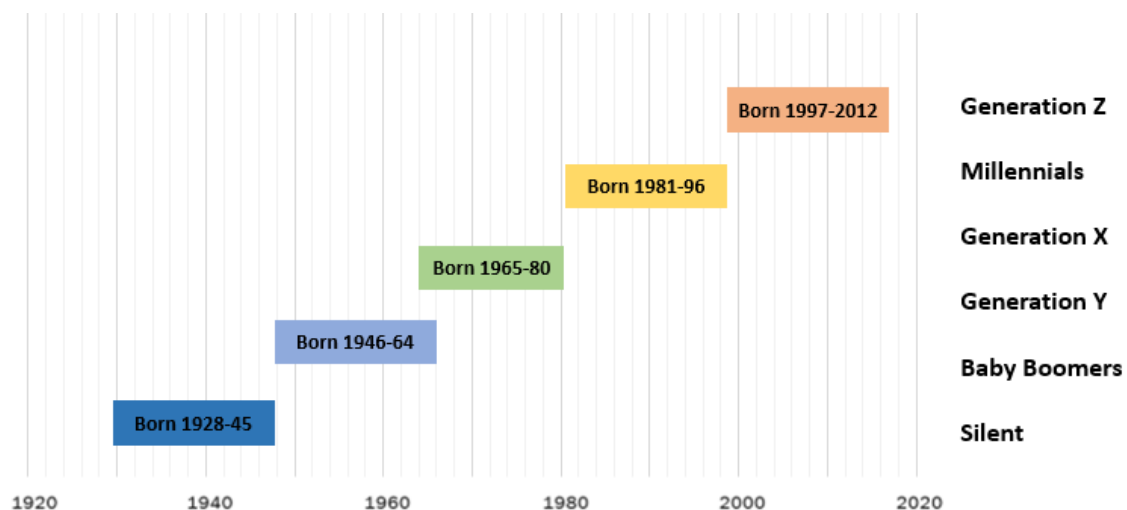


Figure 4 Timeline of the different generations and their years of birth according to Dimock (2019)

3.2.1 Generational characteristics in work life

Even if the purpose of this research is not to compare the findings of what motivates Generation Z to previous generations' motivational factors, it is relevant to understand the key characteristics of each generation. The reasoning behind this is that without knowledge of other generations, it would be hard to create an understanding of the unique or special preferences of Generation Z. In this section, the focus is on the key characteristics of all generations except Generation Z, which will be discussed in detail in Chapter 3.2.

According to a study by Alferjany and Alias (2020) in the 2020 decade, the dominant generation in work life is millennials (also referred to as Generation Y) and Generation X. The silent generation (also referred to as traditionalists) and the newest generation, Generation Z, are the smallest generations in work life, accounting only for less than 15 % of the whole workforce. (Alferjany and Alias, 2020) In the same study, it can be seen that the biggest change during the last two decades is, however, in the baby boomers generation. This generation went from dominating the workforce in 2000 with over 40% to having only approximately 17 % of the workforce belong to boomers in 2020. (Alferjany and Alias, 2020) Figure 5 will showcase this distribution of generations in the workplace in 2000 compared to 2020.

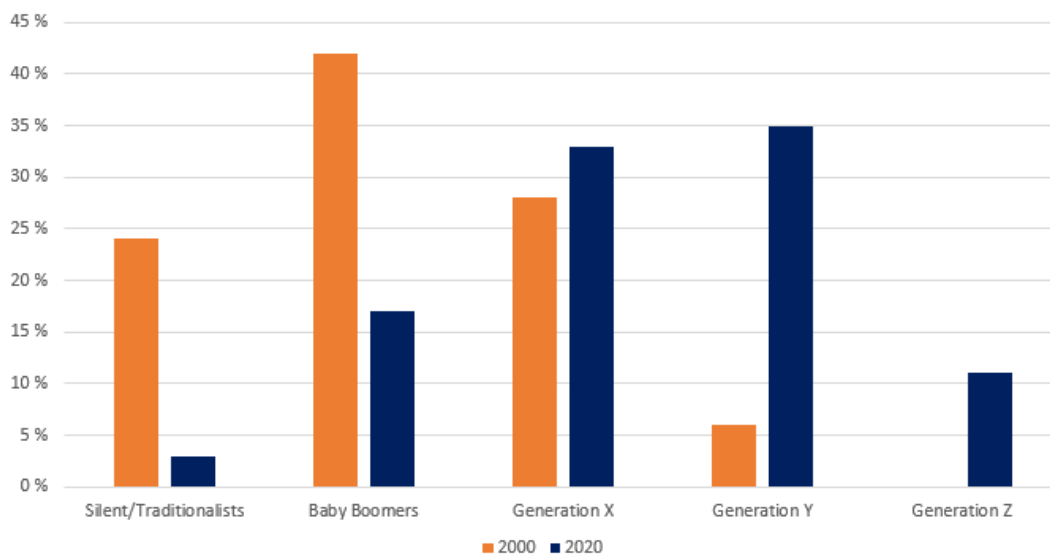


Figure 5 Distribution of generations in the workplace in 2000 and 2020 based on Alferjany and Alias (2020)

3.2.1.1 *The silent generation*

The silent generation is the first generation to be named, including everyone born before 1945. The silent generation is also called for the veterans, the greatest generation, the silents, or the traditional generation. (Dimock, 2019) While the youngest members of this generation might still have some bindings to work life, most of them have been retired for a while now. (Tolbize, 2008) This generation has been affected by the events of World War 2 and the great recession, to name a few, which is why, according to Niemic (2002), they might come off as more conservative compared to other generations.

According to a study by Kersten (2002), the silent generation employees prefer top-down management styles and are used to a very formal and disciplined environment. The same study argued that this has made them quite resistant to adapting or insinuating change, which is why they often lead with strategies that have been proven to work in the past. Furthermore,

in research by Zemke, Raines, and Filipczak (1999), it is stated that qualities such as loyal and dedicated, private or even silent, and stable, consistent employees have been described as the silent generation in work. The same research indicates that this generation also tends to avoid conflicts as long as they can and seldom shares their thoughts or makes it personal when arguing.

3.2.1.2 The baby Boomers

The baby boomers are born between 1946 and 1964 (Dimock, 2019). The reasoning behind the baby boomer name is the post-war effects on the number of babies born (around 17 million more than in previous years in the USA alone) during those years (O'Bannon, 2001). The early years of this generation were shaped by multiple political and societal events like civil rights actions and riots, as well as the Vietnam War. (Tolbize, 2008)

To a large extent, the baby boomers work in leading roles in many organizations. These leaders were shaped by the movements and protests against the power that occurred in society during the time they grew from infants to teens. (Tolbize, 2008) Furthermore, boomers were taught to show respect above all towards their parents, the elderly, and all authorities (Karp, Fuller, & Sirias, 2002). According to the study by Tolbize (2008), the employees in this generation believe that to be able to have success, sacrifices and hard work need to happen, which also resulted in many in this generation becoming workaholics (people who are addicted to working). Additionally, according to Suomäki, Kianto, and Vanhala (2019), boomers tend to be loyal and team-work oriented, but while they do want recognition for their achievements, they do not usually expect or necessarily want feedback.

3.2.1.3 Generation X

Generation X is one of the biggest generations in work life in the 2020 decade, and it consists of people born between 1965 and 1980 (Dimock, 2019). Generation X has born into a totally different world than their parents. They were brought up in a more “modern world” where both parents had jobs, and some even experienced living in a one-parent household as the number of divorces spiked during these years. (Karp et al., 2002). They were also the first generation to experience the start of globalization and face international competition in all aspects of life.

When it comes to working life, Generation X was the first generation to aspire to a better balance between work and life (Tolbize, 2008). Furthermore, Haynes (2011) describes them as self-reliant and independent, and, most of all, they were also the first generation to consider all employees as equal in the workplace. All in all, Generation X is considered more entrepreneurial, flexible, and teamwork-oriented than prior generations. (Haynes, 2011)

3.2.1.4 Millennials

Millennials, also referred to as Generation Y, are the first generation to be comfortable using technology in their work (Dimock, 2019). Millennials are individuals born between 1981 and 1997 (Dimock, 2019), which makes them the biggest generation in work life, accounting for approximately 35% of the workforce in total (in the year 2020) (Alferjany and Alias, 2020). Furthermore, according to Tolbze (2008), millennials are the most educated generation in work life.

In the research by Tolbize (2008), it is argued that as employees, millennials seek achievements and flexibility and are empowered by being able to work with a team, which is why they resemble Generation X to some extent. However, the big difference is the way they are in touch with their colleagues, friends, and family 24 /7 through the Internet. Haynes (2011) describes the millennials as confident, goal-oriented, and optimistic employees. Additionally, employees in this generation are the first ones to ask about and challenge problems like diversity and inclusion in the work life (Zemke et al., 1999).

3.3 Characters of Generation Z

Studying generations is not straightforward or unambiguous. According to Williams (2015), studying generations is closer to art than it is to science, which is why there are so many definitions for Generation Z. In this research, however, Generation Z is defined, according to Dimock (2019), as everyone born between 1997 and 2012. (see chapter 1.4)

To be able to understand Generation Z employees and their characteristics, it is essential to study the environment they were born and raised in. It is furthermore essential to understand not only the environment but also the societal context that prevailed during their early years. (Giray, 2022) One of the most important factors of Generation Z is the era of technological development they were born into. Laptops, smartphones, the internet, and the digital world, in general, shaped the formative years of this generation and have continued to shape them throughout their lives. (Singh and Dangmei, 2016) Dolot (2018) argues that a good example of the tech-savviness of this generation is the fact that while they appreciate face-to-face interactions, they value their virtual world connections equally. This is because they aim to stay very connected to their network through social media. Social media is a big part of Generation Z's life, not only for networking purposes but also for sharing, making, and controlling content. Therefore, Dolot (2018) argue that Generation Z is the first generation to live in two worlds; the real world and the virtual world, which is why they, according to Gaidhani, Arora, and Sharma (2019), are the most technologically sophisticated generation so far.

The values and beliefs of Generation Z have also been affected by society, pop culture, political events, and the environment in which they have grown up. Generation Z has lived in an era of change. (Dolot, 2018) Not only has technology unified the world through increased globalization, but also attention towards societal megatrends such as diversity, equality, human rights, and climate change have shaped the newest generation in the workforce (Bilas, Franc, and Vukoja, 2022). According to Gaidhani et al. (2019), Generation Z is the most sophisticated and educated generation to date, which has also shaped and impacted their values and beliefs about what is meaningful and important in society and in their lives. However, according to a study by Dimock (2019), due to the young age of this generation, the understanding and view of political and social issues will change as members of the generation get older and gather more life experience.

The professional life of Generation Z is characterized by the need for work life balance, flexibility, and skills with technology. According to Dolot (2018), Generation Z is the first generation to wish for an impressive and high professional position in their career without having to make much effort, which impacts the way they view work life in general. According to Twenge (2010), Generation Z does not see work as the most central thing in life and values work life balance and leisure more than previous generations. Therefore, Dolot (2018) argues that for a larger number of employees in Generation Z, the idea of climbing an organizational ladder step by step and advancing in their careers throughout decades of a professional career can be challenging to digest. Furthermore, Generation Z employees look for flexibility and versatility, which is why they are expected to change their work more frequently than generations before them. (Dolot, 2018) Technology has shaped this generation, and it also applies to their work life. Generation Z is used to a fast phase in everything they do, and according to Dolot (2018), they are the first generation to be comfortable with multitasking. This is why they move quickly between tasks and can not stand when things do not happen immediately, or there are not enough challenges in their work. (Arar, Yüksel, and Yuksel, 2015) Even if technology has had a lot of positive impacts on Generation Z in terms of productivity and efficiency, there is also a downside to it. Arar et al. (2015) believe that because this generation is used to getting the outcome with the snap of their fingers, it makes them lazier and less grateful employees that can have a harder time finding purpose in their jobs. The work life characteristics and aspects of Generation Z will be discussed in more detail in the next paragraph.

3.4 Generation Z in work life

Generation Z is the newest generation in the workforce. In 2020 Generation Z accounted for only a little over 10% of the whole labour force (Alferjany and Alias, 2020) but are expected to

account for 27% in 2025 (Zurich.com, 2022). The workforce today is dominated by millennials (Generation Y), but in the next decades, the dominant generations will be both millennials and Generation Z. As the older generations step aside, these two generations will bring big changes to working life.

Members of Generation Z are considered already very active in their professional lives despite the majority of them being still quite young (Dolot, 2018). Dolot (2018) further argues that it might result in Generation Z becoming more independent and mature sooner due to the life decisions they make. Teens are pushed by society and social media to grow up faster and to start making choices for their future and their careers (Twenge, 2017). However, according to Schroth (2019), in the 70s, 60% of teens were already working, while the same number in 2015 was only 34%. This is why Schroth (2019) argues that the youngest generation in the labour market is entering their jobs with less experience compared to other generations. Despite Generation Z's young age, according to Coombs (2013), they want to have their seat at the table. Generation Z wants to feel heard and respected by their colleagues as well as treated as equals in the workforce regardless of their position or their level of experience (Coombs, 2013).

According to a study by Berkup (2014), Generation Z is not looking for a long career and step-by-step advancement in an organization; they want a fast phased environment with changing work tasks to keep them interested. Singh and Dangmei (2016) further argue that Generation Z wants to work with something that has a purpose, and like generations, before them, they want to be fairly compensated for it. However, salary is not as important for Generation Z as it is for previous generations, and when Generation Z employees are presented with a dull job but more money versus an interesting job that offers a lower salary, they are split between the options and can have a hard time choosing one over the other (Zurich.com, 2022).

According to Levickaité (2010), Generation Z values less accuracy and detailed work than speed and efficiency, which is one of the outcomes of technology being such a big part of their identity. As previously stated (see 3.3), technology has impacted Generation Z massively, and while some traits of this generation are great and set them apart from others, there are some downfalls, too (Arar et al., 2015). According to Williams (2015), technology and the possibility of getting information in the blink of an eye have caused Generation Z to lack problem-solving skills and the ability to see the big picture. Moreover, the lack of these basic skills in work life may even end up having an effect on their capability to make decisions. (Williams, 2015)

Flexibility is one of the most important factors for Generation Z in work life. Flexibility in work life is not only about choosing when one works; it is also about how and where the work is to be done. (Arar et al., 2015) According to Arar et al. (2015), Generation Z will expect and require an extreme level of flexibility from the organization they work in. The reasoning behind

Generation Z's need for flexibility is on one side that it allows them to have a better work life balance by arranging their work around their life and not the other way around (Carver and Candela, 2008). According to the study by Arar et al. (2015), by choosing more freely when they (Generation Z) work, they can optimize their time and work as efficiently as possible to tackle today's business challenges. Furthermore, Generation Z wants flexibility in regard to where they work, which is why they fancy solutions where they can decide if they work remotely, at the office, or adopt a hybrid of both. (Arar et al. 2015) On the other side, flexibility in organizations allows change and adaptation to new challenges and changing environments. Generation Z enjoys variety in their tasks and responsibilities, which is why flexibility not only in their work but also in the way an organization is structured is also essential. (Robbins and DeCenzo, 2008)

Generation Z is the most accepting generation from a diversity and inclusion standpoint. This is because they are the most ethnically, sexually, and gender-diverse generation. (Fry and Parker, 2018) According to Turner (2016), members of Generation Z look for employers that not only have a purpose beyond making a profit but also the company needs to share the same values as they do, such as inclusion and equality. Furthermore, according to Bencsik, Horváth-Csikós, and Juhász (2016), the majority of Generation Z wants to work for a company that has a positive social impact and offers help to society and the community.

Leadership and the way organizations are run are very important for Generation Z. According to Arar et al. (2015), this generation prefers a flatter organization model where ways of communicating are informal, constant, and transparent. They want to be treated as important members of the team from the first day on the job. Furthermore, employees in Generation Z indicate that they want a close relationship with their colleagues and supervisors where they can openly give and get feedback on a regular basis (Arar et al. 2015). According to Ellis (2021), social media is one of the reasons why members of this generation crave constant validation and improvement suggestions from their peers. Furthermore, in a study by Gabrielova and Buchko (2021), it is argued that a central aspect for Generation Z employees is their willingness to learn and develop, which is also why they value advancement opportunities and career growth.

Even if Generation Z prefers to work in a group setting, they are still more independent than the generation before them. (Donston-Miller, 2016) According to Gabrielova and Buchko (2021), a key characteristic of Generation Z as employees is that they have a very entrepreneurial mindset toward their work. Furthermore, in the same study, it is argued that they want a supervisor that has good communication skills and a positive mindset and can offer freedom and responsibility as well as autonomy to their employees.

3.5 Motivating Generation Z

Motivating Generation Z will require efforts and adjustments from organizations as, according to Twenge (2010), the newest generations in work life be the most challenging to motivate. There are several reasons why motivating Generation Z might be different than motivating previous work generations. According to Singh and Dangmei (2016), one of the most important factors is the way Generation Z does not see work life as central or as important in their lives as older generations. Motivation is, however, a very crucial part of how and why employees work and, moreover, enjoy their work, which is why it is very crucial to understand how previous literature describes the work life motivational factors of Generation Z.

Generation Z is the most highly educated generation so far (Gaidhani et al., 2019), and they enter work life with determination, confidence, and high expectations (Dolot, 2018). Generation Z enjoys a fast environment; they pick up quickly and are quite independent (Dolot, 2018). When putting these together, it is no surprise that two important motivational factors for this generation are self-development and advancing opportunities. In the study by Nabahani and Riyanto (2020), professional development and the possibility of moving up in the organization were seen as the top two most motivating work factors by Generation Z. Furthermore, According to Meret, Fioravanti, Iannotta, and Gatti (2018), the possibility for developing and learning is essential for Generation Z's work motivation. Even in a study on work motivation across generations X, Y, and Z, the researchers argue that Generation Z employees are more likely to be motivated if they are offered to complete tasks that are outside of their comfort zone and push them to learn something new (Mahmoud et al., 2021).

According to Schwabel (2014), Generation Z gets motivation from their work tasks, and it is important that the work they do has a strong purpose and meaning. It is nothing new for generations to be more motivated in their job when they feel more purposeful (Berkup, 2014); however, Generation Z is not only looking for the feeling of having a purpose. In research by Nabahani and Riyanto (2020) that focused on the relationship between motivation and organizational commitment of Generation Z employees, it is argued that Generation Z gets motivated by the fact that their work can make change happen, is meaningful on many levels, and that even their employer has a positive social impact.

According to research on Generation Z's work life motivation conducted by Kirchmayer and Fratričová (2020), it is even more important for Generation Z to enjoy what they do than have a strong purpose in their job. In the study, 65% of the Generation Z sample answered "enjoying my work" as the most important motivational factor. This factor included aspects such as feeling good when at work and enjoying his or her work tasks. (Kirchmayer and Fratričová, 2020) Furthermore, in research conducted by Mahmoud et al. (2021), the authors argue that

Generation Z employees are not only motivated by extrinsic rewards (such as pay rises and promotion) but also greatly value intrinsic rewards (such as professional growth and personal achievements). This is also why employees in this generation get motivated to feel and reach internal satisfaction with the tasks that they do and in the success they experience. (Kirchmayer and Fratričová, 2020)

While intrinsic motivational factors play a big role in Generation Z's work life motivation, the impact of extrinsic factors cannot be totally forgotten. Like for other generations, gaining financial stability through earning money is relevant (Mathews, 2023). However, according to Nabahani and Riyanto (2020), tangible and monetary rewards such as money in the form of bonuses or pay raises were not as important for Generation Z, meaning that getting compensation is not the most motivating thing in their work. In several studies (see: Schwabel (2014) or Mahmoud et al. (2021)), money was mentioned as a motivational factor, but other factors seemed more important for Generation Z. Thus, according to Kubátová (2016), the motivational factors between generations actually consist of quite similar factors, but it is the order of importance that changes, and for Generation Z, money is not at the top of the list. On the other hand, previous literature indicates that non-monetary rewards, such as positive feedback and recognition, are seen as important for Generation Z's work motivation (Mathews, 2023). According to research by Parvin (2021), non-monetary rewards were even preferred over monetary rewards if Generation Z had to choose one over the other.

According to Kirchmayer and Fratričová (2020), Generation Z employees are independent and work efficiently individually, yet the majority still prefer working within a team. Furthermore, company culture and the work community might not be on the top of the list for the majority when measuring motivational factors, but it is still believed that the work environment strongly affects Generation Z. Getting feedback and support from colleagues and supervisors is important for Generation Z. (Dolot, 2018) In a research by Dolot (2018) that studied the characteristics of Generation Z as much as 72% of the sample expected feedback, to better be able to evaluate their performance and progress. In the study by Kirchmayer and Fratričová (2020), having an organizational culture that one liked and enjoyed was most important for approximately 16%, and having a nice workplace was most important for a little under 15% of the sample. This indicates that the work environment was the most crucial work-related motivational factor for over 30% of the Generation Z employees in this sample, which further indicates that community, colleagues, and culture can have an impact on Generation Z work motivation. (Kirchmayer and Fratričová, 2020)

4 METHOD

This chapter will focus on the research process for conducting empirical research in this thesis. The purpose of this research is to create more understanding of what motivates Generation Z in work life. In order to fulfil the purpose and to research the topic of this research, empirical research will be conducted.

First, the research approach for this study will be presented, followed by a discussion of the chosen suitable method and the reasoning behind it. After which, the data collection, including an introduction to the sample, an interview guide, and the interview process. The second to last chapter will focus on presenting the data analysis method. The last chapter will discuss the quality of the study and the empirical research as well as the research ethics.

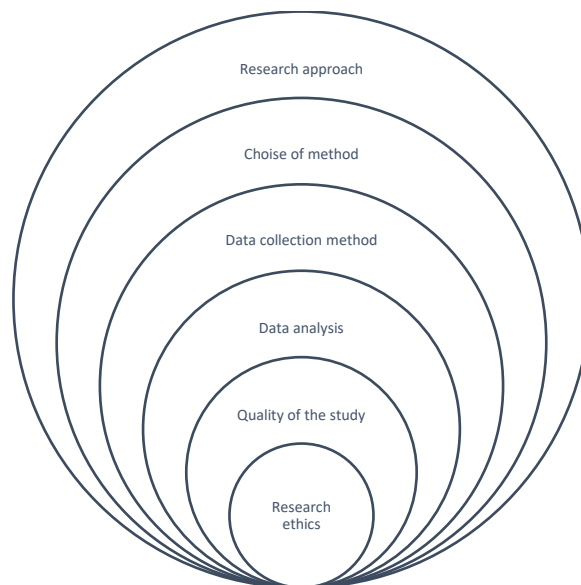


Figure 6 Methodological approach of the research

4.1 Research approach

The research approach describes the plan and approach to conducting the research as well as how the research connects between theory and the empirical section. There are three ways to approach scientific research; Deductive, Inductive, and Abductive. (Bryman and Bell, 2015) The deductive approach is the most common approach for connecting theory and data, and in this approach, the research moves from theory to data (Hyde, 2000). Furthermore, in deductive research, the researcher often formulates a hypothesis based on the theoretical findings, which are then measured and verified by conducting empirical research. This method is more commonly used when the research is done through a quantitative method. (Saunders, Lewis, and Thornhill, 2016) The inductive approach, on the contrary, moves from empirical

research to theory, with the purpose of creating a new theory based on the findings of the research. The inductive research approach is more commonly used together with qualitative research methods. (Saunders et al.2016)

The third and last research approach is the abductive approach. In this approach, according to Saunders et al. (2016), both deductive and inductive research approaches are combined by moving between the empirical research and the theory. This research focuses on creating more understanding of a phenomenon by utilizing a qualitative data collection method, yet also aims to study if the existing theory on work life motivation (see 2.4) is accurate. (Saunders et al.2016) Therefore, the research approach for this thesis is abductive approach.

4.2 Choice of method

When conducting research, there are two method options to choose from; a quantitative or a qualitative method. According to (Lundahl & Skärval, 1999) quantitative method is mostly used in research that focuses on measuring something, which is why the collected data and the results of a quantitative study are shown in numbers. The qualitative method, on the contrary, focuses on describing, understanding, or analysing the behavior and attitudes of a group. Therefore, the results and data collection of the qualitative method focuses on written text instead of numbers. (Lundahl & Skärval, 1999)

The purpose of this research is to create more understanding of Generation Z's motivational factors in their work life, which is why this research will be conducted with a qualitative method. According to Saunders et al. (2016), Choosing the right method has a huge impact on the research and the result, which is why it is important to make the decision based on the purpose of the research. Furthermore, the choice of method does not only impact the result of the study but also dominates how the empirical research, including the data analysis and the data collection, is conducted. (Saunders et al. 2016)

As stated previously, the purpose of this study is to create more understanding of a phenomenon, and therefore this research is explorative research. Explorative research characterizes by a research purpose that aims to fulfil the curiosity of the researcher by creating more understanding of the chosen topic. (Saunders et al., 2016)

4.3 Data Collection

As stated previously, the data collection of this research was carried out with a qualitative method and, more specifically, through interviews. As the purpose of this study is to create more understanding of what factors motivate Generation Z in work life, conducting interviews is a good method to be able to get insightful, relevant, and detailed data (Jankowicz, 2005).

As the study focuses on the employee perspective, the sample consisted of informants that are employees and belong to Generation Z. The following paragraphs will discuss the data collection of this research, which consists of the sample and the conducted interviews.

4.3.1 Sampling strategy

When qualitative research is conducted by doing in-depth interviews, it is essential to consider the purpose of the study. The purpose of the study will help determine what kind of individuals should be interviewed and included in the sample (Denscombe and Larson, 2016) in order to ensure that the purpose will be reached (Saunders, Lewis, and Thornhill, 2009). According to Saunders and Lewis (2012), the sample should be determined by the nature of the studied population, which in this research would be the whole population of Generation Z. However, due to practical reasons, it is impossible to interview a sample of that size, which is why a sample of informants will be decided with the help of a sampling strategy.

When choosing a sample for research, there are two strategies to choose between using a probability sampling strategy and a non-probability sampling strategy. The sample of this research will be conducted with a non-probability sampling strategy. According to Jankowicz (2005), a non-probability sample utilizes a non-random method of choosing individuals for the sample, meaning that not all individuals are as likely to be chosen for the sample (Jankowicz, 2005). According to Patton (2014), probability sampling is often used with quantitative research methods, while in qualitative research, non-probability sampling methods are more likely.

In this research, a method of non-probability sampling called purposive sampling will be applied to gather the sample. A purposive sampling includes the researcher choosing informants that she believes can best contribute to the research by giving versatile, detailed, and descriptive data on the research topic (Saunders et al., 2009). Furthermore, according to Bryman and Bell (2015), purposive sampling allows the researcher to choose informants that are relevant to the research in relation to the research questions as well as the research objectives. However, since the researcher is responsible for choosing the informants, it is essential to understand that she thus also chooses to exclude or include possible informants. The limitations of the sample are justified by the fact that the chosen sample is a small homogeneous group of Generation Z individuals that are in the work life, with the purpose of creating more understanding of a specific perspective (the employee's perspective) of the phenomenon (Saunders and Lewis, 2012).

4.3.2 Sample

Since the sample was chosen by the researcher with the help of a purposive sampling strategy, it was essential to set conscious requirements for choosing the informants. This was done in order to make sure the informants were relevant to the purpose of the research. The requirements were:

1. The informant is born between 1997 and 2012 and is, therefore, a member of Generation Z
2. The informant is currently studying or has graduated from a university in Finland
3. The informant is currently working full-time in Finland
4. The informant has at least six (6) months of experience in the working life

Therefore the sample consisted of Generation Z informants that are all either pursuing or already have higher education and currently work in Finland. However, in order to have a level of diversity within the sample, the researcher aimed to choose informants of different ages (within the age requirement), study orientations, work fields, and work experience. Furthermore, to increase the level of objectivity in the sample, the researcher aimed to choose informants that she does not personally know very well and that are not in her immediate circle. This way, the researcher could better aim to keep a proper distance from the informants in order to avoid subjectivity. The informants were found through the researcher's network, and the final sample consisted of informants that the researcher found through her previous work experiences, social media, relatives, and friends.

The sample for this research consists of 12 informants (see Table 1). According to Saunders et al. (2012), a sufficient amount of informants when collecting data through semi-structured interviews is between 5 and 25 informants—however, Saunders et al. (2016) argue that when no new information surfaces from additional interviews, the data collection can be completed, which is why it is hard to know in advance the exact amount of informants needed for research. In this research, after the 12th interview, the researcher decided not to proceed with more interviews, as the answers and data felt complete. The next paragraphs will focus on the data collection method of semi-structured interviews, the interview guide, and the interviews that were conducted.

4.3.2.1 Presentation of informants

The sample for this research consisted of 12 informants that are currently working full time in Finland, have or are pursuing a higher level of education, and have at least six (6) months of experience in working life.

Table 1 Presentation of informants

Informant	Age	Gender	Occupation	Position	Industry	Experience
A	19	Woman	Pursuing a bachelor's degree	Executive assistant	Private Equity real estate	1 year
B	24	Woman	M.Sc.	Junior Analyst	Private Equity	3 years
C	22	Woman	Pursuing a Bachelor's degree	Sales support	E-commerce	2 years
D	26	Man	M.Sc.	Investment analyst	Corporate finance	4 years
E	23	Woman	Pursuing a Master's degree	Consultant	Consulting	2 years
F	19	Woman	Pursuing a Bachelor degree	Customer service specialist	E-commerce	0,5 years
G	25	Man	Pursuing a Master degree	Analyst	Fund management	3 years
H	24	Woman	M.Sc.	Data scientist	Healthcare	2 years
I	22	Man	Pursuing a Master degree	Junior Analyst	Fund management	1,5 years
J	26	Woman	M.Sc.	Analyst associate	Real estate consulting	4 years
K	24	Woman	Pursuing a Master's degree	Analyst	Corporate banking	1,5 years
L	23	Man	Pursuing a Master's degree	Investment banking analyst	Corporate finance	3 years

4.3.3 *Semi structured interviews*

There are three different types of interviews; structured, semi-structured, and unstructured interviews (Saunders and Lewis, 2012). A structured interview is often used in surveys where the aim is to get standardized answers to the same questions asked in the same order. Furthermore, a structured interview is considered very inflexible as it cannot be changed or adjusted by asking fewer or more questions during the interview process. On the contrary, in unstructured interviews, there is no predetermined or fixed pattern to follow, which makes it the most flexible way to carry out interviews. (Saunders and Lewis 2012) Unstructured interviews can, therefore, also be considered quite informal as they often tend to characterize and resemble more a conversation than an interview. (Bryman and Bell, 2015)

The third and last type of interview is a semi-structured interview, which was the method that was used in the data collection of this thesis. A semi-structured interview allows the researcher to adjust the direction of the interview and the interview questions during the interviews, which can allow the collected data to be more relevant and interesting to the research (Bryman and Bell, 2015). In semi-structured interviews, the researcher creates an interview guide that gives a structure for the interview, which should be followed to some extent. However, the questions do not need to be asked in a specific order, and the answers do not need to follow any strict pattern. Even additional questions in order to collect more detailed or specified data are allowed when conducting semi-structured interviews (Saunders and Lewis, 2012). In this research, the semi-structured interviews are the primary data and account for all collected data. Primary data is data that is used in the research and collected straight from the source of interest by the researcher herself (Bryman and Bell, 2015).

4.3.4 *Interviews*

The informants were contacted either through social media or via text message during the first weeks of March 2023. The message started with a very short introduction of the theme of the thesis and its methodology, with the purpose of explaining why informants were needed for the research. The message further included time suggestions for face-to-face interviews in case the potential informant would be interested in participating. Out of 12 contacted informants, all 12 agreed to participate in the research, and the discussions preceded choosing a date, time, and place for the interview. All interviews were held during the period of 16.04.2023-06.05.2023. Half (six) of the interviews were held face-to-face in a café priorly agreed on between the informant and the researcher, while the rest of the six interviews were held through an online video call in Teams. The interviewing language was English in all interviews.

The interviews followed, to a large extent, the same structure. The interview started with defining the purpose of the interview and introducing the theme of the thesis once more.

Thereafter, the practices for the informant's integrity, anonymity, and the usage of personal information were presented. All informants were also informed that all data collected and related to the interviews would be erased six months after the final thesis hand-in. Furthermore, all informants were handed a consent form for participating in the study, which all 12 informants agreed to do. The consent form also included a section stating that the interview would be recorded on the researcher's phone with the purpose of getting more detailed data and being able to transcribe the interviews better afterward. The purpose and practice of recording were also mentioned separately to make sure all informants were informed and agreed to give consent for it, which all of the informants did. Lastly, before starting the interview, the structure of the interview was introduced, and the different sections in the interview guide (see Appendix 2 for the full interview guide) were explained. Thereafter the interviews were ready to begin.

Then the recording was started by the researcher, and the interviews were ready to start. The researcher started by asking basic background questions such as the informants' age, gender, occupation, work position, and work experience. The interviews then continued with questions related to the research topic. The informant had as much time to elaborate on the asked questions as needed and was not rushed into the next question. The researcher took notes to support (in addition to the recording) the transcribing process that was done after each interview. Furthermore, all informants were given a code name, a letter (for example, Informant A and Informant D), to protect the informant's privacy and keep their anonymity. The letters were given in the order in which the interviews were held, from letter A to L. In the following chart, the interview date, duration, and place for informants A to L are presented.

Tabel 2 Interview information

Informant	Date	Duration	Place
A	16.04.2023	46 min	Cafe, Helsinki
B	16.04.2023	39 min	Online, Teams
C	20.04.2023	52 min	Online, Teams
D	20.04.2023	49 min	Cafe, Helsinki

E	22.04.2023	50 min	Cafe, Helsinki
F	27.04.2023	37 min	Cafe, Helsinki
G	28.04.2023	49 min	Cafe, Helsinki
H	28.04.2023	47 min	Online, Teams
J	03.05.2023	46 min	Online, Teams
K	03.05.2023	39 min	Cafe, Helsinki
L	06.05.2023	58 min	Online, Teams

4.4 Data analysis

According to Saunders and Lewis (2012), the analysis of the data starts as soon as the data collection starts and continues throughout the rest of the research. To be able to understand and convey the results of the collected data, the use of a data analysis method is suggested. In this research, the collected data were analysed through a thematic analysis method. According to Braun and Clarke (2006), a thematic analysis is often used when conducting qualitative studies, as it aims to go deeper than categorizing the since it aims to recognize themes and patterns within the collected data. Moreover, thematic analysis is a flexible method for analysing data as it is not tied to a specific theoretical perspective (Braun and Clarke, 2006).

To help analyse the data in a more structured way, the data was analysed with the help of a framework with six steps for conducting a thematic analysis introduced by Braun and Clarke (2006). The six steps are (1) familiarization of the data, (2) initial coding, (3) generating themes, (4) analysing the validity and reliability of the study, (5) defining and naming the themes, and (6) interpretation and reporting (Braun and Clarke, 2006)(see Figure 7).

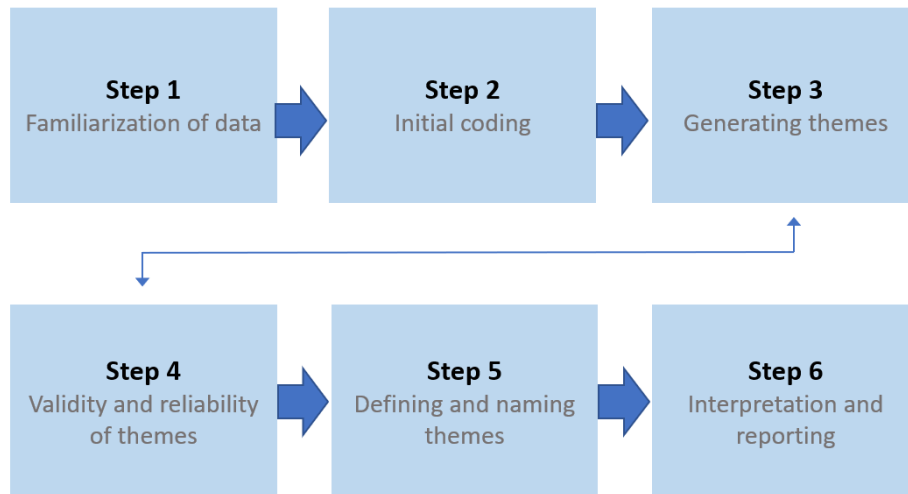


Figure 7 Six steps for conducting a thematic analysis by Braun and Clarke (2006)

Familiarization with the collected data had already begun during the interviews. The interviews were transcribed into a Word document based on the notes that were written during the interviews as well as the recordings that were taken of all 12 interviews. The transcriptions were done separately of all informants to the same word file. Thereafter, to complete the first step, the transcriptions were reviewed and read through multiple times by the researcher in order to be familiarized with all collected data. Initial coding was done by highlighting and color-coding the transcriptions to find connections and to be able to recognize the most relevant sections. The purpose of initial coding was to make it easier to find repetition and notice any patterns in the data (Braun and Clarke, 2006). Already from the initial coding, some themes and patterns were noticeable, and according to Braun and Clarke (2006), it can be common that steps 2 and 3 overlap, especially if the sample is small. After the themes were fully generated, they were once more checked, along with double-checking the color coordination in the transcriptions, in order to ensure the reliability and validity of the themes. The purpose of this step is also to see if there is any overlapping within the themes and if they are connected and in line with the purpose of the research. (Braun and Clarke, 2006). In step five, the themes were defined and named to their final state, which as a process, helps to capture and understand the essence of the themes. The sixth and final step included the interpretation and reporting of the data analysis, which will be discussed in the form of results for this study in chapter five.

4.5 Quality of the study

When conducting qualitative studies, it is important to demonstrate the quality and credibility of the study. This is due to the fact that when utilizing qualitative research methods, there is a risk that the researcher's personal opinions or experience influence the analysis or the results.

According to Bryman and Bell (2015), there are four criteria for measuring research quality. These criteria include credibility, transferability, dependability, and objectivity.

To ensure the credibility of the study, the interviews were recorded and transcribed as detailed as possible. In order to increase the credibility of the research, there was also an option for the informants to read the transcription and listen to the recording of the interview, with the purpose of being able to modify or add anything relevant. Informants were even allowed to contact the researcher with any concerns or questions related to the study in order to avoid any misunderstandings or bias. The details of each interview are summarized in Chart 1.

The second criterion is transferability, meaning the ability to replicate and conduct the study in another environment. It can be difficult to achieve complete transferability in research due to the social nature and context almost never being exactly the same (Bryman and Bell, 2015). However, to increase transferability in the research, the chosen methods, the rationale behind them, and their execution have been presented in a detailed manner.

Dependability is a criterion that focuses on the research's ability to reach the same results and to be consistent if conducted at another point in time. A method for ensuring and increasing the level of dependability is to write down and describe the chosen methods, especially the data collection, in detail. (Bryman and Bell, 2015) Therefore, I believe the level of dependability in this study is relatively high as all the chosen methods, and the data collection and analysis processes have been explained in detail. Furthermore, the exact interview guide with all the questions asked during data collection and the detailed criteria for the sample has been provided.

The fourth and last criterion is objectivity. According to Bryman and Bell (2015), it is challenging to reach full objectivity when the form of data collection interviews. This is why the researcher should act in good faith and try to consciously avoid their own values and objective to influence the results of the study. However, a qualitative analysis is always an interpretation, wherein also lies its strength to provide more detailed and versatile insight into a phenomenon. The objectivity of the research was enhanced with two aspects. The first is the interview guide with semi-structured nature, meaning that informants were able to add or elaborate on any question freely, which decreases the level of bias in the research questions. The second aspect was that the interviews were transcribed and recorded, which helped in analysing the data that was actually said by the informants rather than analysing an interpretation of the answers. Overall I believe that having taken these actions, the objectivity of the research is on a good level.

4.6 Research ethics

Research ethics refers to the guidelines that govern how researchers should behave toward informants and others involved in the study (Saunders et al., 2016). The researcher has a responsibility to consider the well-being of those who participate in the study, and in this study, it has been ensured by following the fundamental principles of ethical research.

As this study is a qualitative study with informants, the main focus of research ethics is ensuring the anonymity and comfort of the informants and protecting the collected data. There are several aspects that play a part in ensuring good research ethics. Right from the start, it was made clear that participation in the study is voluntary, which was stated during the initial contact with all informants as well as at the beginning of the interview. It was made sure that the informant felt comfortable and had the chance to ask questions or take a break at any time during the interview. The researcher also explained the purpose of the research and gave information about how the anonymity of the informants would be protected, for example, by using code names (letters from A to L). Furthermore, code names and the informants' personal information were stored in separate documents and in separate files. All collected data were stored on the researchers personal computer, shielded with a passcode that only the researcher has access to. Furthermore, it was explained to the informants that all data would be erased after six months of handing the thesis in.

All in all, the researcher aimed to be as transparent and correct, to be able to interview, analyse and draw conclusions from the data as unbiased and objective as possible.

4.7 Summary

Tabel 3 Summary of the chosen methods

Approach	Abductive
Method	Qualitative
Sample	Non-probability sampling: Purposive Sampling
Data Collection	Semi-structured interviews
Data Analysis	Thematic

5 RESULTS AND ANALYSIS

In this chapter, the results of the empirical analysis as well as the analysis of the results, will be presented. The collected data from the semi-structured interviews have been analysed with a thematic analysis (see 4.4), and this chapter will focus on the final step of reporting and interpreting it.

The chapter will begin with a thorough presentation of the results. The focus is on discussing the findings on each individual motivational factor included in the framework (presented in 2.4) and analysing them in relation to previous literature. The results will be discussed in two main categories; intrinsic and extrinsic motivational factors. After the results have been reported, discussed, and analysed, the chapter will move on to summarizing the results and their effects on the theoretical framework of this study to conclude the whole chapter.

5.1 Informants' experiences on *intrinsic* motivational factors

The intrinsic motivational factors are divided into empowerment, job security, and affective organizational commitment. The results of these motivational factors and the attributes that they consist of will be discussed and analysed. All in all, the majority of the informants experienced internal motivational factors to be very important and to play a big role in their work motivation.

5.1.1 Empowerment

According to Schwabel (2014), Generation Z gets motivation and performs better when having interesting and purposeful work tasks, and according to Aizza Anwar et al. (2018), empowerment, in short, is the ability to perform well, manage work as well as enjoy work. When asking a more high-level question on what informants value and get motivated by in their work, almost every single one mentioned attributes of empowerment as motivating factors. However, there were specific themes within the attribute of empowerment that were mentioned by multiple and even the majority of the informants, which are also in line with the previous literature on Generation Z's work motivation.

Purposeful work plays a very big role in many of the informants' work motivation. There are, however, different aspects of having a purpose in their work. For some informants, it is important for them to do meaningful job tasks that contribute to the company's or teams' success, as for others having an impact and purpose is about the company doing something with a bigger impact. So purposeful work affects motivation both through doing tasks that are important and makes a difference as well as working for a company that has a purpose beyond

making financial profit. Some examples of how the informants reflected on having a purpose in their work:

“Yes, knowing that the work you do is meaningful and important for the company’s success, even if it is just a small contribution, gives me motivation. And if I knew or feel that the tasks that I do are not important or purposeful, it will immediately make me feel less motivated to perform well or even to do the whole task at all.” [Informant C]

“The company I work in does important work with sustainability, which is very important for me to be able to feel motivated in my daily work. I would never work for a company that does not have any additional purpose than making money.” [Informant B]

The quotes above from informants convey the importance of purpose in work motivation. Furthermore, informants experience that without purpose it can be difficult to find motivation to complete tasks, not to mention work for a company without purpose. These results confirm Schwabel’s (2014) statement on purpose being an important part of Generation Z’s work motivation.

Another important aspect of empowerment that informants experienced as motivating was that the tasks, company, and industry they work in needs to be interesting and challenging. When asked for reasons why informants get motivated by their current work and why they like going to work, many indicated that the tasks and the company they work for are interesting. Furthermore, many mentioned that the nature of the task is very important to keep them motivated, and the most common comment was that there needs to be enough of a challenge. Challenging work was mentioned several times in answers to different questions during the interview, and to have interesting work, it was often combined with a necessary and fitting level of challenges. Some informants even felt extremely strongly about needing to have challenging tasks to be able to have work motivation at all. Examples of what the informants stated about having interesting and challenging work:

“I am motivated in my job because I think my job in general and my tasks are interesting enough. I am also very interested in the field I work in, which of course, does not hurt when talking about motivation in my daily work.” [Informant E]

“Getting to work on interesting and challenging projects (especially with a good team of colleagues) that truly provide value for all parts is something that motivates me quite a bit.” [Informant K]

“Not having enough challenge and doing inefficient work is by far the biggest killers for work motivation! Facing and rising up to challenges is the biggest aspect of what keeps me going and motivated for sure.” [Informant L]

From the quotes from informants, it can be understood that in the sample, there were differences in how and to what extent interesting and challenging work environments affect work motivation. Others experienced working, for example, in an interesting field to only have an impact on their motivation, while others experienced challenging and interesting work as the most significant factor of them having work motivation in the first place. All in all, the

average opinion among all informants was that doing interesting work and having enough of a challenge in them is important for work motivation. The results for the importance of challenging work strengthened the previous literature's argument by Arar et al. (2015) and Mahmoud et al. (2021) on challenges being quite important for Generation Z's motivation. However, while Kirchmayer and Fratričová (2020) mentioned that it is important for Generation Z to enjoy what they do, there were no direct mentions of the importance of interesting work's impact on Generation Z's motivation in previous literature included in the theoretical framework of this thesis.

The third aspect of empowerment that was brought up during interviews was the feeling of succeeding. In contrast to the previous attribute, the informants were unanimous about the importance of feeling successful in their work. Informants experience that the feeling of succeeding and the ability to perform well plays an important part in work motivation. When asked what motivates the informants to do well and improve on their job, many stated that it's the internal satisfaction they get from succeeding and accomplishing goals that keep them going. Hence, why the feeling of succeeding was among the most motivating attributes compared to all other motivational attributes. Some examples of the informants' experiences of feeling success:

“Having pride in being good at what I do as well as having the feeling that I succeed in my job gives me motivation to keep doing what I am doing.” [Informant I]

“Seeing improvements in myself and feeling a sense of achievement often enough makes me want to be better and do well in my job. Furthermore, if I never felt like I was achieving something or doing well I would become quite unmotivated to do my job “well” fairly quickly.” [Informant H]

From the quotes, it can be understood that getting the feeling of succeeding and doing well is quite important for work motivation. Thus, the rest of the informants' experiences of the feeling of succeeding in their work were mostly in line with the highlighted quotes. This result strengthens Kirchmayer's and Fratričová's (2020) argument that Generation Z experiences satisfaction and motivation in doing well and succeeding in their tasks.

5.1.2 Job Security

According to Coombs (2013), Generation Z wants to be valued, respected, and an irreplaceable member of a team regardless of their position, which according to Karl and Sutton (1998), gives employees security and a sense of assurance that they can keep their job. Therefore, employees that feel safe also feel engaged and more motivated to do their job (Aizza Anwar et al., 2018). However, when asking general questions about motivation and what informants valued the most in their job, the security of keeping their job or the fear of losing their job were not mentioned. When the informants were asked if they feared losing their jobs, the

unanimous answer was no. Some, however, speculated that if it were the case, it could have an effect on their work motivation. There were multiple reasonings behind why the informants did not consider job security to be as important part of their motivation. One aspect mentioned in multiple interviews was the informants' trust in finding another job if they were to be laid off. Furthermore, many informants were confident in knowing their status within the company and therefore trusted that they would know if there were a risk for them to lose their job. Echoing the previous literature on job security, many felt that as they are valued and important parts of the team, they do not fear losing their job. Highlights of informants' experiences on job security and how it affects their work motivation:

“I am (a) valued and an important part of the team, which gives me a reassurance that I do not have to fear for my job, which is why it does not really impact my work motivation. However, if I would fear losing my job it would probably affect my motivation negatively.” [Informant A]

“No. Having concrete measures for success that I can view daily gives me security. I know I am doing my job extremely well, I know I am valued, and an important part of the team” [Informant C]

“No, that makes me maybe sometimes a bit nonchalant towards my job since I know that it is unlikely for me to lose my job, and even if I would it would be easy for me to get a new job” [Informant E]

“Not really. If that were to happen, I'm still confident at this stage in my career that I could relatively easily pivot into something else or find a new workplace” [Informant J]

The consensus in these quotes is that informants do not fear losing their job; even so, some of them consider it to possibly have an impact on their motivation. In that sense, the results for this factor were two-parted. Some experienced it to have no effect on them and even said that job security is something they do not think about. While other experienced that they do not fear losing their job as they feel valued and important in their job, which gives them security. However, some informants considered the possibility of job security having an impact on their motivation if the circumstances were different. All in all, job security impacts Generation Z's work motivation to some extent but is not considered especially important. Even if job security was not directly mentioned as an attribute by previous literature, these results partly strengthen Coombs' (2013) statement that Generation Z wants to feel important, respected, and equally important as all members of the organization despite their age.

5.1.3 Affective organizational commitment

According to a study by Kirchmayer and Fratričová (2020), company culture, colleagues, and the work environment impact work motivation but are not among the most important motivators for Generation Z. Yet according to Balfour and Wechsler (1996), affective organizational commitment consists of feeling pride in working with the company, being attached to colleagues as well as enjoying the company culture, which all impacts motivation a great deal. The informants' experiences and attitudes were in line with previous studies by

Balfoud and Wechleser (1996) and the theoretical framework by Aizza Anwar et al. (2018) & having pride, the importance of work community, and company culture were mentioned as very important on several occasions by the majority in the sample. Therefore, the results for the importance of culture, colleagues, work environment, and feeling pride in working within a firm (=affective organizational commitment) also moderately differ from the findings of previous studies by Kirchmayer and Fratričová (2020). The attributes that came up during the informants related to affective organizational commitment were feeling pride, the culture & working environment, having great & competent colleagues, and work life balance & flexibility within an organization.

Feeling pride was one aspect that informants felt was significant in order to have the motivation to apply, stay and do well within a company. When asked if informants felt motivated and happy with their current employer and the reasoning behind it, all informants stated that they feel proud to work for their employer. According to the informants, the feeling of pride at work is a combination of the company having a good reputation and the employee sharing the values of the company. Example quotes from the informants' answers on feeling pride in working in the company they are:

"I do feel pride in working with my current employer – otherwise, I would not work for them. The values of the company match my own, and the company is well recognized and has an amazing track record." [informant C]

"Yes, I want to work for a stable, respected, and well-known employer. Our team is also highly valued within the organization, which always feels good to hear, especially from higher-level management. I also like our brand and our forward-looking mission, and I think that the values that my company has are accurate and important. Surely it has an effect on my motivation to work as I want to live up to the standards of the company and my team." [Informant K]

"Yes (writers note: I feel pride in working for the company)! The company's brand is well known and highly valued." [Informant G]

It is conveyed through the highlighted quotes from informants that some of them felt quite strongly about the importance of having pride in where they work. Overall, the result for feeling pride in one's work and its effect on motivation was quite unanimous, and there was a consensus in needing to feel pride to have the motivation to work for a company. In previous literature, pride was not directly mentioned as an attribute to have an impact on employee motivation. However, Turner (2016) mentioned that Generation Z's work motivation is affected by the social impact a company has and in sharing the values of the company, which are ultimately aspects of pride. In addition to the attributes mentioned above, the company's reputation plays a role in having pride and therefore affects informants' motivation.

Another aspect of affective organizational commitment that came up during the interviews was the importance of the culture and working environment in the company. Many informants stated it to be a very important part of enjoying and staying motivated in their work. Work

culture is a broad concept in itself, and when asking about what kind of culture motivates informants the most, attributes such as having a good and encouraging atmosphere were mentioned on multiple occasions. Furthermore, a consensus among many informants was that a flatter organizational hierarchy was preferred to have a good flow of communication, low barriers to asking for help or questions, and therefore more inclusion in the workplace. Some highlights of the informants' answers to company cultures and working environments' effects on motivation:

"Actually, company culture, the work environment, and colleagues are one of the most important factors for why I enjoy work and why I stay motivated to go to work every day." [Informant H]

"(Writers note: I'm motivated by) a culture of openness, kindness/friendliness, and good communication across the whole organization, where you don't feel anything or any information is held back from you. And where you can truly feel as if you're a part of the whole organization and can ask anyone, anything, anywhere." [Informant K]

"Low hierarchy but clear responsibility areas (writers note: are important). Also, to have an encouraging and "can do" (writers note: "can do" attitude) environment with open communication and low barriers to ask questions is important for me" [Informant J]

However, not all informants felt as strongly about the importance of work culture and had a harder time describing what aspects they like and value in their current working culture. Even so, having a good atmosphere and a sense of belonging at work seemed important. The following quotes are examples of informants that had more neutral attitudes towards the importance of company culture and work environment:

"I'm pretty fine with anything as long as there is a good atmosphere" [Informant F]

"I am not sure. I feel like the most important thing is that people are nice to each other and that I feel like I am included. I also enjoy when events (e.g., Christmas party) are organized by the employer and the whole company can spend time together outside of work." [informant A]

Like all four quotes above and the rest of the informants' answers strongly indicate that company culture and working environment play a very important role in employees' work motivation. Whether or not informants could identify the specific reasons and aspects of culture and work environment that especially motivates them varied a bit, yet the conclusion is that work culture and environment do influence informants' work motivation. These results are in line with Kirchmayer's and Fratričová's (2020) results on culture and environment having an impact on motivation, yet not being the most important factor for Generation Z's work motivation.

According to the informants having great and competent colleagues is a key aspect of work motivation. When asking general questions related to why informants enjoy going to work as well as what motivates them to work to the best of their ability, the aspect of colleagues was a popular answer. In fact, having great and competent colleagues mentioned most of all other

factors during the interviews. Furthermore, when asking a more specific question on the importance of colleagues, all informants conveyed that colleagues are an important part of their work life. Many informants even elaborated on what type of colleagues and teams they prefer to work with, and aspects such as competent, supportive, respectful, positive, fun, and easy-going were mentioned the most. The following quotes from informants convey the importance of colleagues:

“(writers note: colleagues are) So important. For me, the colleagues make the atmosphere, and it is important that you can laugh and have fun but also work hard towards a joint goal.” [Informant E]

“Yes, very (important), they (writers note: colleagues) provide help, support, and fun times in the office. They are important for me because otherwise, I wouldn't enjoy working at the office as much, and they usually even turn into good friends after some time!” [Informant K]

“Very important. I get energy from talking to people and hearing about their lives. Positive and energetic people motivate me to be that as well. I feel like colleagues make even the negative things worth the suffering.” [Informant B]

From the quotes, it can be understood that colleagues are a big part of informants' work motivation, and also colleagues seem to be an important factor in staying positive and being happy at work. Another angle to the importance of colleagues was the way informants brought up that colleagues support their learning. Furthermore, some even mentioned that they could not succeed or perform their job equally well if it weren't for their colleagues. Some quotes from informants related to the support and learning they get from their colleagues:

“Yes, being able to ask questions and learn from, especially older, colleagues is what enables me to do my job well in the first place. We do a lot of work in teams, which is why I couldn't even imagine my work without colleagues.” [Informant H]

“My colleagues are smart and very competent in what they do, which for me is very important. They are also a vital part of my own learning and development” [Informant L]

All in all, colleagues are an important motivational factor for all informants. This result is somewhat in contradiction to the statement made by Kirchmayer and Fratričová (2020) that colleagues would not have as big of an impact on Generation Z's work motivation. However, the quotes showcase that there are different reasonings behind why colleagues motivate informants: some value colleagues for the support and knowledge they provide, while others value the enjoyable experiences they have together at work. This result, on the other hand, strengthens the previous literature's view that colleagues impact Generation Z's motivation from several perspectives (see 3.5).

The last attribute of affective organizational commitment is the impact that work life balance and flexibility have on employee motivation. Informants had varying opinions on the importance of work life balance and flexibility in work. While the majority felt that they value work life balance and expect flexibility from their employer, others felt that especially work

life balance is not crucial for them to stay motivated. Thus, the opinions were somewhat polarized. For example, most of the informants that valued work life balance felt strongly about it and conveyed that without a good balance, they would quickly start performing worse and feeling less motivated to do their job. In contrast, another informant questioned the concept of work life balance altogether and did not experience it as motivating. The following quotes give a little more insight into the informant's thoughts that valued work life balance:

“Very important. Without the time to sleep, see friends and exercise, my motivation drops quickly. If all my life revolves around my work, I feel drained and uncreative, which negatively affects the output of my work.” [Informant B]

“Yes, if I am not given enough free time, and work starts to invade my personal life, my work motivation will start to decrease. Being able to have free time completely free of work is crucial for long-term work motivation as well as general wellbeing” [Informant C]

“Yes! It's very important that I feel that my employer cares about my well-being and, therefore, my free time. In the long-term, free time is more and more important for keeping up the motivation and to not miss out on social activities, sleep, and working out.” [Informant E]

As the quotes indicate, there were several informants that had strong opinions on the importance of work life balance. However, not all informants' opinions, as mentioned, echoed these quotes above. Here are some of those informants' thoughts on work life balance:

“No, I do not really understand the work life balance thing. I mean, working less does not motivate me to work more?” [Informant L]

“Not really at this point of my career, I think it is ok to work long hours when you're in the beginning of your career.” [Informant D]

Even if some informants experienced work life balance to be extremely important, the polarized results for the attribute did not quite echo what previous literature suggested; Twenge (2010) stated that the work life of Generation Z is shaped by the need for work life balance. In addition to work life balance also, flexibility was taken up by multiple informants in relation to different aspects of work life. The importance of flexibility was not asked separately, yet when analysing the answers to general questions on motivation and work values, it appeared to be a relatively frequently mentioned attribute. Many informants mentioned flexibility together with work life balance as they experience it to be a part of being able to flexibly arrange work around their lives and not the other way around. Furthermore, flexibility was also taken up in the context of flexible working arrangements (e.g., choosing to work remotely) as well as having flexible working hours. The following quotes are examples of informants' experiences with flexibility and its importance on work and motivation:

“I work mostly remotely, so flexibility from my employer is really important. I would not work for a company that does not offer the level of flexibility I have now with my employer.” [Informant I]

“I value having flexible working hours as it enables me to have a better balance between work and hobbies and free time.” [Informant G]

As the quotes convey, there were different reasons why flexibility was seen as important in relation to work motivation, yet most of them had a connection to having a better balance between work and free time. Flexibility can therefore be seen as a factor that facilitates work life balance and plays an important role in motivating employees. According to Arar et al. (2015), Generation Z employees require and expect extreme levels of flexibility, and the results were partly in line with the previous literature. This is because while informants felt that flexibility had an effect on their work motivation, it wasn't as important, as described by Arar et al. (2015).

5.2 Informants' experiences on *extrinsic* motivational factors

The extrinsic motivational factors are divided into promotion, training, and rewards (including monetary and non-monetary rewards). The results of these motivational factors and the attributes that they consist of will be discussed and analysed in the following chapters. All in all, the majority of the informants experienced also extrinsic motivational factors to be an important part of their work motivation.

5.2.1 Promotion

Promotion was the first extrinsic motivational attribute in the theoretical framework for this research, and according to Lynn et al. (1993), moving up in the organization is the only way for an employee to grow, which makes it a key factor for work motivation. Furthermore, in research by Nabahani and Riyanto (2020), professional development and promotions were voted as the top two most motivating factors by Generation Z. While all informants addressed the link between motivation and the possibility of advancement and agreed that it is important, the majority of them wouldn't put it on the top of their list. Two different aspects of promotion were mentioned by informants, and they were advancement opportunities and the possibility to gain experience. Advancement opportunities were considered important in the long run, while the ability to gain experience was more related to the present. Content related to promotions was mentioned in varying contexts, but by far, the most frequent one was related to doing well in one's job. Therefore, when asking informants what motivates them to do well in their job, some elaborated on the possibility of a promotion or that they want to impress their boss or colleagues, which drives them to do well. When asking a more detailed question on advancement opportunities, attributes such as it being a sign of respect and that one is performing well in their job are what makes advancement opportunities motivating. Here are a few examples of quotes from informants regarding promotion opportunities:

"Yes, at this point in my career, I feel like advancement opportunities are the only thing that would keep me within a company long-term. I can still quite easily switch between companies, industries, and positions, and I would not be motivated to put my all into that kind (writers note: a workplace without advancement opportunities) of workplace." [Informant L]

“Yes, it is somewhat important because then I can take a step forward in my career, and it also means that others see potential in me, which is important” [Informant A]

It can be understood from the quotes above that while all informants said advancement opportunities are a factor in their motivation, there were still differences in the level of its significance. Furthermore, informants also mentioned that the professional development they are getting from their current employer could help them to get better opportunities with another employer, which motivates them. Here are a few examples of quotes from informants:

“One of the main reasons why I have the motivation to work for my current employer is that it’s a great opportunity for me career-wise, and I know it will help me to get an even better job.” [Informant F]

“Yes (writers note: promotion and advancement opportunities motivate me), but not a lot. I’m more interested in what I am able to learn in the job, I’m not looking to climb the advancement ladder in a single company” [Informant G]

“Advancement opportunities in my company are good, but what motivates me more and what I feel is more important at the moment is the professional experience I am gaining from this position.” [Informant B]

As it is conveyed through these quotes from above, gaining professional experience and developing skills in work are, in general, considered more important for motivation in this stage of their careers than having promotion opportunities within one company. All in all, both advancement opportunities and gaining professional experience can be seen as relevant parts of informants' work motivation. This result echoes the previous literature's argumentation on advancement opportunities' importance on Generation Z's work motivation. For example, Gabrielova and Buchko (2021) stated that the willingness to learn and the focus on developing that Generation Z has is what ultimately drives them to value advancement opportunities and career growth.

5.2.2 Training

Training and learning are essential for Generation Z’s work motivation, according to Meret et al. (2018), and according to Ryan and Deci (2000), learning, receiving feedback, and being able to make mistakes are all important parts of experiencing extrinsic motivation at work. When informants were asked general questions on motivation, the possibility of learning new skills was mentioned by several informants. Furthermore, when asking more specific questions about learning and its effects on motivation, several different aspects of training employees were taken up by informants. The most frequently mentioned attributes focused on the importance of learning new skills, but also on learning about the company and the industry, as well as receiving and giving feedback.

The opportunity to learn in one’s work was seen as a very important factor in work motivation. Learning was the second most mentioned attribute (after great and competent colleagues, see

5.2.3) out of all extrinsic and intrinsic motivational factors, which conveys the level of importance informants experience in training and learning. When asking informants separately if they value learning opportunities, all informants answer that they do. However, not all learning facilitated by the employer was considered valuable or motivating, which many informants elaborated on as they shared their views on what formats of learning suit them the best. Many informants appreciated the day-to-day learning that they get when doing their job, interacting with their colleagues as well as the learnings they receive from their superiors. Less attractive ways of learning were the pre-organized learning sessions such as schoolings, workshops, and info sessions facilitated by the organization. The following quotes help to understand informants' experiences of the importance of having opportunities for learning and its impact on their motivation:

“Yes, learning new things about my work is extremely important in doing the job well. If I am provided with appropriate education from the employer, my knowledge and personal capability grows, which motivates me to do the job even better.” [Informant C]

“Yes, it is important (writers note: training is important) because otherwise, it is impossible to develop, I think it is the company’s job to educate and develop its employees.” [Informant E]

“Yes! It keeps the work interesting and gives the feeling that the employer cares about your success at the firm.” [Informant I]

The quotes convey that informants, in general, value learning opportunities. What is notable is how some informants experienced it to be a sign of caring and respect from the employers' side as well as pointing out that it is every organization's responsibility to educate their employees. However, not all informants were keen on participating in every opportunity to attend a seminar and knowledge-building session held by the organization. Examples of less attractive ways of learning mentioned by the informants were pre-organized learning sessions such as schooling, workshops, and info sessions facilitated by the organization. Therefore, many informants highlighted the importance of learning from their peers as well as having the opportunity to have challenging work that facilitated learning in their everyday job tasks. The following quotes convey the importance of experiencing personalized and less-planned learning opportunities:

“I consider some learning platforms etc., that companies offer to be only extra and not really crucial for my learning. I much more appreciate good leadership and my leader being able to push me to my max.” [Informant K]

“Learning and development on the job (writers note: motivates me), yes, organized seminars and workshops do not really motivate me that much.” [Informant L]

All in all, it can be understood from the quotes that informants experience learning opportunities to be important. Yet, not all learning is valued the same, and the more personalized the learning experience and its objectives are, the more motivating and preferred the learning experience will be, according to informants. While the results provided more

detailed insight into what kind of learning experiences motivate informants the most, the results are in line with previous literature on the importance of learning. For example, Gabrielova and Buchko (2021), as pointed out previously, argued that a key characteristic of Generation Z is their desire to learn and develop.

The second attribute that is tied to the motivational factor training is the importance of critical feedback. Feedback was mentioned by many informants when asking about the importance of companies' ability to train their employees. Many informants insisted that feedback, especially constructive and critical feedback, is important in order to grow and learn within a company. The impact of feedback on motivation was furthermore also asked separately, which resulted in feedback becoming associated with two different motivational factors: training and rewards. This is because, from the informants' answers, it could be noticed that critical feedback is seen as a learning opportunity or even as the foundation behind learning, but positive feedback is seen as a form of non-monetary reward and not as much tied to training. Therefore, only critical feedback is discussed in association with the training attribute.

Critical feedback was seen as important for learning and growing due to a couple of reasons. Firstly, many informants underlined the importance of receiving feedback on their progress as well as it being a good measure of how they are doing in the company. Secondly, informants took up the importance of being able to learn to give and receive feedback, which according to a couple of informants, is a skill in itself. The following quotes from informants convey the importance of critical feedback on learning and growing:

“In my opinion, personal growth and the recognition that comes with it are the most important motivators. This also requires continuous critical and constructive feedback from the employer/supervisor.” [Informant G]

“Without feedback, it is impossible to know if you are performing as expected. I also feel like a feedback session enables me as an employee to ask whether certain areas I consider as my weaknesses have been improving.” [Informant C]

“Feedback motivates me very much. Constructive feedback is individual and helps me personally to grow. Critical feedback is also good for raising any concerns early on and therefore gives the opportunity to develop. Feedback culture also pushes more collaboration since you actually have to work together to be able to give feedback. It is also good practice to give feedback to others, and for me, it helps my self-reflection as well.” [Informant E]

However, while all informants agreed that feedback impacts their motivation, the tone and the way feedback is delivered to employees also weigh in. An informant stated that there is a fine line between receiving critical feedback that empowers one to improve on those aspects and receiving feedback that ends up having a negative effect on motivation. Another informant brought up that negative feedback might make one doubt their ability to perform the given tasks and therefore have a negative impact on their work motivation. These quotes represent the importance of how feedback is given:

"Yes, both (writers note: positive and negative feedback give me work motivation). Positive feedback to me is a sign of appreciation. Negative feedback, however, is motivating only if it is said in a nice and empowering tone. "[Informant A]

"Negative feedback, when not delivered in a constructive and respectful way, might set me back for a moment and place me in a position where I don't know how to go forward. I still need to work on receiving negative feedback better, as it often brings my mood and motivation down. [Informant K]

From the quotes above, it can be understood that informants feel strongly about feedback, and many tie it to their learning within the organization. Furthermore, many informants also use feedback as a measure of success and progress. These results are in line with previous literature's findings on the importance of feedback and critical feedback; for example, Dolot(2018) argues that feedback plays a very important part for Generation Z in their work life. Furthermore, Dolot (2018) also mentioned the importance of feedback being a measure and tool for Generation Z to evaluate their progress and performance, which was also emphasized in the results.

In addition to learning and developing skills within one's job, multiple informants took up the importance of learning about the industry and the company. In relation to the motivational factor of empowerment and informants considering their job to be interesting, also the importance of working within an interesting field and in an interesting company was mentioned. Several informants felt that learning more and more about the industry and about the work that the company they work for do and contribute to, seemed important. This was, however, not an attribute mentioned by the majority of the informants, however, the ones that took it up during the interviews felt relatively strongly about it. The biggest reasoning behind why these informants felt that learning about the industry was motivating was because they were very interested in working within the industry in the future as well. The following quotes convey the importance of learning about the industry and the company:

"For me, it is important to work for a company that not only provides learnings for my job but also educates me on industry-specific skills. If I only learn stuff specific to my current tasks, I will be bored, and I want to learn more about the industry as a whole since I intend to work within it for the rest of my work career" [Informant D]

"Our company's offering is so broad, and the industry I work in is very complex, so I would say that I am not only motivated by my current job, but I also want to learn what my company does and what's the impact of it on the market as well as what's going on in the industry in general." [Informant H]

The quotes from informants help to understand why informants think it is important to learn about the industry and the company on a broader scope than just developing their work tasks. These detailed results echo the previous literature (such as Gabrielova and Buchko and Meret et al., (2018)) statements on learning's impact on Generation Z's motivation.

5.2.3 Rewards

Rewards represent anything and everything an employee is given by the organization in compensation for their work (Agarwal, 1998) and are one of the most used strategies for motivating employees (Varma, 2017). The motivational factor of rewards is divided into two different categories: monetary rewards and non-monetary rewards (see 2.4.2).

5.2.3.1 Monetary rewards

According to (Kubátová, 2016), money and monetary rewards are not the most important aspects of Generation Z's motivation. The results for the monetary rewards' importance on motivation were two-fold: half of the informants experienced it to be very important, and the other half not as much. Therefore, when asking informants general questions about what motivates them most in their work, monetary rewards were mentioned frequently, yet not by all. Similarly, the informants who did not mention the significance of money and bonuses during general questions also did not appreciate these aspects as much as others when asking a more specific question about the importance of their salary. The following quotes provide insights into the experiences and rationale of the informants who held the perspective that monetary rewards were not significant for their motivation:

“Money does not motivate me that much. I feel like learning, meeting new people, and getting to see different industries are more important things for my motivation at this point of my career.” [Informant B]

“Actually, I am not really motivated by money. At this point of my career, I value more the experience, learnings, and opportunities I get from my job.” [Informant I]

“Money motivates me to the extent that a very low salary would probably have a negative effect on my motivation. Similarly, to advancing in a career, this can be a form of measure for good and important work.” [Informant L]

“Money motivates me to a certain point. Money will never make up for not having any free time at all, but it will motivate me to e.g., work longer hours, read emails during weekends, and so on. This might change over time, but this is how I currently feel.” [Informant E]

The consensus that can be drawn from these quotes is that the reasoning behind why informants are not as motivated by money and their salary simply is because they value other things more at this point in their life. In contrast to the opinions above, the other half of the informants felt money to be very important for their motivation. The reasonings behind money's importance for motivation were simple. Informants mentioned that monetary compensation (salary) is a sign of respect and a compulsory part of compensating one's time spent working. The quotes listed beneath explain the experiences of the informants that experienced monetary rewards to play an important part in their work motivation:

“Yes (writers note: money motivates me), I want fair compensation for my time and effort.” [Informant F]

“Being compensated a fair amount for the job you do helps decrease stress to know that (at least) I have financial stability in my life.” [Informant C]

“My salary is very important to me because I think it is one of the biggest sources of motivation for me to be able to do my work well.” [Informant J]

The informants' quotes above convey the strong feelings some informants had regarding monetary rewards and compensations. Even if not all informants perceived the importance of monetary rewards to be this strong, the majority experienced it to have an impact on their motivation on some level. Therefore, all in all, the attribute of monetary rewards can be seen as a notable part of informants' motivation.

During the interviews, a more specific aspect of monetary rewards, the attribute of bonuses, was mentioned notably often. The impact of bonus- and incentive programs were mentioned by several informants when discussing money's influence on motivation. The informants experienced bonuses to be a good measure of success as well as explained it to be a good motivator as it directly reflects one's performance. An informant even stated that the motivation from their current bonus program is more motivating than the salary itself. The following quotation showcases the informants' thoughts on monetary rewards in the form of bonuses:

“The salary itself does not really motivate me, but the variable component (bonuses) on top of the salary is highly motivating. I think this also comes from the fact that I just got to join our bonus program and look forward to performing well in order to get good bonuses as well.” [Informant G]

“I think the compensation model in our company is motivating as it drives me to do better in order to get a bigger bonus. I think it is also a fair system to reward those who perform well.” [Informant D]

It is clear that informants who experienced bonus programs to be a motivating factor in their work had personal experience from participating in such programs. Nevertheless, monetary rewards in both the form of a salary and bonuses can be seen as influential parts of informants' work motivation. These results for monetary rewards are quite in line with the previous literature reviewed in the theory chapter as, according to Singh and Dangmei (2016), Generation Z want compensation for their work, yet for the majority, it is not the most motivating thing in their work.

5.2.3.2 Non-monetary rewards

The second category of motivational factor rewards is non-monetary rewards. According to Parvin (2021), non-monetary rewards can be more important for Generation Z's motivation than monetary rewards. The results for the importance of non-monetary rewards were more complex than the informants' experiences with salary and bonuses. While informants felt that non-monetary rewards, in general, were important for their motivation, the distinctions

between the types of non-monetary rewards were not equally valued. The most mentioned and brought up attributes were positive feedback and appreciation, as well as the gaining responsibility.

Positive feedback and appreciation were experienced as very important for the majority of informants. Positive feedback and appreciation were valued highly due to them being a sign of respect from the employer as well as something that makes employees feel that they are doing a good job. Furthermore, a couple of informants highlighted the impact positive feedback has on their mood and stated that feeling proud of their work is also something that boosts their motivation. The following quotes convey the importance of positive feedback as a form of non-monetary reward:

"Positive feedback usually gives me a boost to push harder, and it reassures my "worries "of how I am performing at a specific task or in the job in general." [Informant E]

"Positive feedback gives me a good spirit and makes me happy that I am doing well in my job." [Informant A]

"Positive feedback is really important for my motivation. I think it is a sign of respect as well as something that every employer should be able to get and experience every once in a while." [Informant B]

It can be understood from the quotes above that feedback is important for informants' motivation, and it is even something they like receiving. Furthermore, a couple of informants took up the fact that they would appreciate even more frequent and routinized feedback from their peers and supervisors. The reasoning behind this was that informants simply felt positive feedback impacted their happiness at work, and therefore it would positively affect their work motivation to hear it more often. The following quotes convey the informants' experiences on the importance of feedbacks frequency on motivation:

"I value feedback and especially frequently held feedback sessions where feedback is given two ways between an employee and a supervisor." [Informant G]

"Positive feedback just puts me in a good mood and affects my motivation so much! I wish we would have more routine-like sessions to receive feedback in our team, as hearing that you have done something well and getting an appreciation for it feels really good." [Informant K]

The quotes convey how informants value receiving positive feedback and appreciation from their supervisors as well as would even value receiving it more often. All in all, positive feedback and appreciation can be seen to have a strong impact on informants' motivation at work. These results strengthen previous literature's statements on the importance of feedback on Generation Z's work motivation. For example, Mathews (2023) argued that positive feedback and recognition, as a form of reward, is highly valued by Generation Z employees and positively affects their work motivation.

Another attribute of non-monetary rewards is gaining responsibility. In relation to questions specific to rewards, many informants took up the aspect of gaining responsibility as a form of appreciation from their supervisor or colleagues. Gaining new opportunities, more challenging tasks, or new areas of responsibility was mentioned as one of the most motivating ways of being rewarded for a job well done. The following quotes convey the importance of non-monetary rewards in the form of gaining responsibility and its effects on informants' work motivation:

“For me, the most motivating form of appreciation, in addition to praise and positive feedback, is gaining more areas of responsibility and advancing to being able to take on more challenging tasks. I think it is a sign of respect and a job well done, which motivates me to do my best and perform well in the future as well.” [Informant B]

“When I am given new responsibilities, or my supervisor takes me along to work with more challenging projects, I feel motivated. This is because, for me, it is a sign that I am doing well and that I impress my boss, which is the goal.” [Informant C]

“If I am not given the opportunity to advance to more challenging and important projects with higher stakes, I get unmotivated to keep pushing myself to my best. This also works vice versa (writers note: meaning, when given the opportunity, the informant becomes more motivated). [Informant L]

From the quotes, it can be understood that informants appreciate gaining responsibility and the ability to take part in more challenging projects to be able to increase and maintain their work motivation. Results regarding this attribute somewhat mirror arguments presented by the previous literature, as the importance of responsibility in Generation Z's work was briefly mentioned by Robbins and DeCenzo (2008). However, there were no specific mentions of the importance of gaining responsibility as a form of non-monetary reward. Considering how strongly informants felt about the attribute, it can be said that the results were only vaguely in line with the previous literature. Altogether, the experiences and attributes over non-monetary rewards among informants were quite strong and unanimous as all informants experienced there to be a significant positive connection between receiving positive feedback, appreciation, new responsibilities, and their work motivation.

5.3 Summary of the results

The results of the empirical part of this thesis have been presented and analysed in comparison to the previous literature discussed in chapters 2 and 3. To summarize the results, the following conclusions can be drawn. The results are that Generation Z is motivated by both intrinsic and extrinsic motivational factors in their work. Of the three intrinsic motivational factors (empowerment, job security, and affective organizational commitment), all three were considered to have an impact on Generation Z's motivation. However, the second motivational factor, job security, was seen as less motivating than any other factor presented in the results. The only attribute that was experienced as impactful on Generation Z's motivation in the category of job security was the feeling of being valued & important at work.

On the contrary, empowerment and affective organizational commitment were experienced as highly motivating and very important parts of work motivation among Generation Z. The results for empowerment were experiencing purposeful work, having interesting & challenging work tasks, and the feeling of succeeding at work. The results for affective organizational commitment consisted of feeling pride, organizational culture & the environment, having great & competent colleagues, and work life balance & flexibility. Affective organizational commitment was the most motivating factor among all intrinsic or extrinsic factors and was most frequently mentioned and valued by informants during the data collection process. All in all, intrinsic motivational factors were experienced as very important for Generation Z's motivation at work.

The results for the extrinsic motivational factors (promotion, training, and rewards) were that also all three of them do have an impact on Generation Z's work motivation. The results for the extrinsic factors show that the most important motivational attributes are training (including the opportunity to learn, receiving critical feedback, and learning about the industry & the company) and non-monetary rewards, such as positive feedback & appreciation, and the ability to gain responsibility. Attributes that had more distribution in the results were promotion which consisted of values advancement opportunities and the possibility to gain experience, as well as monetary rewards, including the aspects of salary and bonuses. The following figure is a modified framework (originally by Aizza Anwar et al., 2018), where the results of the empirical part of this study have been included.

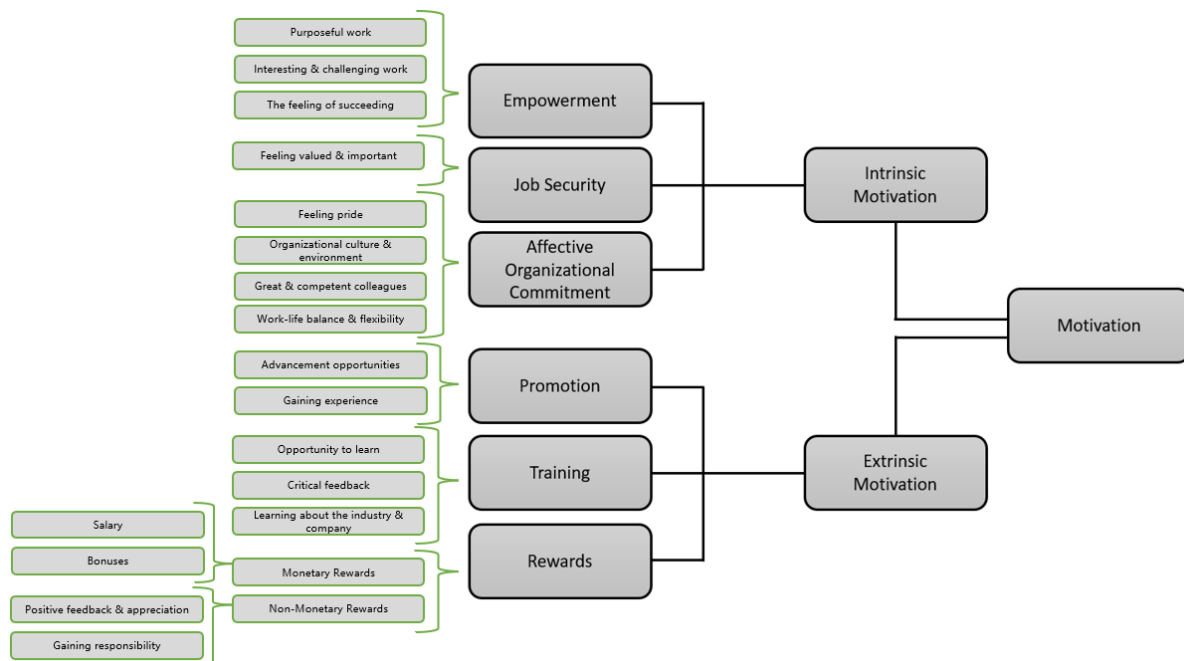


Figure 8 A summarizing framework of the study's results regarding Generation Z's work motivation. (based on Aizza Anwar et al., 2018)

5.4 Results on different hierarchical levels

The results of this research are further analysed with the help of the theoretical framework focusing on Maslow's Hierarchy of Needs (see 2.4). With the help of this supporting framework, the results can, in addition to the analysis through intrinsic and extrinsic categories, be analysed on different levels.

The results of this study indicate that Generation Z employees expect the first two levels in Maslow's Hierarchy of Needs in every job they take. These two are known as physiological needs and safety needs, that in a modern work organization are, for example, salary, fair working conditions, and the ability to feel psychological, physiological, and economic safety (Mathe et al., 2011). Even if money and salary were not seen as the most important motivational factors, a basic level of compensation and pay was expected to stay motivated in the company and the job.

The third and fourth level in Maslow's need hierarchy, that focuses on love needs, belongingness, and esteem needs, were experienced as important and necessary in order to stay motivated to work within a company. In a modern organization, these could include the work environment and colleagues (Durrach, 2022), as well as the need for non-monetary rewards and the feeling of succeeding (Mathe et al., 2011). Many of these attributes were experienced as highly valuable and had a big impact on Generation Z's motivation, according to the results of this study.

The fifth level of need includes self-actualization, that in today's organizations represents professional development, advancement (Mathe et al., 2011), and the ability to reach one's full potential (Maslow, 1943). These, especially learning, were experienced as very important motivational factors for Generation Z employees.

The consensus on Maslow's Hierarchy of Needs that the results of this study indicate are; that the first two levels of needs are expected, the third and fourth levels are experienced to have a strong impact, and the fifth and final level, is something Generation Z experiences to be important for their motivation now but also in the future, as they advance and gain more experience. Therefore, the consensus is that, in general, the most important factors for Generation Z employees are within the third, fourth, and fifth levels of needs in Maslow's Hierarchy of needs.

6 DISCUSSION

The purpose of this research has been to create more understanding of what motivates Generation Z in their work life. Furthermore, the study aims to understand if Generation Z is more motivated by intrinsic or extrinsic motivational factors. The study aimed to answer two research questions; what factors motivate Generation Z in their work life, and if Generation Z employees are more motivated by intrinsic or extrinsic motivational factors? This chapter will first focus on discussing the final result and its consensus with the previous literature. Thereafter the implications and restrictions of the research and recommendations for future research are discussed.

The result of this study is that Generation Z is motivated by three intrinsic and three extrinsic motivational factors. The intrinsic factors were empowerment, job security, and affective organizational commitment, and the extrinsic factors were promotion, training, and rewards. Out of these motivational factors, the intrinsic motivational factor, affective organizational commitment, was seen as the most important by the majority of the informants, followed by training and empowerment factors. All in all, Generation Z employees are motivated by both intrinsic and extrinsic motivational factors. However, if comparing the overall results between intrinsic and extrinsic motivational factors, the intrinsic motivational factors were experienced to have a more significant impact on Generation Z's work motivation.

The conclusion regarding the consensus between previous research and the result of this study is that, in general, the results are very in line with the arguments of previous research included in this study. Most of the attributes that informants experienced to be most motivating had also been mentioned in the previous studies. However, the order of importance implied by previous literature was not fully echoed through the results of this research. The previous literature suggested that flexibility, career advancement, and enjoying work are some of the most important motivational factors. In comparison, the results of this research imply that the most important motivational factors for Generation Z are having great & competent colleagues, being given the opportunity to learn, and the feeling of succeeding. In addition, there were some differences in the motivational factors and attributes between the included previous literature and the results, which is what the following chapter will discuss in more detail.

Firstly, there were a few attributes that were mentioned by the previous literature in this research, yet they did not appear as important or motivating in the result of this study. These attributes were the importance of flexibility, work life balance, and the aspect of diversity. In the previous literature, it was argued by Arar et al. (2015) and Carver and Candela (2008) that Generation Z would require extreme flexibility from their employers as well, as it is a very

relevant part of this generation's work motivation. However, while the results of this research indicate that flexibility is valued by informants, it was not seen as crucial as the previous literature described. Accordingly, the consensus between previous literature and the study's results for the importance of work life balance followed along similar lines. Previous literature by Carver and Candela (2008) and Twenge (2010) suggested work life balance to be a dominating, extremely crucial aspect of Generation Z's work life. Even so, the results for work life balance were twofold, dividing the informants into two groups, the ones perceiving it to be very motivating and the other half not experiencing it to be important at all. Lastly, in previous literature, Fry and Parker (2018) and Turner (2016) argued for the importance of diversity in Generation Z's work environment. Yet, the results for the empirical part show that diversity does not play a big role in Generation Z's work motivation. Even if organizational values were seen to have a connection with Generation Z's motivation, no direct mentions of diversity were brought up during the interviews with the informants.

Contrary to the attributes mentioned above, there were a couple of attributes that were not identified by the previous literature included in this study, yet the results indicate them to be important parts of Generation Z's motivation. These attributes were the importance of interesting work, having pride & the importance of company reputation, and gaining responsibility. The result of the empirical study shows that doing interesting work is something that Generation Z gets motivation from, and in the included previous literature, this attribute was not directly addressed. However, echoing the study's result, Dwivedula (2020) argues that out of all intrinsic motivational factors having interesting work and being excited about the work one does are most important for Generation Z's internal work motivation. Having pride in the company and the importance of the company's reputation seemed important for informants and is therefore considered to affect Generation Z's motivation to work in an organization. Yet, organization-related pride and company reputation were both aspects of Generation Z's motivation that were not covered in the previous literature. However, according to a study by Nguyen Ngoc, Viet Dung, Rowley, and Pejić Bach (2022), Generation Z will seek and stay with employers that have a good reputation both overall and also when looking at the company's CSR performance. Furthermore, echoing the result of this research, Đukić (2022) argues that the importance of employees feeling pride in the company they work with isn't necessarily essential but can impact the work motivation of Generation Z employees.

Lastly, the result for Generation Z's work motivation indicated that the ability to not only have responsibility but also gain responsibility is extremely important. Previous literature mentioned in this study did not cover the importance of gaining responsibility as a form of non-monetary reward. However, echoing the study's result, Baldonado (2018) argues that

receiving more responsibility is one of the essential non-monetary rewards and motivational factors for Generation Z.

All in all, as stated at the beginning of this chapter, the consensus between the empirical study's results was mostly in line with the previous literature included in this study, and the chapters above discussed and highlighted the differences that surfaced among them. All in all, it can be stated that both research questions were answered, and the purpose of the study was fulfilled with the result of the empirical part of this research.

6.1 Managerial implications

The results of the research indicate which motivational factors Generation Z sees as most important and motivating in their work life. During the next decade, Generation Z will become one of the biggest generations in work life, which will require adaptation and change in organizations and how they manage their employees. Therefore, the result of this research might be of interest to organizations planning to hire and retain Generation Z employees. The managerial implications of the study's results will be presented in the following chapters.

As stated before, one of the most important motivational factors for Generation Z, according to the results, was affective organizational commitment. Due to this factors impact on Generation Z's motivation, organizations could be interested in creating a more strategic way of managing their work environment. While all aspects of the work environment can not be directly managed, there are several things that can improve how employees experience their colleagues, flexibility, and organizational culture. As the results indicate that it is essential for this generation to share their experiences, ask for help and rely on their colleagues, it could be beneficial for organizations to create a strategy around facilitating such events that creates opportunities between colleagues. A few examples would be to implement more teamwork, organize a mentor program between junior and senior employees for support, or simply to organizing more events where colleagues can get to know each other better.

While flexibility is something employees in this generation are used to (echoed by the results), it might be of interest for managers and organizations to adjust the ways of working to meet the standards of Generation Z employees. An example would be to offer flexible working hours and to have the option to choose to work remotely, on-site or to adopt a hybrid method of both. Moreover, organizational culture was seen as an important factor in Generation Z's work motivation. While the culture in itself consists of many aspects and preferences in the working life, there were several things Generation Z employees had a consensus in. Low hierarchy, good information flow, and a positive atmosphere seemed essential, which are things the

organization could consider when creating employee retention strategies and overall goals or targets for the future of the organization.

Alongside the implications for the working environment, another important part of Generation Z's work motivation was learning. While many organizations today facilitate the learning and development of their employees, the implications of the results provide more details for what type of learning was appreciated the most by Generation Z. Firstly; the results indicate that feedback was an essential part of learning. Therefore, organizations could focus on creating more systematic methods for giving and receiving feedback to enhance learning and development in the best way possible for this generation. Another implication of the results is how organizations teach and educate their employees. Generation Z employees prefer unique and individualized teaching opportunities over general sessions held by the organization. Therefore, feedback has an even bigger role in the learning and training that Generation Z employees experience. Organizations that carry an interest in training their employees should review their future development initiatives, focusing on feedback and keeping the importance of a personalized learning experience in mind, to better cater to the newest generation in work life.

6.2 Restrictions

While the research successfully answered both research questions and fulfilled the purpose of the study, there are still some restrictions that apply to the results and scope of this research.

The sample of the study consisted of 12 informants that represented a relatively homogenous background. Although the sample size itself was considered big enough, it is important to point out that the sample consisted of relatively homogenous informants. Therefore, the similarities in educational level, work experience, and job type among the informants could potentially impact the study's ability to reach similar results with another sample. Furthermore, informants in the sample were all currently living, working, as well as born and raised in south Finland, meaning that the geographic dispersion in the sample was very low.

The level of experience within the sample varied between 0,5 and 4 years with an average of 2,3 years, which can be seen as a relatively short period of time in the work life. Furthermore, the sample consisted of relatively same-aged informants born between 1997 and 2003. The level of experience and the age of informants within the generation could be seen as restrictions in this study that might have influenced the results of the empirical research.

While the study successfully identified which motivational factors Generation Z employees experienced most motivating, it can not be identified based on the result of this research whether the results are representations of generational or individual preferences. While

informants in the sample were in consensus on many motivational factors and attributes, it can be difficult to differentiate whether older generations would have chosen different or similar answers in this study.

6.3 Recommendations for future research

While the purpose of this study was fulfilled, as the result of the study gives an indication to which internal and external motivational factors motivate Generation Z, there is still room for more research in the area. Future research on Generation Z's work life motivation could be studied with a sample that consists of employees from different educational levels or different geographic areas. For example, future research could focus on studying the topic outside of southern Finland or even across nations to create a better understanding and compare Generation Z's motivation across different demographic areas.

Another suggestion for future research would be to examine to which extent the motivational factors of Generation Z are based on generational differences and which are tied to personal preferences. While this research gives a good indication and insight into which motivational factors Generation Z employees value the most, it can not be differentiated that these preferences are based on generational preferences over personal preferences (as discussed in Chapter 6.2). Furthermore, the impact of society and other external factors on Generation Z's motivational preferences could be examined.

At the moment, Generation Z represents the newest generation in the work life. However, it is only a matter of time before employees from this generation move up in the organizations, while the next generation enters the workforce. Therefore, it will become relevant to study the next generation's motivational preferences and even compare the differences between the generations' motivational factors. It is even recommended to explore if the motivational factors change over time and whether or not work experience and life outside of work will affect which motivational factors are experienced as most important among Generation Z.

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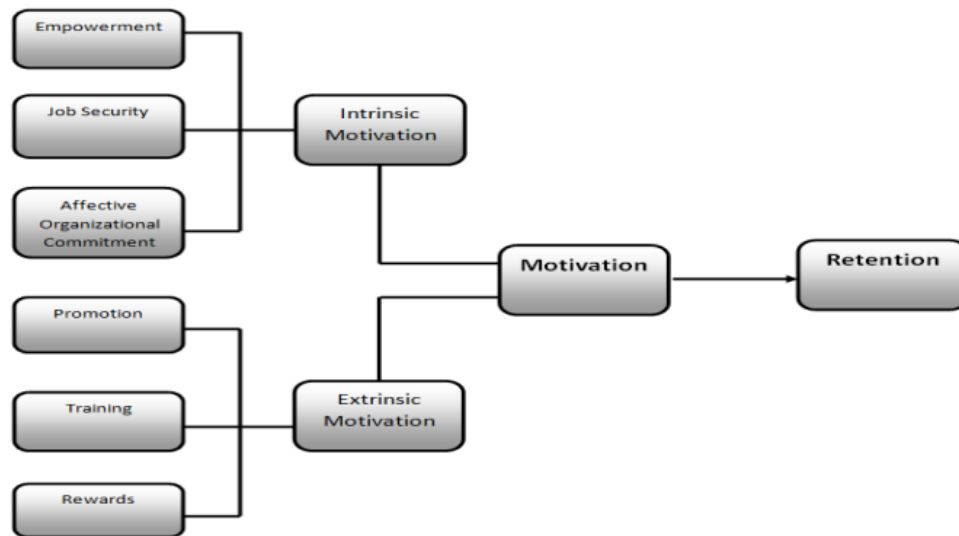
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APPENDIX 1 THE ORIGINAL FRAMEWORK BY AIZZA ANWAR ET AL. 2018

The original framework on intrinsic and extrinsic motivation factors influence on motivation and employee retention by Aizza Anwar, Shakeel, and Hassan (2018)

APPENDIX 2 INTERVIEWGUIDE**INTERVIEWGUIDE****Background information:**

1. How old are you?
2. What is your education background?
3. Current workplace and duration in that workplace?
4. Total experience in the working life?
5. Main reasons you choose to work with your current employer?

Work motivation:

1. What motivates you in your work?
2. What do you value most in your work?
3. What makes you want to excel in your work?
4. Do you feel pride in working at your current employer? Why?
5. What kind of organizational culture motivates you? Why?
6. Do you consider free time and work life balance to be an important? Why?
7. Do you consider advancement opportunities to be important? Why?
8. Do you consider learning, developing and getting training from your work to be important?
9. Do you consider money to be an important? Why?
10. Do you appreciate feedback (positive or negative)? Why?

Work characteristics of Generation Z:

1. Do you like going to work? Why?
2. Describe your work place:
3. How do you work the best? (e.g. alone, in a team, both..)
4. How would you describe yourself as an employee?