How to motivate generation Y at the workplace?

- Retail market context

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Abstract

The main purpose of this paper is to investigate and discuss how to motivate Generation Y employees at workplace, increasing their performance and satisfaction, and helping the organization to achieve its goals. The concern about motivation has increased as business environment becomes more competitive and organization's Human Resources (HR) happen to be more important to the business success. The increased number of researchers across the HR field focuses on the differences in generations and its consequences at workplace; this research aims to focus on factors that can foster motivation in the specific group of employees known as millenniums because they differ greatly from any other cohorts and also because they are the future of any organization. They have twisted organization inside out with their requirements and suffering with stereotypes largely reported by observation rather than utilizing empirical evidences. In consequence of this misunderstanding, many organizations are facing difficulty to attract and maintain this new generation of employees that can greatly contribute to the firms' success. Aiming to understand certain behaviours and work attitudes of these employees, the current research analyses the role of HRM and its evolving through times, from its emergence until its recognition of strategic role. Going further, it will analyse the concept of generation, differentiate cohorts and their behaviours, aiming to understand way organizations structure in certain ways and why the new employees demand new structures and policies. Theories of motivation will also be studied aiming to gain more knowledge. The research will conduct in-depth interviews with members of Gen Y in order to discover what motivates them to work. The study will contribute to the HRM field because it will suggest what management style is more effective to manage millenniums.

Keywords: Human Resources Management, Motivation, Generations, Generation Y, Workplace, Organizational Culture, Retail Context.

Commitment is what transforms a promise into a reality. It is the words that speak boldly of your intentions. And the actions which speak louder than words. It is making the time when there is none. Coming through time after time…

Shearson Lehman Brothers, 1986

Introduction

Today's business environment brings many challenges to organizations. These include globalization, the pressure for speed and innovation, the transition to a service economy with its extreme emphasis on customers, the pressure for financial performance, the impact of technology and the changing workforce demographics. All these factors greatly influences the business context but perhaps the biggest change that has impacted organizations in the past decade has been the growing understanding that people are an organization's primary source of competitive advantage.

It is now widely accepted that an organization's success is determined by decisions employees make and behaviours in which they engage. It has never been more important for organizations to promote the strategic potential of people. Researchers, supervisors, managers and human resource professionals have been making an effort in perfecting management strategies, trying to find ways to better motivate employees.

Despite the fact that individuals have different needs and wants and their reasons of motivation vary, studies suggest that it is possible to see motivation's similarities between employees who belong to the same generation. Barford and Hester (2011) argues that because individuals from the same generation share similar historical, economic and social experiences they would also have similar work attitudes and behaviours and so, the reasons of motivation would be similar.

A generation, according to Crumpacker and Crumpacker (2007) consist of individuals born roughly in the same time period of two decades each. Scholars mostly agree that there are four large generations of employees: Veterans, Baby Boomers, Gen X and Gen Y. (Wong *et al.,* 2008). The current study is going to focus on understanding generation Y's employment motivation with the awareness of not stereotyping individuals based on generational values and characteristics. (Barford and Hester, 2011)

To do so, theories of motivation will be studied aiming to gain further comprehension about needs and wants that can influence the motivational behaviour in 'Y' employees and also how the management team, through rewards, praise and incentives can motivate their people. Gunnigle, Heraty and Morley (2011, p.137) affirms that motivation theories "base its analysis of worker performance on how work and its rewards satisfy the individual employees' needs". If these needs are satisfied, employees will be motivated to work at high-performance levels but, if not, their motivation is only one factor affecting performance, such as technology and training. High-performance levels are what can bring competitive advantage to an organization; it is the difference between long-term success to a short-term success or even failure.

Many are the theories of motivation, which shows that the subject has been arousing curiosity in the Human Resource (HR) field, bringing concepts and enriching the content matter and because of this it is relevant to review them. However, the study will be developed with the awareness of the limitations of each theory.

To investigate the factors influencing motivation the study will be developed, gathering information from interviewing members of generation Y, searching for reasons that motivate them to work. The study focuses on a group of retail managers, from two different organizations and belonging to the generation Y (between 26 and 30 years old), to find more reliable results.

The differences in organizational culture or climate are another relevant factor for the research because it influences employees' behaviour, affecting their performance and is highly valued by members of generation Y. In this sense, retail context and workplace environment are also important to be analysed. Especially workplace will be discussed, its changes and how it can be more suitable to the new generation of Y workers. Armstrong, (2009, p. 252) affirms that

> Work is the exertion of effort and the application of knowledge and skills to
> achieve a purpose. Most people work to earn a living- to make money. But they

also work because of the other satisfaction it brings, such as doing something worthwhile, a sense of achievement, prestige, recognition, the opportunity to use and develop abilities, the scope to exercise power, and companionship.

Understanding the reasons that can contribute to motivate Gen Y is a complex task. As we can extract from the citation, to achieve the research's goal it is essential to study the three main elements (generation, motivation and workplace) in an integrated way.

The paper will be developed according to the following structure. **Chapter one** is the *Literature review,* where the research will raise the main points to base its conclusions on. This part is divided into 4 sections beginning with an (1) overview of Human Resources Management; going further and analysing (2) what is generations and how are they (veterans, baby boomers, generation X and generation Y) defined; scrutiny of (3) workplace, retail environment, job design and organizational culture and best fit will be analysed; reaching the final topic, (4) motivation where all the relevant theories will be reviewed. **Chapter two** is the R*esearch Question, which* the answer is the aim of the study. **Chapter three** is the *Research Methodology*, which has as an objective to explain the bases of research such as the philosophy and approach adopted; *Primary research*, where the author will be interviewing members of generation Y in order to understand their issues and reasons that motivate them. Followed by **Chapter Four** where the *finding* will expose the main discovery, and *conclusions,* which will be the comparison between the information gathered from the primary research with the existing theories and concepts.

Even though employee motivation is a well researched topic, most of the studies on generations have been based on observation rather than empirical evidences, and very little academic research has been done on the characteristics and expectations of generation Y and its implications for the workplace. The vast literature is normally concerned about differentiating generations and a lack of attention to generation Y specific characteristics has resulted in decisions being made by HRM practitioners based on stereotypes and claims in the popular press whose underlying assumptions have been

largely permitted without examination by the academic community. The research aims to fulfil the gap in the literature in terms of finding the reasons that motivate members of generation Y to work. The study is hoping to enrich the HR field, providing an empirical analysis of members of generation Y and how HR practitioners and line managers can improve those employees performance, increase their productivity, helping the organization to gain sustainable competitive advantage.

Chapter I

Literature Review

1. *Human resource management : an overview*

Human Resources management (HRM) emerged during the Industrial Revolution in the 18th century, when the concept of production shifted from the cottage system to the factory system, increasing the number of employees in the organization. (Gunnigle, Heraty and Morley, 2011) Due to larger number of employees, recruitment, payment and training became specialized activities, requiring specialized agents to execute these tasks for the organization. (Price 2007; Dessler, 2011)

The *welfare tradition* is characterized by voluntary initiatives carried out in some large English companies to improve the working conditions of factory employees, such as sick days, working hours and health and safety concerns. (Foot and Hook, 2008) At this stage, the welfare practitioner did not belong to the management chain of the company, being more like a 'middle men' and staying in between the organization and employees. (Gunnigle, Heraty and Morley, 2011)

With the downturn of the economy in the early years of twentieth century, the welfare tradition lost its pace to Taylor's idea of efficient labour. Also known as *Taylorism*, the idea was to break the job into simple, repetitive and measurable tasks to maximise productivity and efficiency of the company's technical resources. (Foot and Hook, 2008) Employees were trained to obtain the necessary skills and the payment system was developed accordingly employee productivity. (Gunnigle, Heraty and Morley, 1997) High turnover, absenteeism and low motivation were the result of such practice. Even criticized, Taylor contributed greatly within the HRM field because he brought the idea of job design, training and payment system. (Foot and Hook, 2008) As Gunnigle, Heraty and Morley, 1997) highlights "probably its most significance legacy is the notion that work *planning* (seen as management task) should be separated from work *doing* (seen as worker task)".

In the 1950s, Drucker (1954) introduced the concept of employees as "*human resources*", based in the economic factors and supporting the idea of well-trained workforce to increase the economic outcomes. (Hendry and Pettigrew, 1990) Bakke, in 1958, suggested that human resources function should be placed as part of the general management activities, highlighting that an effective use of resources (money, material and people) would help organization achieve its objectives and that a poor use of any of the resources would weaken the effectiveness of the entire business. (Marciano, 1995)

In the 1960s came the behavioural science movement, initiated by Maslow and Herzberg. These scholars emphasised the value aspect of human resources in organisations and argued for a better quality of working life for workers. (Ishak, Abdullah and Ramli, 2011) In the 1970s HRM emphasised the human resource as asset for the organization with the 'human resource accounting'. (Hendry and Pettigrew, 1990) In the 1980s, the 'asset' view began to gain support (Hendry and Pettigrew, 1990) with Fombrun and Beer (and their colleagues) proposing two distinct HRM concepts: "*Hard*" HRM and "*Soft*" HRM. It was also in the 1980's that HRM became a substitute for personnel management. (Armstrong, 2012; Ishak, Abdullah and Ramli, 2011)

Fombrun and his colleagues, in 1984, developed the 'matching model' which aligns HR system with organization strategy and highlights the efficient utilization of resources to meet organizational objectives. (Armstrong, 2012; Hendry and Pettigrew, 1990) Also known as *hard* HRM, this model is based in the statement that human resources, like any other resources of the organisation, have to be obtained cheaply, used carefully, developed and exploited as fully as possible. (Druker *et al*, 1996) The matching model is an expansion of Chandler's (1962) argument that an organisation's structure is an outcome of its strategy, emphasising the need for a tight fit between organisational strategy, organisational structure and HRM system. (Hendry and Pettigrew, 1990) Fombrun's framework emphasizes that both organisation structure and HRM are dependent on the organisation strategy. The main goal for HR is to develop a suitable system that will contribute most efficiently to the implementation of business strategies.

(Druker *et al,* 1996*;* Hendry and Pettigrew, 1990; Ishak, Abdullah and Ramli, 2011) This model is focused on systems, functions and processes, being closer to strategic management concept. (Hendry and Pettigrew, 1990)

The framework has been criticised for a number of reasons. The emphases in the tight fit between organisational strategy and HR strategies suggest that the model ignores the interest of employees, and therefore considers HRM as having an inert and reactive function. (Guest, 1987) It also fails to perceive the potential for a reciprocal relationship between HR strategy and organisational strategy (Lengnick-Hall and Lengnick-Hall, 1988). The idea of 'tight fit' makes the organisation inflexible, incapable of adapting to required changes and for this reason does not fit to today's dynamic business environment.(Storey, 2001) The matching model also failed to see the 'human' aspect of human resources, reason why it has been called a 'hard' model of HRM (Guest, 1987; Storey, 2001). Despite the many criticisms, however, the matching model can be used in mass production industry where minimizing labour costs is essential for gaining competitive advantage. It also deserves credit for providing an initial framework for further development of the Strategic HRM. (Drucker *et al*, 1996)

On the other hand, Beer and his colleagues developed in 1984 the 'Harvard framework' stressing the 'human' aspect of HRM, being more concerned with the relationship between employer and employees, reason why is termed '*soft*' HRM. (Druker *et al,* 1996) The model highlights the value of the workers and considers them a source of competitive advantage, focusing on getting a positive human response via appropriate communication, motivation techniques and leadership style. (Ishak, Abdullah, and Ramli, 2011) Harvard framework also emphasises the interests of different stakeholders in the organisation (such as shareholders, management, employee groups, government, community and unions) and how their interests are related to the objectives of management, shaping HR policies and procedures. (Armstrong, 2012; Druker *et al,* 1996) According to Armstrong (2012) Beer and his colleagues were pioneers in appointing that line managers were responsible for ensuring the alignment of competitive strategy and

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HR policies, being HR managers responsible for setting its policies and for implementing it.

Even though Hard and Soft HRM propose two different approaches, the literature affirms that they are more "complementary rather than reciprocally exclusive practices". (Armstrong, 2012, p. 181) Ishak, Abdullah, and Ramli (2011, p. 213) affirm that the mixture of soft and hard HRM are, indeed, what build the organization, stating that

> organizations are made up of systems, process, structures and people and its effectiveness depends, to a large extent, on the appropriateness of system, structures and processes, as well as the functional orientations. But ultimately organizational effectiveness depends on the quality of its human resources.

In the last thirty years the HRM field has been experiencing great developments and changes, which are results of a number of factors such as changing in the workforce, growing competition (as reflect of globalization), slow economic growth in some developed nations, increasing recognition of the HRM's contribution to the organizations' performance. (Armstrong, 2012; Boxall and Purcell, 2003; Gunnigle, Heraty and Morley, 2011) The debate relating to the nature of HRM continues to be a controversial topic in literature, although the focus has changed.

It begun by outlining differences between Personnel Management and HR (Lengnick-Hall and Lengnick-Hall, 1988); progressing in a attempt to incorporate Industrial Relations into HR (Torrington *et al.*, 2011); going further in examining the relationship of HRM strategies, the integration of HRM into business strategies and the devolvement of HRM to line managers. Nowadays scholars are considering that HRM can act as a key element to help organization achieve competitive advantage. (Barney, 1991)

This late stage has been called "*Strategic Human Resource Management*" (SHRM). (Price 2007; Dessler, 2011; Gunnigle, Heraty and Morley, 2011; Wright and McMahan, 2011) Featured by Beer and Fombrum, (Armstrong, 2012) it reflects a shift of emphasis

from operating efficiency of individual employees to managerial efficiency of the whole organization. Bringing a more flexible way to arrange and utilize the human resources, SHRM emphasize the relationship between Human Resource management systems as solutions to business rather than individual HR management practices. (Wright and McMahan, 2011) The focus is on organizational performance rather than individual performance in order to achieve organizational goals and therefore, help the organization gain sustainable competitive advantage. (Gunnigle, Heraty and Morley, 2011)

In most of its history, Human Resources (HR) has generally focused on the administrative aspects except lately, when HRM became a strategic business support. (Gunnigle, Heraty and Morley, 2011) The core functions of HRM are still the same: hiring, performance management, organization's development, compensation, motivation, safety, wellness, benefits and rewards, communication, administration and training. (Armstrong, 2012) But new tasks came to refresh the HRM role and recognize the importance of this area for the organization's development. (Dessler, 2011) As a concept, contemporary HRM is viewed as involving all activities to manage the relationship between employees and organization. (Boxall and Purcell, 2003) or simply defined as being "concerned with all aspects of how people are employed and managed in organizations". (Armstrong, 2012, p. 4)

2. *Generations: personal and work characteristics*

As explained above, over the last decade HR functions have been relentlessly evolving, shifting from the traditional personnel function towards the 'people and performance' approach, being inserted into the heart of the business through the Strategic HRM. (Armstrong, 2012; Dessler, 2011; Gunnigle, Heraty and Morley, 2011) All these changes are responsible for shaping the human resources management science and are results of many factors: labour market, generational workers, globalization, technology sector where the organization is inserted, competition, economy trends and challenges, and so on. (Myers and Sadaghiani, 2010)

In this paper we are concerned about how Generation Y challenges HRM. As members of this generation continue to enter the workplace, there is widespread speculation and some concern about how management can best motivate them to extract their best performance and commitment since they are the future of the organization. To answer this question and to be able to fully comprehend generation Y and know why it differs so greatly from others, it is important first to understand what a generation is and review the previous cohorts.

There are numerous definitions of **Generation**. Kupperschmidt (2000, cited in Smola and Sutton, 2002) defines generation as an identifiable group which shares birth years, age, location and significant life events at decisive developmental periods. Manheim (1952, cited in Crumpacker and Crumpacker, 2007) states that what defines a generation is the similar world view, as a result of the exposure to common social and historical events occurring within the same times throughout their formative years. Barford and Hester (2011) categorize generations as those born within the same historical period of time and culture. Crumpacker and Crumpacker (2007) add that birth rate along with historical events define each generation, arguing that similar life experiences of individuals belonging to generational group tend to shape their unique characteristics, aspirations, and expectations.

While not every member of a generation has necessarily personally experienced each of that generation's defining events, all members of a specific generation are normally recognized as having a shared awareness of or an appreciation for the events common to that generation. (Howe and Strauss, 1992)

In sum, the literature shows two common elements distinguishing a generation: the birth rate and significant life events. (Barford and Hester, 2011) Crumpacker and Crumpacker (2007) explain the beginning and the end of a generation affirming that when the birth rate boosts and then remains stable indicates the beginning of a new generation and when the birth rate of a newly formed generation begins to decline it marks the end of that

generation. The most recent generations, according o Wong *et al. (*2008), are: Veterans (1925-1944), Baby Boomers (1945-1964), Gen X (1965-1979) and Gen Y (1980-2000).

2.1.   *Veterans*

Veterans were born between the period of 1925 and 1944. (Cogin, 2012) They are the oldest generation in the workplace, although the majority is now retired. Also known as Traditionalist, Silents (Silent generation) or the "Greatest Generation" they witnessed the Great Depression and two world wars. (Tolbize, 2008) They grew up in a highly structured society, with formal roles where men work and married women stay home to raise the children. (Crumpacker and Crumpacker, 2007)

Veterans are considered to be loyal to their employer, to have a strong work ethic, to prefer a top-down management with clear lines of authority, to follow directions and to be risk- averse. They judge money as a motivator, considering it an award for their hard work. (Cogin, 2012; Crumpacker and Crumpacker, 2007)

2.2.   *Baby boomers*

Called baby boomers because of the boom in their births, 1945 to 1964, (Smola and Sutton, 2002) this generation witnessed significant events that shaped their values, such as the social revolution of the 1960s, the sexual revolution, the landing on the moon, the substantial role of television within society, the Vietnam War and the high inflation of the 1980s. (Cogin, 2012; Crumpacker and Crumpacker, 2007; O'Bannon, 2001)

Baby boomers respect authority, but unlike the previous generation they are averse to authoritarian management and want to be viewed as an equal. (Cogin, 2012) They value status symbols and face-to-face communication and abhor laziness. (Smola and Sutton, 2002) Boomers have strong social skills while lacking technical skills, they are consider to be excellent networkers, loyal to employers, competitive, self reliant and individualistic. (Wallace, 2006; Smola and Sutton, 2002)

Working from outside office (via virtual office, phone or in a remote location) is viewed as unproductive work environment. Such benefits should be earned and can be offered to an employee who works longer in the organization. (Cogin, 2012) They measure success materially and believe that work and personal sacrifice drives financial success. (Crumpacker and Crumpacker, 2007) Boomers consider themselves harder workers than the younger generation because they work long hours - 8am to 6pm every day - (Cogin, 2012, p. 2275) often becoming workaholics. (Crumpacker and Crumpacker, 2007; Glass, 2007)

The lifetime career with only one organization shifted away after the recession in the 1980s when businesses were downsized and reorganized. Because of this, Baby Boomers became characterized as free agents in the workplace, highly competitive micromanagers with a positive behaviour towards professional growth. (Barford and Hester, 2011, p.65-66)

2.3. *Generation X*

Generation X, Gen X or Xers were born between the 1965 and 1979 (Barford and Hester, 2011). The life events that had a profound impact were the HIV as a pandemic, oral contraceptive pills, the 1973 oil crisis, the Cold War, the introduction of computers and the Internet. (Crumpacker and Crumpacker, 2007)

Gen X grew up with both parents in the workforce or in a divorced household and, as a result, they became independent at a young age (Crumpacker and Crumpacker, 2007). Smola and Sutton (2002) state that this generation has lack of solid traditions, describing them as experiencing social insecurity, rapidly changing surroundings and for distancing themselves from companies just as the Baby Boomers did, making them distrustful of organizations. Generation X entered the workforce competing with the Baby Boomers for jobs during the 1980s' recession, which made many of these individuals cynical towards the older generation. (Crumpacker and Crumpacker, 2007)

They distinguish strongly from the previous generations because "their approach to work has been characterised as one that values a strong work-life balance […], whereby personal values and goals are likely to be regarded as more important than work-related goals". (Wong *et al.,* 2008, p.4)

2.4.   *Generation Y*

There is no consensus when Generation Y either begins or ends, but prevalent literature agrees on beginning in 1980's and ending in 2000's. (Barford and Hester, 2011; Crumpacker and Crumpacker, 2007; Smola and Sutton, 2002) The relevant events that Generation Y experienced were the fall of the Berlin Wall, (Crumpacker and Crumpacker, 2007), Columbine High School shootings, 9/11 terrorist attacks, more frequent natural disasters and the obesity epidemic. (Barford and Hester, 2011) Also known as "Millennials", "Net Generation", "Yers", "Echo boomers", "Millenniums", "Generation Next" or "Nexters", (Crumpacker and Crumpacker, 2007; Barford and Hester, 2011; Martin, 2005) this generation has seen more substantial life-changing events early on than any other cohorts. (Martin, 2005)

Cogin (2012) describes Millennials as independent, confident, and self-reliant. Although considered confident and high maintenance, (Barford and Hester, 2011) Yers need a constant approval, reason why Crumpacker and Crumpacker (2007) affirm that Generation Y has an emotionally needy personality. This may be due to the extensive protection and praise given to them throughout their formative years (Crumpacker and Crumpacker, 2007). Glass (2007) states that Generation Y has grown up with 'helicopter parents' who stayed close to their children, trying to supervise the education and social activities. This involvement has stretched to the college years and reached the workplace. (Cogin, 2012, p. 2288)

Because of the active role of parents in Yers' life, Tuglan (2009) concludes that Gen Y employees need a strong, not a weak, leadership. They need clear directions and management assistance for tasks, while expecting freedom to get the job done via

empowerment. (Martin, 2005) They expected daily feedback to stay on track – or get back on track – quickly. (Cogin, 2012) Millenniums abhor top-down management, preferring an interactivity, two-way communication and engagement with their managers. (Cogin, 2012)

Martin (2005) classifies them as being frank and expresses their opinion. Raised by parents who wanted to be friends with their children, members of generation Y are used to seeing their elders as peers rather than authority figures (Matchar, 2012) which does not mean that they do not respect authority. Here is a generation that respects their superiors and their co-workers but also believe that respect should come from both sides. (Loiola, 2009)

Nexters do not hesitate in expressing their opinion and they want to be heard. When they want something, Yers are not afraid to ask. (Matchar, 2012) This generation has learnt to negotiate the best deals in ways that older generations would never have conceived (Martin 2005). They seek a portable career and greater degrees of personal flexibility and are not shy to say so. (Glass, 2007) Next generation has less respect for rank, valuing more ability and accomplishment and will trade pay for work that is more meaningful at a company where they feel appreciated. (Martin 2005)

Possibly the major difference that Gen Y have over other cohorts is the integration of technology into their everyday lives and the perception of how technology has always been in their world. (Martin, 2005) Crumpacker and Crumpacker (2007, p. 354) argue that because of Gen Y have comfort with technology, multitasking for them "e.g., talking on the mobile phone while typing on the computer and listening to music through an i-Pod" is considered a norm.

Ibsen (2012) through research concludes that companies that decide to block certain websites can be lacking in understanding the generation Y. Such time can increase motivation and productivity. In a survey developed in 13 countries by Accenture (2010), an management consulting, technology services and outsourcing company, exploring

how Gen Y uses technology in their personal/professional lives has indicated that they expect to use their own technology/devices in the workplace and 45% of Millennials (globally) use social networking sites at work, even if there is a corporate policy prohibiting it. Nexters understand that if work can invade private life (such as answering e-mail, taking work calls), why private time should not invade the workplace. (Cogin, 2012) Accenture's 2010 survey indicates that companies that "fail to embrace Millennial behaviour are at risk of failing to attract and retain new hires, while also seeing their competitive edge erode from lack of innovation in information technology".

At workplace, Generation Y exhibits the tendency for working in teams while being collaborative, results-oriented individuals and having an interest for pressure.(Barford and Hester, 2011) Martin (2005) calls them "high maintenance" because they are thrived on the adrenaline rush of new challenges and new opportunities, demanding managers learn their capabilities rapidly and push them to their limits. This high maintenance can lead to high productivity. (Martin, 2005)

Researchers have found that members of Generation Y work well alone, but work better together. (Martin, 2005) In this sense, Salgado (2009) argues that members of generation Y are surrounded by large amount of information which surpasses the human capacity to store all of it. Therefore, knowledge has to be shared, stimulating conversation and teams work, where collaboration is necessary to build as mutual intelligence.

Technology as the way it is now enables knowledge to be made and constructed globally and in a collective way. Studies of differences of generations point that previous generations, baby boomers and Gen X, used to centre their innovation's capacity more individually and locally and were more goals oriented. On the other hand, members of Generation Y tend to act more globally and rely in group work. They build a more integrated net of knowledge where different patches play an important part in their everyday role at work. (Salgado, 2009)

Whereas members of previous generation normally stayed longer in an organization, (Cogin, 2012) Gen Y expects to change jobs often during their lifetime, especially if their talents are not fully utilized. (Morton, 2002) Barford and Hester (2011) argue that Gen Y seeks permanent learning and expect in-house training to continue marketability. The top priority when choosing a job is to do what they love. In a research conducted by Asthana in 2008, 'earning lots of money' was in seventh place and when it came to leave an employment, the lack of motivation was the first reason followed by a work-life balance leaning too far towards the job.

They have seen their parents working long hours in stressful jobs and they realised that working hard for a big companies apparently does not bring wealth and happiness nor make the world a better place. (Asthana, 2008) They aim for a work/life balance to achieve professional fulfilment and personal freedom (Crumpacker and Crumpacker, 2007), but if they have to choose between family/friends and work, the will not hesitate to choose the first. (Cogin, 2012) Work is just one priority in life, not the priority. (Smola and Sutton 2002)

This detachment can be explained by the lack of a significant downturn in the economy over the past decade and a half. As Asthana (2008) reports: "Here is a group that has never known, or even witnessed hardship, recession or mass unemployment and does not fear redundancy or repossession".

In terms of schooling, the contradictory children of Baby Boomers believe education is the key to success. (Martin 2005) Generation Y employees typically enter the workplace well educated in terms of quality and quantity of schooling but have substandard communication and problem-solving skills. (Crumpacker and Crumpacker, 2007) Martin (2005) argues that they have preference for instant messaging, text messaging and e-mails, finding it more comfortable and easier to send a quick e-mail or other digital message than having a face-to-face conversation or making a call. Glass (2007) concludes that Yers over reliance on e-mail has not helped the development of social

skills. The strong technical skills are not matched with strong social skills or independent thinking. (Martin, 2005)

For the first time in modern society, four distinct generations of people are interacting in the same workplace, (Martin and Tulgan, 2006) bringing numerous challenges to the work environment because different generations have different values and expectations, placing emphasis on distinct things. (Bartle, Ladd and Morris, 2007; Lieber, 2010)

Schultz and Schwepker (2012) questioned if organizations have to rethink work environments, supervisory styles and methods of rewards and recognition to be prepared for Millenniums. Cogin (2012) argues that Gen Y are the future of the organizations and therefore it is HRM duty to develop policies and strategies that suits this - and every generation of employees, seeking their well-being and also exploit their best performance. In this sense, Lieber (2010, p. 86) points out that organizations have the opportunity to take advantage on the assets of each generation for competitive advantage.

As discussed before, Gen Y prioritizes personal life to work, prefer non-hierarchical structure, they need constant feedback and challenging tasks once they get bored easily (Cumpacker and Cumpacker, 2007; Cogin, 2012; Martin, 2005).They prefer hands-on leadership and managers who deserve to be in that position not for being older but for being hard worker (Howe and Strauss, 2000). In response, HRM should develop policies that allow employees to take time off; flexi-hours and appropriate workplace; prioritize flatter organization structure with less hierarchy, being team-oriented; (Schultz and Schwepker, 2012) design jobs with challenging tasks to avoid boredom and increase commitment; have a supportive managerial style allowing free conversation and give constant feedback and support. (Cogin, 2012; Martin and Tulgan, 2006)

3.   *Workplace: a changing environment*

The evolving of HRM was greatly influenced by the changes perceived in the work environment which, in turn, is influenced by employees working in the organization. If we compare the workplace from the Industrial revolution up to now we barely will find similarities. (Maitland and Thomson, 2011)   The discussion of the changes in the work environment in the past few years have been intensified especially due to the new workforce entering the workplace, mixed generation, globalization and technology. (Armstrong, 2012; Crumpacker and Crumpacker, 2007; Maitland and Thomson, 2011; Parker *et al*, 2001)

Influenced by technology (especially internet) that broke barriers of distance and time and by the change in the workforce, new models of work have been emerging but still facing obstacles in many organizations that expect employees to be present at their workplace for fixed period of time and to be paid in fixed amounts. (Maitland and Thomson, 2011)

The shift from large-scale industrial production (manufacturing jobs) to service work increased the interactivity between employees and final customers and also enlarged requirements of customized products and the need for flexibility to response to this consumer's needs. (Parker *et al*, 2001) It broadened the variety of demographics of workforce (increased number of women and ethnic diversity); brought to the workplace more educated employees (professionals), increased dependability on IT to make the work possible and shifted from traditional office/factory-based work to more flexible options, such as home working. (Maitland and Thomson, 2011)

Through all these changes, many organizations still maintain some retrograde concepts about employment. Maitland and Thomson (2011, p.2) emphasizes that "many organizations remain stuck with a model of employment and management that were appropriate for work in the nineteenth and twentieth century, but not for the twenty-first".

3.1. *Retail environment*

The retail environment has unique characteristics when compared to other organizations. (Schultz and Schwepker, 2012) Issues such as interaction between professionals, work performance expectations, job behaviours (Menguc, Sang-Lin and Seigyoung, 2007) and pay schemes (commission and / or bonus) all together, create a completely distinctive environment in which work conditions and structure vary greatly from other business. (Schultz and Schwepker, 2012)

Because this sector depends heavily in its workforce to achieve its goals, they have to develop an environment that will engage and motivate its employees. (Lassk and Shepherd, 2013)

3.2. *Job design*

Job design has been object of several researches in the work motivation field (Bratton and Gold, 2012) because special attention has to be paid in how employers organise and design work that has to be done. (Armstrong, 2012) Scholars have traditionally defined job as group of tasks (Armstrong, 2009) and job design as "the process of putting together a range of tasks, duties and responsibilities". (Torrington, et al., 2011, p.84) Job design is, indeed, intrinsically linked to employees' performance, satisfaction and motivation. (Gunnigle, Heraty and Morley, 2006)

Job design is usually considered to have begun with scientific management, around the 1900's century. (Bratton and Gold, 2012) Pioneering scientific management such as Taylor (1911) systematically divided the labour into simple jobs, narrowing defined tasks (job fragmentation). Although criticized, this model has still been applied in some sector of our society, especially in manual work where there is no room for decision-makers and the motivation is done by money. (Bratton and Gold, 2012; Torrington, et al., 2011)

Maslow (1940) shifted away from the idea of 'man as machine' (Bratton and Gold, 2012) to the recognition that employees have needs, beyond economic ones, and suggested a hierarchy of needs such as social and self-esteem as motivators. In this sense, new

concepts are arising from the literature; Armstrong (2012, p. 142) cites the *Smart working*, as one of the new approach to organize work that "aims to drive greater efficiency and effectiveness in achieving job outcomes through a combination of flexibility, autonomy and collaboration, in parallel with optimizing tolls and working environments for employees". The concept was introduced by CIPD (2008) and has as characteristics: work flexibility (hours, location and people); performance measured by outcomes; high-performance working, self-management (autonomy, empowerment and freedom to act); teams work (physical or virtual); usage of technology to facilitate communication. (Armstrong, 2012)

Job design is also important for HR practitioners as a manner to recognize that employees' backgrounds and age often affect the way they approach projects. (Pooja and Rastogi, 2006; Torrington, et al., 2011) Older workers may be dissatisfied working in a project that is changing continually, while member of Gen Y may get bored if a manager insists in a highly procedural or bureaucratic manner that is process- driven. (Lieber, 2010) In knowing these differences, HR practitioners should design the work in a way that stimulates the interest of each employee.

Nowadays, job design has taken a broader perspective, with various dimensions such as job enrichment, job engineering and quality of work-life. (Pooja and Rastogi, 2006) All new concepts seeking to make the work more interesting and keep the employees motivated and satisfied. (Gunnigle, Heraty and Morley, 2006)

3.3. *Organizational culture and best fit*
If we understand the workplace as an engine, where every single part - even working separately - is important for the final result (Armstrong, 2012) we can say that what helps it flows smoothly is the corporate culture.

Organizational culture is a set of values, experiences and philosophy. It is based on shared attitudes, beliefs, customs, written or unwritten rules that the organization

develops over time. (Dessler, 2011; Gunnigle, Heraty and Morley, 2011) It permeates throughout all the company and is manifested in different ways: how it selects its employees; the way the organization conducts its business; treats its employees, customers, and the wider community; how power and information flow through its hierarchy. (Price 2007) While there are several common elements between organizations, organizational culture is unique and something extremely difficult to change and imitate. (Dessler, 2011; Gunnigle, 2011) The culture of the organization can therefore be defined as "the emergent pattern of beliefs, behaviours, and interaction that uniquely characterize the organization as it operates with an industrial and a societal context". (Fombrun, 1983, p. 139)

This subject has intensely been discussing in the business environment and has increased its importance. Scholars have being using new nomenclature to better define the concept of organizational culture which can be called climate. Organizational climate is the "empiric substitute for the richer term culture in that organizational climate is often viewed as a quantifiable concept whereas culture is more qualitative and less tangible". (Gould-Williams, 2007, p. 1631) Climate is regarded as the collective attitude of individual workers towards their organization (Burton et al., 2004), being considered a variable that influences HR practices and individual behaviour and can be seen as an enduring quality of the internal environment of an organization. (Gould-Williams, 2007) Positive perception of the psychological work climate increases job satisfaction, organizational commitment, motivation, and productivity. (Parker *et al.*, 2001)

Fombrun (1983) points out that while it is true that cultures cannot simply be created, the various control systems of the organization can work to shape it, through reinforcement and feedback of the desired attitudes and behaviours that are consistent with a particular strategic direction.

Members of Gen Y, as researchers discovered, want to work in an organization where the culture fits their own culture. (Stephenson, 2012) In a survey developed by Reed Consulting (2004) revealed that 90% of the respondents would choose a workplace

culture that they fit in to instead of a pay increase and 91% would prefer to be part of an organization that suited their own working style rather than have an above the average salary.

4. *Motivation*

Since human assets are regarded as the primary source of value, growth, and sustained competitive advantage, the HRM field has been intensely interested in knowing what factors are responsible for stimulating their ability to work. (Kouloubandi, Jofreh and Mahdavi, 2012) Thus, motivation has become an issue of concern for both scholars and practitioners.

Certainly, motivation is one of the main factors determining work performance of employees. (Viorel, 2009) Thus, Cogin (2012) argues that organizations that do not understand the similarities and differences between generations could be facing failure or loss of valuable employees by not knowing how to motivate their employees. But what does motivation really represent?

Motivation is a complex concept and can, therefore, be defined in several ways. Adair (2006) affirms that the motivation of a person covers all the reasons for which they choose to act in a certain manner. Armstrong (2006, p.252) explains that "motive is a reason for doing something. Motivation is concerned with factors that influence people to behave in certain ways". The Society for Human Resource Management (2010, p.1) defines motivation as

> the psychological forces that determine the direction of a person's level of effort, as well as a person's persistence in the face of obstacles. The *direction of a person's behaviour* refers to the many possible actions that a person could engage in, while *persistence* refers to whether, when faced with roadblocks and obstacles, an individual keeps trying or gives up

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In the sense that people are motivated by many different things, employees can be motivated in different ways. These include but are not restricted to pay, rewards and other intrinsic and extrinsic factors. (Beardwell and Claydon, 2007) By determining the employee' motivation, organizations can develop strategies that help them to achieve its goals. If different skills are required for different work and tasks, different employees require different motivational factors. (Kouloubandi, Jofreh and Mahdavi, 2012)

Understanding work motivation in this way "draws attention to the fact that it will probably vary from individual to individual and over time". (Beardwell and Claydon, 2007, p. 491) Besides, because it is based on needs and motives that change over time, and interaction with the environment, which will also changes, the dynamic process is subject to ongoing reconfiguration. (Kouloubandi, Jofreh and Mahdavi, 2012) Specifically focusing on Millenniums, the Society for Human Resources Management (2010, p. 3) affirms that "this group of young workers has a distinctly different set of expectations than other generations". Thus, to be competitive, HR and organizational leaders must understand what motivates this generation and learn to use these factors to the benefit of both employee and employer.

The different views about work and life among younger employees and the need to increase productivity and efficiency in the workplace has led to growing academic interest in the area of motivation over the years. In today's marketplace, where companies seek a competitive edge, motivation is the key for talent retention and performance. (Favero and Health, 2012) Recognizing generational differences and understanding the needs and wants from generation Y are extremely relevant because it affects job satisfaction, retention, motivation and ultimately productivity. (Martin and Tulgan, 2006) The Society for Human Resource Management (2010, p. 2) affirms that "no matter the economic environment, the goal is to create a workplace that is engaging and motivating, where employees want to stay, grow and contribute their knowledge, experience and expertise".

4.1.   Theories of motivation

Theories of motivation are relevant to be reviewed as a measurement of the evolution in the human resources management field and of the society. It is also important for further development of the research to comprehend the basis of motivation to be able to understand the limitations and consequences of it in the employee outcome. Motivation theories can be classified broadly into two different perspectives: Content and Process theories.

Even though motivation's theories are considered an important subject in the Human Resources field there is part of the literature that does not consider them as such an important element arguing that these theories "does not work and that we should discard the dismal vocabulary of motives, motivators and motivation, and think about becoming a society of persons […]". (Fitzgerald, 1971, cited in Gunnigle, Heraty and Morley, 2011, p.133) In contrary sense, Armstrong (2009, p.317) argues that "to motivate people it is necessary to appreciate how motivation works. This means understanding motivation theory and how the theory can be put in practice".

4.1.1. Content theory

These theories, also known as need theories, focus on internal factors encouraging the person to act or behave in a certain way "towards the satisfaction of individual needs". (Beardwell and Claydon, 2007, p. 492) According to Bassett-Jones and Lloyd (2005), content theory assume a more complex interaction between both internal and external factors, and explored the circumstances in which individuals react to different types of internal and external stimuli. Contend models focus on the wants and needs that individuals are trying to satisfy or achieve in the situation, or *what* motivates human behaviour. (Gunnigle, Heraty and Morley, 1997) Key theories are: *Maslow's hierarchy of needs, Alderfer's ERG theory, Herzberg's ERG theory and McClelland's acquired needs (or three- needs theory).*

All of the three content theories are connected to each other in some extend and have real life applicability, although there are of course some limitations and exceptions within each theory. (Beardwell and Claydon, 2007) According to Gunnigle, Heraty and Morley (2011) content theories are concerned with identifying human needs and through this recognition it is possible to discover what motivates individuals and also how their needs can be fulfilled. Content theories do not describe techniques on how to motivate employees but provide an understanding of the concept of motivation.

a)   *Maslow's hierarchy of needs (1954)*

Widely studied in the HR field, Maslow's hierarchy of needs suggest that individuals' motivation depends on the desire to satisfy different levels of needs. (Armstrong, 2009) According to Abraham Maslow (1943) people are motivated by five types of unsatisfied needs, beginning with the most basic-level called physiological needs and progressing through the higher-level called self-actualization, which is never fully satisfied. (Gunnigl e, Heraty and Morley, 2011; Scott, 2005) Once the needs of one stage are met, people may then be motivated to seek satisfaction at the next level. (Kouloubandi, Jofreh and Mahdavi, 2012)

Maslow brings five major needs, in a hierarchical order, typically described and illustrated as a vertical scale or in a pyramidal form. (Udechukwu, 2009) The start point is *physiological needs* (food, drink, survival) leading through *safety needs* (protection and security), *social needs* (to belong, to love and be loved, to interact with others), *esteem needs* (self-esteem, self-regard, value and regard of others) to the higher-level needs, *self-actualisation* (forfullment). (Armstrong, 2012)

Due to the hierarchical order, it can be said that employees whose lower-level of needs are not met may not be motivated by higher-level of needs, such as higher wages according to Udechukwu (2009). The author also state that the lower-level of needs are not being met if workers are not earning enough to pay for their basic needs. In the same sense, employees at lower pay levels were more motivated by financial rewards than

those who were being paid more than sufficiently to meet their basic needs. (Kouloubandi, Jofreh and Mahdavi, 2012)

Armstrong (2009, p. 324) brings to discussion that Maslow's theory "has not been verified by empirical research […] and it has been criticized for its apparent rigidity (different people have different priorities and it is difficult to accept that needs progress steadily up the hierarchy)". Furthermore, Maslow's hierarchy of need explains that lower needs must be satisfied before the higher needs can emerge. Yet, in some cases, individuals are motivated by satisfying more than one need simultaneously and in other, a need won't ever be fully satisfied. (Gunnigle, Heraty and Morley, 2011)

Despite criticism, Udechukwu (2009, p.77) states that what is most important about Maslow's work is "its recognition of a need to order or scale human needs and its recognition of human activity as an important area ripe for the application of sophisticated psychology theories and techniques that are today dubbed 'management studies' among other rubrics". This scaling can, consecutively, lead to a better understanding how decisions are prompted by the job either meeting or not meeting employees' needs. Buhler (2003, p. 21) affirms that "the key is to recognize everyone is at different level. This should reinforce the move away from 'one size fits all' rewards. The author also reinforces the need for constant reassessment in the system because people's needs change over time.

Schneider and Alder (1973) bring Maslow's theory into practice suggesting that lower-level needs such as psychological needs can be applied with rest and refreshment breaks, physical comfort on the job and reasonable work hours. Safety needs can be implement with safe working conditions, job security, based in compensation and benefits. Social needs are possible with friendly co-workers, interaction with customers and pleasant supervisors. In the higher level needs, esteem needs can be achieved by given employees responsibility of an important job, praise and recognition from the boss and promotion to higher status job. And self-actualization needs can be fulfilled with a creative and challenging work, participation in decision making and ongoing training.

b) *Alderfer's ERG Theory (1972)*

The ERG theory is a development of hierarchy of needs and, in opposition of Maslow's theory, is based on strong empirical evidences. (Gunnigle, Heraty and Morley, 2011) Alderfer regrouped Maslow's five needs into three groups of core needs, namely *Existence, Relatedness and Growth (ERG).* The existence needs include the human basic needs necessary for existence, which are the physiological and safety needs. The relatedness needs refer to employee's desire to have interpersonal relationships, acceptance, belongingness and status desires. The last group is the growth needs, which represent the employee's desire for personal development, self-fulfilment and self-actualization. (Arnolds and Boshoff, 2002)

If hierarchy was an imperative in Maslow's theory, in Alderfer's theory that rigidity was not applied. (Armstrong, 2012) He suggested that "an already satisfied lower-order need may be reactivated as a motivator when a higher-order need cannot be satisfied", implying that there would be many different ways to motivate employees, giving the opportunity to workers to revisit lower or higher-levels of needs any time they feel the need to satisfy it again. The last innovation brought by this theory is that more than one need category may be important at the same time. (Gunnigle, Heraty and Morley, 2011)

c) *Herzberg's two-factor theory (1959)*

Frederick Herzberg suggested another framework for understanding the motivational implications of work environment. His study was important for the development of concepts today's known as job satisfaction and job enrichment. (Kermally, 2005) He also created a distinction between satisfaction and dissatisfaction. (Udechukwu, 2009)

In his theory, Herzberg identifies two sets of factors: *Hygiene factors and Satisfiers or Motivators factors*, defining motivators as intrinsic to the job and hygiene factors as extrinsic. (Armstrong, 2012) According to Herzberg the crucial difference between motivators and hygiene factors is that the first involves psychological growth while the second involves physical and psychological pain avoidance. (Viorel, 2009)

Hygiene factors include salary, job security, working conditions (workplace, light and all the necessary tools to perform the job), organizational policies and culture. Herzberg affirms that although hygiene factors do not motivate employees, they can cause dissatisfaction if they are missing, but improvements in hygiene factors do not necessarily increase satisfaction. (Nelson, 1996; Smith and Shields, 2013; Udechukwu, 2009)

On the other hand, getting people to do their best at work, improving job satisfaction and motivating employees is more a function of motivators or satisfiers' factors. (Smith and Shields, 2013) This includes such things as increasing employees' responsibility, autonomy, recognizing them for their achievements and providing opportunities for growth. (Armstrong, 2012; Herzberg, 2003; Nelson, 1996)

Unlike Maslow's theory, Herzberg's motivation-hygiene theory points out that job satisfaction and job dissatisfaction rise from different causes, satisfaction depends on motivators, while dissatisfaction is the result of hygiene factors. (Udechukwu, 2009) Herzberg (2003, p.87) states that "the things that make people satisfied and motivated on the job are different in kind from the things that make them dissatisfied". He explains that poor hygiene factors make employees de-motivated, but achieving excellence in those factors will not make people work harder or smarter, affirming that "people are motivated, instead, by interesting work, challenge, and increasing responsibility". (Herzberg, 2013, p.88)

Herzberg argues that true satisfaction is primarily a product of internalized motivation factors such as praise or recognition for efforts and opportunities for advancement (Herzberg, 2003). In the two-factor theory, it was proposed that the work-related role has the capacity to fulfil employee's need for self-actualization which influences job satisfaction and urged organizations to enrich the jobs to enhance workers' satisfaction in their positions. (Viorel, 2009) What Herzberg proposed in his theory was a radical shift from the prevailing ideas of the late 1950s which emphasized maintenance factors (especially money) as the primary cause of satisfaction. (Bassett-Jones and Lloyd, 2005)

More recent studies have been supporting Herzberg, having found motivation/satisfiers factors to be most closely associated with job satisfaction. (Smith and Shields, 2013) Although the Herzberg's theory had influenced a generation of scholars and managers, his conclusions do not seem to have fully penetrated the workplace, because extraordinary attention has still been paid to compensation and incentive packages. (Herzberg, 2003; Kermally, 2005)

Even though the two-factor theory had brought immense contribution to the motivation field, it faces criticisms as observed by Kermally (2005). The research only interviewed engineers and accountants, which can suggest that its findings may not apply to other professional groups and also Herzberg's methodology in conducting his research led him to such findings. Viorel (2009) argues that the work of Herzberg is an assessment of job satisfaction rather than motivation of employees and that no matter how much emphasis is laid on factors that are intrinsically rewarding, if hygiene factors such as low pay is not addressed, their full effect cannot be felt. He also appoints out that hygiene factors and motivators vary depending on the types of individuals involved and the nature of the work examined. Kermally (2005) states that Herzberg's research does not present any kind of evidence to prove that highly satisfied people are also high performers.

d)   McClelland's acquired needs theory (1961)

A different way to classify needs was proposed by McClelland who identified three types of motivational need: *achievement, affiliation and power*. Unlike Maslow and Alderfer, McClelland ignored the concept of hierarchy (Viorel, 2009) and affirmed that different levels of needs can be identified in different individuals and one need does not exclude another. (Armstrong, 2012; Gunnigle, Heraty and Morley, 2011; Scott, 2005)

In his theory, McClelland argued that people, in the course of their lives, acquire or develop different needs as a consequence of their experiences. (Scott, 2005) When these needs are activated they serve to motivate behaviour, an opposite conclusion of Maslow's proposition of a continuous progression throughout the hierarchy of needs. (Viorel, 2009)

As Armstrong explains (2009, p. 325) "some [people] have a greater need for achievement, other stronger need for affiliation, and still others a stronger need for power. While one need may be dominant, however, this does not mean that the others are not existent". Comprehending each need is important because every job is designed with a purpose and so, the right person with appropriate need should occupy the position in order to achieve the settle goal. (Gunnigle, Heraty and Morley, 2011) It is therefore HR duty to recognize the needs of employees and create appropriate work settings to satisfy them. Scott (2005) brings this theory into practice exemplifying that simple tasks such as delegating tasks to others can satisfy employees need for achievement or power and the creation of project teams may help them to satisfy affiliation' needs.

A combination of needs in different levels will lead to different employees' personalities and as Gunnigle, Heraty and Morley (2011, p.142) conclude "if such needs are acquired, they may be developed through appropriate environmental conditions that facilitate the emergence of the desired needs profile".

4.1.2. Process theories

If in the content theories the focus is upon internal attributes of the person, in the process theories, the focus is on the psychological forces that have an effect on individual motivation. (Isaac, Zerbe and Pitt, 2001) Gunnigle, Heraty and Morley (1997) affirms that process models attempt to explain how external environment drives people to behave in a certain way or how the content of motivation influences behaviour and how managers can adjust some situations and processes to better link satisfaction of needs with performance.

Processes theorists emphasize the individual perceptions of the environment and subsequent interactions arising as a consequence of personal expectations. (Viorel, 2009; Graen, 1969) The key process theories are: *Vroom's Expectancy theory, Latham and Locke Goal-setting theory and Adam's Equity theory.*

a)   Vroom's Expectancy theory (1964)

Expectancy theory was proposed by Victor Vroom (1964) in an attempt to explain the output performance of factory workers by taking into account their expectations about obtaining desired outcomes when they performed at certain way. (Johnson, 2009) Vroom's theory suggested that people deliberately choose particular actions, based on their own perceptions, attitudes, and beliefs, as a consequence of their desire to increase pleasure and avoid pain. (Isaac, Zerbe and Pitt, 2001) Based on empirical evidence, this theory is concerned with explaining how motivation affects performance, describing how people make choices to achieve desired goals. (Armstrong, 2012; Liccione, 2007) According to Vroom, motivation to act rests on three fundamental links that exist between making an effort and achieving satisfaction. (Smith, 2009) The theory has been most often applied in the organizational behaviour field to analyze worker performance and its connection to rewards (Hamington, 2010) and is largely used for formulating pay schemes. (Armstrong, 2012)

Expectancy theory establishes that people will be motivated towards a certain behaviour based on three factors: *expectancy, instrumentality and valence*. (Hamington, 2010; Smith, 2009) The first link involves what Vroom described as *expectancy* and characterizes the subjective probability that the behaviour will result in the achievement of a certain performance, (Pousa and Mathieu, 2010) being the link between effort and performance (Hamington, 2010). Expectancy is the perceived probability that individuals will experience certain work-related outcomes as a result of achieving their performance targets. (Liccione, 2007)

The second linkage is the *instrumentality*, which is the perception that performance will produce a job related outcome. (Pousa and Mathieu, 2010) Instrumentality is the relationship between performance and outcome and relies in the employee's believe that if he/ she achieves a certain performance it will generate certain outcomes. (Hamington, 2010)

The final link in Vroom's theory is the *valence* or degree of attractiveness of this work-related outcome or reward. (Pousa and Mathieu, 2010; Smith, 2009; Liccione, 2007) Hamington (2010) affirms that even if the person's knows that he/ she can achieve the performance and the outcome, he/ she will not be motivated to act if he/ she fail to view the outcome as valuable. Isaac, Zerbe and Pitt (2001) conclude that it is crucial that the outcome attained is personally valued.

According to Vroom's theory, actions depend upon the individual perceiving all three causal relationships as positive. (Hamington, 2010) Also it should be noted that, due to individual differences, people often assign different values to rewards. (Isaac, Zerbe and Pitt, 2001) Vroom's theory suggests that motivation is high when employees believe that high levels of effort lead to high performance and high performance leads to attainment of desired outcomes. (SHRM, 2010)

As pointed by Lunenburg (2011, p. 5) Vroom's theory provides a process of cognitive variables that reflects individual differences in work motivation. In his model, employees do not act simply because of strong internal motives, unmet needs, or application of rewards. Instead, "they are rational people whose beliefs, perceptions, and probability estimates influence their behaviour". In practice this theory can help managers to identify important things that "can be done to motivate employees by altering the person's effort-to-performance expectancy, performance-to-reward expectancy, and reward valences". (Lunenburg, 2011, p.6)

b) *Latham and Locke Goal-setting theory (1979)*

Goal-setting theory has its origins in the 1960s and it was formulated largely on the basis of empirical research conducted over nearly four decades and (Latham and Locke, 2007) based in the principle that conscious goals affect action. (Smith, 2009) Armstrong (2012, p. 187) affirms that goal-setting theory "provides the rationale for performance management, goal setting and feedback".

Locke and Latham (2002, p. 707) explain that goal "is the object or aim of an action". They go further affirming that goal affects performance in four different ways. First, goals have a directive function; they direct attention and effort toward goal-relevant activities and away from goal irrelevant activities. Second, goals have a stimulating function; more difficult and specific goals evoke higher effort. (Smith, 2009) Third, goals influence employee's persistence; tight deadlines lead to a more rapid work pace than loose deadlines. And fourth, goals affect action indirectly by leading to the stimulation, discovery, and/or using task-relevant knowledge and strategies. (Locke and Latham, 2002)

Although goals are the essential element in this theory, the authors recognize the they are restrained by person's ability (self-efficacy), goal commitment, feedback and by the complexity of the task. (Locke and Latham, 2002; Smith, 2009) Goal-setting theory highlights the connection between conscious performance goals and level of task performance rather than on isolated intentions to take specific actions, affirming that there is a "positive linear relationship between a specific high goal and task performance" (Locke and Latham, 2007, p. 710) Thus, the theory explains that a specific high goal leads to even higher performance, influencing people to do their best. (Barsky, 2008) The theory establishes that specific and challenging goals (Locke, 1987) along with appropriate feedback contribute to higher and better task performance. (Smith, 2009)

Latham and Locke (2002) affirmed that goal-setting theory can help employees to prioritize tasks, and managers to control the job that has to be done once the success is measured according to the goal reached. Even though this theory brings useful concepts to the management field, it faces criticism because it can foster unethical behaviour (Barsky, 2008), it can encourage simple focus in the outcome not leaving space for learning, (Smith, 2009) it can lead to a conflict of interests if the managerial goals are not aligned with organizational goals and also ignores the possibility of simultaneous goals. (Austin and Bobko, 1985)

c)   Adam's Equity Theory (1965)

Equity theory brings the idea that individuals measure their inputs and outcomes in relation to inputs and outcomes of others (reference group or people), forming perceptions of fairness (Armstrong, 2012; Liccione, 2007; Shore and Strauss, 2012) Sweeney (1990, p. 329) affirms that the perception of fairness is an important concept in work environment, where unfairness has been related to a variety of important behaviours, including dissatisfaction with rewards, reduced effort on the job and willingness to leave the organization.

Equity theory proposes that individuals are concerned with how much they get (outcomes) in proportion to how much they contribute (inputs), comparing this ratio with another individual's ratio to determine whether the situation is fair or not. (Sweeney, 1990) When things are unfair and the ratios, unequal, employees experience dissatisfaction (Ahmad, 2010) and pressure to restore equity increases. (Shore and Strauss, 2012)

According to Shore and Strauss (2012) the perception of unfairness/ inequity can appear in different ways. They exemplify giving a situation where the inputs of two employees are essentially equivalent but their outcomes differ (two employees may work in very similar jobs and have similar backgrounds, having similar education and experience, but one may receive a higher salary than the other). Another form of inequity can arise when the inputs of two employees differ but their outcomes are equivalent (one worker may be more productive than another but both receive the same salary). Both forms are considered unfair and can potentially impact an employee's attitudes and behaviour.

Equity theory is helpful for understanding work attitudes and behaviour since employment settings contain numerous types of individual outcomes (pay, benefits, status, recognition and praise) as well as many forms of input (work effort, productivity, skills, experience, education). (Sweeney, 1990) Armstrong (2012) affirms that people are better motivated if treated equitably in comparison with other people, which require an equitable reward and employment practices.

Adam's Equity theory had suffered many critics from other scholars who point out that it is overly simplified and based on laboratory research rather than real-life. (Sweeney, 1990) Others suggested that equity can be perceived not only on a person-to-person basis as the theory posits, but also by reference to the fairness of processes in the organization as a whole. (Liccione, 2007) Armstrong (2012), on the other hand, shows some support to the theory emphasizing the importance of organization having an equitable reward and employment practices.

Chapter II

5. Research questions

The research aims to gather for in depth information about reasons that can motivate members of generation Y at the work environment. The proposed research question is:

In times where the world changed, much influenced by the technology and internet, what are the reasons (money, career, status) for Gen Y being motivated at work?

- Is generation differences a factor that influences how employees can be motivated?
- Are millenniums employees mostly intrinsically motivated rather than extrinsically?

Chapter III

6. *Methodology*

6.1. Introduction

Within this chapter it will be outlined and discussed what are the most appropriate philosophies, approaches, methods, sampling, data collections and analysis. There will also be a description of the ethical considerations and time horizon.

6.2. Proposed Methodology

The research adopted the **interpretivist** and **subjectivist** philosophy within an **inductive approach**, with collection of **qualitative** data, using the **mono-method (interview)**, since the research did not have the intention of generalising theories but find a deep reason of what motivates the generation Y to work. Using the research 'onion' it will be explained the reasons of each one of the choices.

Figure 1: Research 'onion'
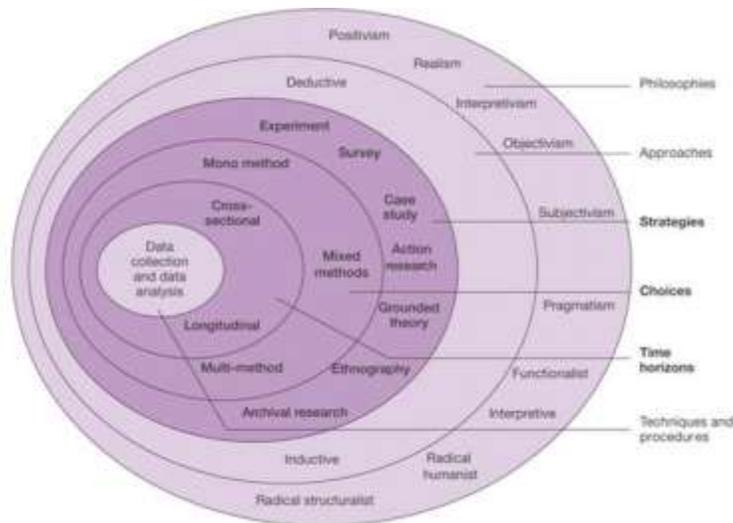
Source: Saunder *et al.* (2009, p.108)

According to the research 'onion' presented by Saunder *et al.* (2009) every layer of the 'onion' is important, in different content, for the research process. The first layer is the research philosophy which contains important assumptions about the way the researcher perceives the world and these assumptions will support the research process, impacting and influencing all the research development. The next layer is the research approach followed by research strategy, research choices, time horizon and finally, in the centre of the onion, data collection techniques and procedures.

Unlike others **philosophies**, such as positivism which believes that the research's role "is to test theories and provide material for the development of laws" (Bryman and Bell, 2007, p.16), **interpretivism** believes in understanding human behaviour rather than explaining it. For this reason, this perspective is appropriate for the field of social sciences, especially human resources management. (Bryman and Bell, 2007 and Saunders *et al.*, 2009) Furthermore, the philosophy highlights that participants "interpret the social roles of others in accordance with our [their] own set of meanings". (Saunders *et al.*, 2009, p. 116)

The recognition that all participants, including the researcher, bring their own unique interpretations of the world infers that the researcher needs to be open to attitudes and values of the participants and bring the awareness to the researcher to avoid his/her cultural assumptions, seeking to diminish biases and being more faithful with his/her research.

For all the foregoing reasons this philosophy is in line with the research, which aims to discover the real reasons of motivation and does not have as pretention to generalize the appliances of the result. Indeed, interpretivism encourages the study of a small number of cases, the detail and effort involved in interpretive inquiry allows researchers to gain insight into particular events as well as a range of perspectives that may not have come to light without that inquiry.

The second layer of the 'onion' includes deductive or inductive approach. The deductive research approach includes the development of an idea, or hypothesis, from existing theory which can then be tested through the collection of data. (Saunders *et al.*, 2009) The research will use the **induction approach** because it fits better with the research purpose. In fact, as Saunders *et al.* (2009) explains, this approach permits the researcher to understand the reasons of determined phenomena and not just determine cause-effect because social sciences is too complex to limit the hypothesis. The inductive approach uses the data to generate theory or ideas and the researcher has as function to collect data, interpret and formulate theory. Saunders *et al.* (2009, p. 126) synthesize that in induction "theory would follow data rather than vice versa as with deduction".

Observation → Pattern → Tentative hypothesis → Theory

6.3. Proposed Sampling Method

The research used a ***non-probability sample*** and the author interviewed three women, aged between 25 and 30 years-old, in order to find what motivates them to work. The interviewees were chosen because they belong to the generation Y, working in two different organizations and are influenced by the author's ***network***. The need for two different companies was necessary to discover how organizational culture influences members of generation Y.

Sampling means that you collect data from a smaller group rather than from a large population which figure 2 illustrates (Saunders *et al.*, 2009).

Figure 2
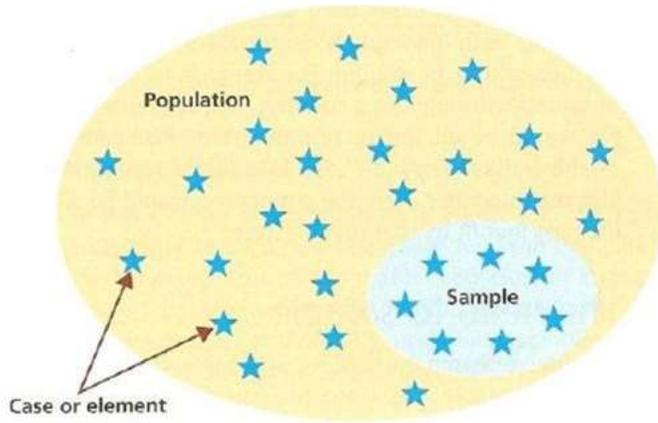
Saunders *et al.* (2009) argue the necessity of sampling as being valid in some situations when compared with the alternative option, census. Sampling is needed when in answering the research question it is necessary to do a deep study that focuses on a small case selected for a particular purpose. This sampling would provide an information-rich case study in which it will explore the research question and gain theoretical insights. In the specific case of research sampling is necessary because it is seeking information on a specific group of the population which possesses characteristics distinct from the others.

Scholars argue that there are different sampling techniques which can be divided into two groups; probability and non-probability sampling. With probability sampling any case can be included in the sample and are chosen statistically. With non-probability samples, it is not possible to generalize on statistical basis and the samples are selected based on the researcher's subjective judgment. Another difference between the groups is the sample size. Non-probability sampling has no fixed sample size, unlike probability sampling which seek for a wide collection of data. (Saunders *et al.*, 2009)

Convenience sampling will also be useful to the research because to find out the reasons that motivate people it is necessary to have a high level of trust. The literature criticizes this sampling arguing that this choice can bring "biases to the sample, meaning that subsequent generalizations are likely to be at best flawed" (Saunders *et al.*, 2009, p. 241) but the research seeks to understand reasons of motivation in specific generation and not

generalize its finding to a wide population, motive why will consider the present sampling.

6.4. Data Collection tools

Interviews were used to find the **qualitative** desired data. Particularly for the research purpose, interview is the appropriate tool because the researcher needs to have a deep understanding of how the new generation can be motivated. (Somekh and Lewin, 2005)

According to Saunders *et al.*, (p. 324, 2009) interviews are helpful to "gather valid and reliable data" that are important to answer the research question. The research required one round of **open ended, semi-structured, in-depth interviews**. The open-ended interviews allows participants to discuss their opinions, views and experiences fully in detail where as perhaps a set interview with closed ended questions may restrain them to express their full opinions and feelings. (Cameron and Price, 2009) With the use of semi-structured interviews which was prepared as a topic guide or a certain amount of questions to be covered with each participant (Saunders *et al.*, 2009). A face to face interview allows the researcher to observe any non-verbal communication but also allows both the interviewer and participant to ask for any clarification necessary. (Appendix I for sample interview questions)

The interviews were estimated to last 60 to 90 minutes, but questions and times were merely a guide to the interview session; it was the participant's responses which leaded the direction and length of the interview. All of three interviews although followed the time estimated above and each interview took place in a different locations that better suited each of the participants according their schedule. During the interviews it was useful and the participants embraced the idea of complementary explanation provided by the researcher about facts learned during the literature review. All participants enjoyed the further explanations, bringing their point of view or even exemplifying with personal experiences, making the research process gain deep knowledge and understanding.

The interviews were audio recorded with the authorization of the participants and clarifications of their right to leave or terminate the interview at any time were provided before the interview started. To ensure participants anonymity and privacy during the interviews names (both of interviewed and company) will not be presented in the study.

6.5. Data Analysis

The research will adopt the **grounded theory** in analysing the data collected. Grounded theory suggests that theory emerges inductively from the data and it is often used to formulate assumptions or theories based on existing phenomena, or to discover the participants' main concern. (Strauss and Corbin, 1998) Grounded theory is a systematic qualitative research methodology in the social sciences emphasizing generation of theory from data in the process of conducting research. This process involves using multiple stages of data collection and the refinement and interrelationships of categories of information. (Saunders *et al.*, 2009) Motivation is a complex and variable subject and qualitative research will be helpful to examine different perspectives and better understand the issues. The choice of inductive approach means that the research started collecting and exploring data with no preset theory or framework, and after the findings it will develope a theory reason why grounded theory is aligned with the research purpose.

6.6. Limitations of the research

The limitations that interpretivism researches have are aligned to the applicability of its results. This kind of research, which focuses on gaining deep knowledge based on analyzing a small sampling, cannot have its results generalized to the wide population.

6.6.1. Practical efforts to obtain / access primary data

The author used her network to interview participants and the interviews took place in different location, according to the interviewers' preference and disposability. The author's practical effort was concerned about finding a quiet place which suited the

participants and at the time they were available. One difficulty faced by the author was scheduling the interviews, the participants had scarce free time. One of the invited participants cancelled the interview one day before it happened, but the author managed to find another person in the same management position instead.

6.6.2. *Personal biases*

The author was aware that she might face some difficulties to keep neutral during the interviews; even though the philosophy and approach selected to conduct the research permits biases. The interviewer studied interview's methods to learn how to get the information wanted without interfering in the answer. Cameron and Price (2009, p. 361) aware about this issue state "because they are prone to bias, interviews need careful planning and careful recording in order to generate valid and reliable data".

6.7. *Ethics*

The research adopted the **deontological view** which is based on the premise that the ends do not justify the means. (Saunders *et al.,* 2009) Ethic is an important concept and should be noticed all the way through the research. To ensure and prevent ethical issues the research kept the name of participants and companies private, all participants was explained the reasons of the research as well as their right to terminate their participation in any stage if any ethical issue were raised. The participants did not, in any stage of the interview, before or after, face any kind of discrimination, embarrassment or harm. The research just used permitted sources and all of them will be properly referenced and the research will not distort information to suit the research.

6.8. *Time Allocation*

The research adopted the **cross-sectional** time horizon. The cross-sectional is used to study a particular phenomenon at a particular time and is useful for the study once the objective is to study a specific event (motivation) in a specific part of the population

(generation Y). (Saunders *et al.*, 2009) The longitudinal study would not suit the research purpose and could make the research process endless because the reasons of motivation can (and probably will) change over time.

Activity	Start Date	Finish Date
Searching for secondary data	10/02/2013	20/05/2013
Reading secondary data	10/02/2013	20/05/2013
Creating data collection instruments	10/03/2013	15/04/2013
Administrating data collection instruments	01/03/2013	20/04/2013
Analysing primary data	20/04/2013	05/05/2013
Writing the early drafts	01/02/2013	01/04/2013
Analysing comments on drafts by supervisor	10/04/2013	15/04/2013
Revisions of drafts	02/05/13	06/05/2013
Printing and binding	07/05/2013	10/05/2013

Chapter IV

7. *Data Analysis/Findings*

The research took place in the retail environment, more precisely in two large companies of fashion. Both companies are multinational businesses with more than 1000 shops around the world, employing thousands of people. They were chosen because consumers' goods have being increasingly growing in the past few years and the retail industry is a particular environment to operate in. The constant unsteady environment faced in shop floor brings challenges that have to be addressed in a strategic way from the HR function, to ensure the success of the organization. This sector, especially hires young employees (generation Y) and issues such as motivation is a constant within this business. Line managers in the fashion industry are constantly seeking ways to improve sales by motivating sales teams.

The aim of the questionnaire was to gather information concerned with the research topic. The method utilized was in-depth interview with 3 people occupying managerial position in two different companies. Beginning with personal and work-related questions, the researcher intended to have an inside view about personal characteristics of members of generation Y and also understand how they perceive the workplace, what their management style preferences are, the most effective rewards and reasons that motivate them. The following block of questions intended to test the content and processes theories reviewed in the literature review.

BACKGROUND: The first question was developed with the intention of having background knowledge about education and work experience. All three participants had some college experience. Two of them had started but not finished two different courses and the other participant had a college degree. All of them judged education as highly important. One of the respondents stated that her first course was chosen because it was a really good career in Ireland at the time, but in her second year she realized that she did not enjoyed and stopped. Interesting enough, she took another 2 courses, finishing just

the second one, where she worked in the area for two years but changed field because there was no career progressing in that field. Two of the respondents changed higher paid jobs for lower pay employment because they saw opportunity to grow and have a career. One participant said that one of the reasons of changing jobs was also related to the work environment, where in the new job she was having more fun and because of this the pay cut was not seen as a problem. Two participants emphasised that when they do something they want to be the best, but not in a competitive way, in a personal satisfaction and this drive them to the desire of career growth. One respondent expressed this stating that passion is what has driven her to be and do her best.

All the respondents had worked in different fields before retail and it was said that this experience helped them to develop different skills, which contribute to their actual job.

WORK ATTITUTE: Question two was concerned with work attitude and it was asked if the participant consider him or her different from older co-workers. All of the participants judge themselves as being more open minded; two of them stated they want to make the difference in the organization, one actually said that she wants to do her best. One of the interviewed emphasised that because of different experiences in previous jobs she is open minded and does not judge customers from their appearance and, at the same time, she is able to understand their budgets and are able to offer products that would suit them (style and money wise). Another participant stated that she is more open minded than previous cohorts especially concerned to have the job done even if it required things that was not supposed to be her job. It also highlighted the importance of being open minded in the team work situation so common nowadays, especially in the retail environment. One respondent said that there is no need for hierarchy and even being a manager, she sees her staff as equal and as capable as she, because in the end of the day, they will be recognized as a team. One participant said that she feels that older generations are more easy-going and she feels she works harder. Her attitude would be "get up, go and do it" while the older generation would "take a back seat". The older generation, the participant stated is more "talk about things" while she is more "hands-on and let's do it".

FEEDBACK: Question three was about the need and intensity of feedback. The answer was unanimous; they want and need constant feedback. Definitely, feedback is important to keep them on track. It is also important because retail changes so quickly with new stock coming in and seasons varying greatly, feedback make people more comfortable at work. When asked about positive or negative feedback, the answers again agreed in the sense that does not matter if the feedback is good or bad, positive the important is that it is frequent.

MANAGEMENT STYLE: Question four was developed aiming to know what kind of management style members of generation Y prefers. The answer again was in the same way. They want hands-on manager who explains what he / she expects from them and helps them to achieve the goal. On the other hand, when asked if managers should settle the steps to be followed, the participants stated that they want freedom to do "their way". In this sense, one of the participants stated that "do that way" was an attitude that she greatly dislike. Good communication, support and praise were concepts that came together with the answer. One of the participants said that prefers when managers explain things, go through and are actually being seen to do those things themselves is extremely important because employees learn by examples.

AUTHORITY: Question five inquired if they prefer a manager who is authoritarian or an open relationship would be better. Two of the participants stated that they prefer someone with authority because it is a work situation and makes it more professional, but at the same time they want to feel comfortable enough to ask questions. One participant stated that being too friendly makes reprimand difficult and might be prejudicial to the work situation. All interviewed said that the manager has to be respected as a superior in the work environment. One of the participants stated that prefers an open relationship. It was clear from the answer that they respect the authority of the boss but want to be able to have an open relationship in the sense of being comfortable in asking advice and solving doubts as well as in having an open conversation. One of the respondent affirmed that if it wasn't for the good relationship she has with her boss she wouldn't be as confident in her job as she is, because support is really important for her.

OPINION: Question six intended to discover if members of generation Y would disagree with decision and express it or they would just accepted because it came from the top management. All of the participants agreed that they would give their opinion. One of the participants said that if the decision affects the business from her point of view it needs to be said. If the line manager disagrees than there is no harm. But they understand that they should be able to give their opinion, and it does not mean that it is right or wrong, it is just a different point of view. Another participant emphasized that because the organization is a team, overall, it is important to be able to give the opinion. They do not perceive it as a disrespectful behaviour, it is just their point of view and it can help the organization. One participant stated: "I would always argue my point if I have a valid reason" and completed that if the manager do not agree with her opinion she would accepted because her superior have, or should have, more knowledge in the field than she has. Another participant emphasises that it depends on the organizational culture as well. The company she is working for has a relaxed and open relationship culture, where there is no power tripping and that facilitates the communication.

COMMUNICATION: The following question had the intention to discover how members of generation Y prefers to communicate in the workplace. All participants emphasized that it depends on the situation. Considering everyday communication with their line manager the answering varied. Two participants prefer face-to-face because it is easier to say something to somebody when they are having a chat. It was said that if it is a comfortable environment it is easier to say what has to be said. Another participant emphasised the importance of body language in the face-to-face meeting. One participant said that she prefers to communicate through e-mail for everyday touch point with her line manager, but a face-to-face meeting is acceptable as well. Phone call was not an instrument appreciated for this last participant.

MULTITASK: Question eight intended to test the multitask function of members of generation Y when compared with previous cohorts. All participants consider themselves multitasking at workplace. As an example one of the respondents stated that "while I'm folding the clothes I'm thinking what should I do next". Two of them emphasised that

this is important characteristic for people working in the retail sector, especially because customers have to be served, clothes folded, replenish the shop floor and so on. Two of the respondents said they do not see older generation as not multitasking but definitely younger generations do not multitask as well as their generation. As an example one participant stated that "when a deliver comes they get so focus on the delivery that they do not pay attention to the shop floor to serve the customer".

ORGANIZATION ATTRACTIVENESS: When it was asked about what makes an organization attractive to them, flexible time was extremely important for one of the participants, where time free for social life was a requirement. This participant recently changed job because time was becoming an issue and she did not hesitate to leave her management position with a higher salary for a supervision position with a lower payment. Another participant said that all flexible time, good environment and good relationship with her manager were important when choosing an organization to work for and emphasised that organizational culture is extremely important, stating that a fun company makes the work more pleasurable. The other participant affirmed that good communication, health pressure and recognition were factors to be considered.

PRODUCTIVITY / WORKING HOURS: Considering related productivity versus time to complete task, longer working hours equal more productivity. They emphasised that retail is a different environment, because if the shop is open someone needs to be there, but productivity should not be measured by time and should be determine around the job done. A relevant point was brought for one of the participants when she stated that the 9am to 5pm would be relevant to retail environment in the sense of you have your shift and you work that, once it is finished they can switch off. All participants stated that for when they are working their shift the employee has to be committed and work as hard as they can, because there is always something to be done. Time management was a concept brought from all of the interviewed managers and in saying that they emphasised the importance of managing their and staff time, to do the task within their shift, not longer, not shorter. Training was an issue pointed out for two of the participants as a matter of being productive and to perfecting the time management.

TEAMS: When asked about working in teams, all the participants stated that they like team work because it brings collaboration, new ideas, opinions and different outputs. One manager stated that because she is in the management position the responsibility for achieving the goal is her but, aware of that, she stated that "I cannot do all by myself, I need the team" and finish saying that "we are all together, we are all driven by one goal and everyone has to do their part". One of the participants brought the school context where they had team sports, emphasising that team is fun and makes the work easier.

PRESSURE: The concept of pressure was embraced by all the participants and it was pointed as a motivational factor. But it should be in a healthy way, not too much and also, not too little and also the goals should be realistic. One of the participants said that likes to feel the adrenaline. Another participant stated that she can get bored easily, reason way she likes when her line manager pushes her. The idea of line managers pushing them until their limits is just acceptable when the line managers had worked they way up, had experienced the situation, being able to determine the right amount of pressure. It was brought to discussion that every person has its own limits and that line manages should be aware of that, otherwise it would work as a de-motivator.

BOREDOM: That brings the research to the next question about new tasks and challenges as a way to avoid boredom. All participants stated that they like new challenges and new tasks, saying that it motivates them, making the job more interesting. One participant said that it is also important for retail and sets a good mood. Another one of the participants argued that praise is important.

CHANGING EMPLOYERS: When asked if they would change organization or they prefer stay in a long employment, all participants said that they do not perceive it as a problem changing organizations during their life and they do not consider themselves disloyal for that. The reasons stated to stay in the same organization are: job related (if the role is enjoyed), fun environment, gain experience and knowledge, possibility to grow and progress, develop new skill and feel they are appreciate. One participant adds a consideration about organizational culture stating that it is really important and along

with the feeling of appreciation and possibility of career progression she would not change the organization, even if offered more money to work for another company. When asked how long the career progression is accepted, two participants stated that 1 year is a reasonable time to progress in the organization.

PERSONAL LIFE X JOB: When the question was about prioritizing job or personal life once again all participants agreed that personal life comes first, but some reflexions were made. One participant said that it should be balanced, especially because everybody has to work to earn the living, but if there is no job satisfaction, the personal life comes first. Another participant stated that the job comes first if it brings happiness, which would fulfil her life. In not having satisfaction at work, personal life would come first. Other participant stated that definitely she prioritizes personal life over work.

ORGANIZATIONAL CULTURE: Organizational culture was ranked as really important for the participants. One participant stated that both organizational and personal culture should match. Another participant stated that in the retail environment, organizational culture is extremely important because employees personify the brand and customers are highly influenced by them. It was also said that employees are the last face that the customer is going to see before leave the shop and if the impression is good customers will leave with a good brand recall.

RETAIL ENVIRONMENT AND MOTIVATION: Considering the retail environment and understanding that it is a different atmosphere all together it was asked how its particularities reflect in the way organization should motivate its employees. The participants came with different answers, which can be resumed in: morning meetings before opening the shop; praise; small rewards and fun competitions to create a good atmosphere and a buzz in the shop floor. Training, support and feedback was also ranked as important factors to motivate employees. The training aspect was related as highly important for all participants as a way to build confidence. Training in the product and also how employees should interact with customers were pointed out.

EMPLOYEE MOTIVATION AND ORGANIZATION: It was asked if they believe that employee' motivation was considered to be important from the organization point of view. Once again all participants agreed that motivation is a concern for their organizations. One participant said that it is a circle: organization motivates its employee, a motivated employee will be more engaged and committed and will sell more and the organization will achieve its goals. It was emphasised that because the organization works as a team, if managers are motivated they will motivate their staff and, once again, is a circle where everyone will gain (employee, organization and customers). Participants gave examples about ongoing training and competitions as a way to motivate them. One respondent said that it is important that it comes from the company in an integrated and unified way otherwise it would not be effective.

INCREASE MOTIVATION: The next question aimed to discover way that companies could increase motivation among employees. All three participants emphasised the importance of training. Two of them established that support, praise and recognition were ways to motivate the employee. Another participant stated that small competition, creating a buzz and a fun environment and small rewards are conducts that the organization can take to involve and motivate its staff. In terms of reward the participant gave an example saying that even if the incentive is not huge is more about the competition on the floor and friendly rivalry.

EXAMPLE OF SATISFYING SITUATION: It was asked about examples of jobs/tasks that they were satisfied. Serving customer, interacting with people, participating in tasks where they can show off and hitting targets.

JOB DESIGN: It was asked about job description and if they would stick with its content or they were more flexible around the job that has to be done. All participants said that they would be flexible, feeling satisfaction in having the job done. One respondent stated that "you should use your own initiative when you know the job that has to be done".

MOST IMPORTANT FACTORS AT WORKPLACE: When asked about what factor they find the most important at workplace they ranked as the highest job security (in the sense of knowing that they would have a career), good working conditions, individual growth and career development, chance for promotion/advancement in the organization. High salary was in the bottom of the hierarchy. For two of the participants, possibility of career breaks scored 10. Two of them placed appreciation for their work as the most important at workplace.

The next block of questions focused on theories of motivations and it was intended to test if the concepts were embraced from members of generation Y.

MASLOW'S HIERARCHY AND ALDERFER'S THEORY: The following question intended to discover how strict Maslow's hierarchy of needs were. The answers here varied greatly. Two participants stated that it was not restrict and that they could move in between. One participant said the hierarchy was very strict. When asking if they think the hierarchy would change during their work-life, in an attempt to test Alderfer's theory two participants affirmed that it would probably vary because their needs and wants would probably change in the course of life. One participant stated that when her personal life changes, in having children, money would be a bigger concern than a promotion, because then she would have another person to look after.

HERZBERG'S THEORY: In testing Herzberg's theory, all participants had the same opinion; challenging job is what motivates them, although nice atmosphere is also important. All respondents considered that good environment is highly important for retail sector because sets the employee' mood and influence customer, but emphasised that interesting job is more important than having a nice workplace. One respondent recently changed jobs because she didn't like the job, even having a nice atmosphere it did not motivated her.

MCCLELLAND'S THEORY: It was asked if during work-life experience their motivator's factors changed and if changed, it would be important that their manager recognizes it and adapt the job/tasks. All participants stated that the reasons of motivation

changed and probably will change through their life time and it is important their line managers be aware of these changes, bringing new challenges to keep them motivated. One participant gave an example when she started in her previous job she was unemployed so that motivated her to work. But then, when she was promoted to supervisor she realized that if she continuous to work hard she could progress in her career, so her motivation changed. She also stated that it is important that managers recognize what motivates each employee. Working close to the staff, in this sense, is important in the motivation process, she concluded. And it can be done in simple games or activities where the employee can show its personality, wants and needs.

When asked to classify in a scale of their needs considering achievement, power and affiliation. The power need was the least import for all participants, affiliation was selected by two participants as the second most important and also two of them prioritize the achievement needs as the most important.

VROOM'S THEORY: It was asked if they were driven by the idea that if they perform in certain way they would reach a determine result, and from this result they would receive a reward. Two respondents stated that they would perform in certain way to achieve the goal. One participant stated that unless you achieve the settle goal, the way you perform is not important. "You are driven by the idea, but the way you do it can be completely different". All responses emphasised that the reward has to be something they value.

LATHAM AND LOCKE'S THEORY: Testing the goal-setting theory all respondents said they were goal-driven people, stating that the ambition to reach the goal motivates them to work harder and push themselves. It was agreed that it is easier having a goal because then they know what they have to go.

ADAM'S THEORY: The concept of fairness is considered to be really important (scoring 10 as the most important) for all respondents and they would feel de-motivated if they face an unfair situation at workplace. One respondent stated that: "makes everybody

feels equal if everybody is rewarded in the same way, doesn't create and unhappy or occurred environment".

The ending questions where developed to analyse generations Y ambitions and timing in their career-related goals.

WORKING IN THE FUTURE AND CAREER GOALS: All participants do not hesitate in saying that they have to work hard to get further in their career, but they are willing to do so. In this sense one respondent stated "I worked my way from staff member to management position and in the future I will work to a senior management position". All of them also expressed concern about the organization to work for and affirmed that they want to grow in a company that she fell confident and appreciated. When it was asked if even enjoying working in a company after a while (1-2 years) they would not have opportunity to grow, all participants stated that they would not hesitate to look for another job.

8. *Conclusions*

There is no doubt that people are treated as the best asset in the organization and this reflects the way how HRM evolved and is positioned in the firm's structure today. HR professionals are not seen as mere administrators, hiring and firing people and dealing with payslips and paper work, but rather they are integrated in the organization's strategy process. Nowadays, the concept of Strategic HRM is broadly adopted by companies that seek to gain and sustain its competitive advantage. (Gunnigle, Heraty and Morley, 2011)

To be competitive, each company needs to obtain extraordinary results from ordinary people; companies have to make employees feel valued so they want to do their best at work on a daily basis and consistently act in the best interests of the organization. To achieve this superior level of commitment organizations are focusing more on how they treat its employees rather than how much more you will pay them. Knowing what are

their wants and needs and what kind of environment can increase their performance is nowadays priority to organizations.

In this sense, understanding generation Y is essential for developing any suggestions that can help organizations to properly motivate them. Through the literature review it became possible to comprehend why this group have certain patterns, behaviours and how it influences their attitudes at workplace. This specific generation is considered to be the future of the organization, they are the future leaders and they are twisting organizations upside down with their requirements and expectations.

The research questioned if generational differences influence how employees can be motivated. Through interviews and reviewing the literature it can be said that the recognition of differences in generational motivations is essential to better manage the expectations of millenniums' employees. Each generation has its particular points of view, influenced by different events experienced through their formative year which shaped the way they think, their attitudes and behaviours. (Bardfor and Hester, 2011; Crumpacker and Crumpacker, 2007)

Seeking to go further in its analyses and diminish stereotypes that made companies cynical about Yers, the studied interviewed managers working in two different multinational organizations, acting in the fashion retail environment, whom belong to this generation and along with a deep literature review, now is intent to draw some conclusions.

One of the questions the research aimed to answer was what the reasons are for generation Y being motivated to work at a high performance level. This high maintenance (Barford and Hester, 2011) group of workers expect that their manager unbundle complex roles, be highly engaged, take them seriously, help them to succeed, explain their structure and boundaries, negotiate performance for small rewards and tell them how to earn what they want.

They need clear direction and management assistance for tasks, while expecting freedom to get the job done through empowerment. (Martin, 2005) Praise also works as a motivator and they expect it and the feeling of appreciation will keep them longer in a organization. Millenniums seek for gratification of their current needs and this has HRM implications for the types of rewards available and when they are offered. Training and development are also requirements for this generation and attention has to be paid in the job design, where constant challenges and new tasks have to be included.

Reviewing the literature, scholars stated that generation Y value *education,* coming to the workplace well educated. (Martin, 2005) Through primary research it was noted that all participants had a college experience and that education is highly valued for them. Even not working in their area of expertise, the respondents stated that the studies helped them to develop skills that can be applied in the retail environment. It was also discovered that generation Y consider themselves more *open minded* towards *work attitudes* than other generations. It can be explained because of the different work experience they had; all participants had worked in different fields before starting working in retail, which can suggest that they are *more flexible* and have a *broader view* than other cohorts who had just experienced one work environment.

Another possible answer for their work flexibility can be placed in generation Y embracement of the team work concept, where the final result is more important than procedures and egos. Their team's experience is present since early ages at school, leading us to another conclusion; member of generation Y are more concerned about the work that has to be done and to do so, they do not mind to execute other tasks or jobs that would not be their responsibility.

In line with the literature, primary research found that all participants want and need constant *feedback* from their managers, emphasising that it will keep them in track and help them to be more comfortable at work. (Cogin, 2012) It also highlighted the importance of constant communication especially in retail context where change happens rapidly, with new stock coming through seasons. When asked about positive or negative

feedback, the answers were unanimous in the sense that does not matter if the feedback is good or bad, it has to be continuous. The participants said that they can always improve when the outcome was not as expected or keep doing and try to be better if the comment is positive. Reviews in the way many organizations do, every 3 months or once a year, are viewed by all participants as non-effective. The tendency among members of generation Y for asceticism and gratification of immediate needs suggests that they may respond more positively if receiving more regular feedback and recognition. Engagement of generation Y should include frequent evaluation of work performance with reasonable and progressive rewards built in.

In conclusion, it is suggested that constant feedback has to be given to keep millenniums in track, to prevent that small mistakes become a bigger issue and also to praise them when things are done properly.

In the *communication* aspect, all interviewed managers said that they would *give their opinions* to their bosses and do not perceive this attitude as disrespectful. They consider important to have different point of views and highlighted that the business be benefited with this dialogue. The false impression that millenniums do not respect authority was tested during the interviews, and supported by the literature (Cogin, 2012; Loiola, 2009; Martin, 2005; Matchar, 2012); *it can be concluded that they value their superiors (especially the ones that worked hard and deserve the position) and respect their opinions but also believe that they can contribute with their inputs, reason why they want to be heard.*

In terms of *ways of communication*, it was suggested by the literature that Gen Y over reliance in e-mails and instant message did not helped them to develop a good communication skills. (Crumpacker and Crumpacker, 2007; Glass, 2007; Martin, 2005) The research tested this hypothesis and concluded that for important issues, all managers would call for a *face-to-face meeting*, emphasising how important to have the body language impression.

Also, during the interviews, in many questions, the participants emphasised the importance of having a *good relationship with their line managers*. Which can be concluded that, in the retail sector, and considering the generation Y, line manager plays a vital role in the HR functions, contributing greatly for the achievement of the organizational goal. As they are the touch point between senior management (where the strategic decisions are made) and shop floor managers (where the everyday business happens), their support and feedback works like a motivator factor that holds the organization together.

In this sense, top-down management does not suit the open relationship that Yers expect to have with their line managers and superiors. (Cogin, 2012) Indeed, through the research and based in the literature it can be said that generation Y strongly dislike this kind of management, preferring an *interactivity and two way communication*. Crumpacker and Crumpacker (2007) argue that because they grow up expressing their opinion at home and at school, they tend to behave in same way at work.

Hence, organizations should seek to *flatten its structure* to facilitate the *communication flow, increasing the interaction, incentivising the dialogue, facilitating team works and improving the shared knowledge*. Lessen the importance of ranks, titles and job status once employees of this generation do not value such things, being more concerned about developing skills and abilities to accomplish a meaningful job. (Martin, 2005) During the interview process, all managers affirmed that *they will trade pay and job titles for a job and an organization that offer a challenging job, where they feel appreciated*.

Together with some organizational changes, companies should recognize that culture plays an important role in attracting millennium's employees. Recruiting new people who better matches with the company's culture is becoming a rule. And the matching processes works in both ways: from the organization towards the candidate and from the candidate towards the firm. The research revealed that Gen Y seek for organizational culture that better fits their own beliefs. This subject has being receiving extra attention in the past few years and deserves to be taken seriously because it influences HRM practices

and individual behaviour. (Gould-Williams, 2007) A positive perception of the psychological work climate increases job satisfaction, commitment, motivation and productivity and although many organizational' aspects of can be imitated, culture is a unique characteristic extremely difficult to copy. (Armstrong, 2012; Gunnigle, Heraty and Morley, 2011)

Another Yer's characteristic that has profound impact in the way HR managers design the job is the constant *need for pressure*, demanding that managers learn their capabilities rapidly and present new challenges and opportunities. (Barford and Hester, 2011) A *project-based job* is one way to keep this generation motivated and performing at high levels. Especially because they embrace the idea of team work, where the knowledge and experience should be shared (Salgado, 2009), millenniums would contribute greatly to the organization successes if well supported and encouraged.

The research also intended to test the *theories of motivation* to investigate if the concepts proposed by its authors were considered to motivate members of generation Y. Two schools of thoughts were analysed: Content and Processes theories. (Armstrong, 2012; Gunnigle, Heraty and Morley, 2011) Whereas content theories emphasises that unfulfilled needs and wants work as individual's motivation (Beardwell and Claydon, 2007), process theories gives the inside of how external environment can motivate people to behave in determined way. (Isaac, Zerbe and Pitt, 2001)

From all four content theories analysed it can be concluded that *challenging job* (*achievement*) followed by *good relationship* with co-workers and superiors (*affiliation*) are the most relevant needs that motivate millenniums at workplace. The hierarchy presented by Maslow is not considered to be important because they understand that needs and wants will probably change through their lives, being more close to the concepts brought by McClelland in his theory. (Viorel, 2009) Although all participants stated that what motivates them to work is a challenging job, they emphasised that environment plays an important role. Especially in the retail sector, good atmosphere is considered essential. In this sense it can be said that Herzberg's ERG theory is embraced

by this generation, where the motivator or satisfier is the challenging and interesting job and the hygienic factors are the external environment. Reinforcing this separation suggested by Herzberg the interviewers stated that they would trade salary for a more meaningful job. (Armstrong, 2012; Herzberg, 2003; Nelson, 1996; Smith and Shields, 2013)

If they do not embraced Maslow's hierarchy of needs as a statically pyramid, McClelland's acquired needs theory seemed to be in line with generation Y thoughts. The idea of changing needs through life experience (Scott, 2005) is agreed to be reasonable and millenniums expected that their managers learn their capabilities and respond to it quickly with new challenges, to keep them interested and motivated, avoiding boredom. Here, attention has to be paid in concepts such as feedback and communication as a way to follow the evolving process of changing needs. Going further in McClelland's theory, the need for power were graded as the less important to all generation Y managers, which reinforces that generation Y do not value ranks and job titles. They rather focus in team work, where all participants help each other through one single goal. The need for achievement was graded as the most important need, which comes to prove that generation Y need for challenges and meaningful work is high. (Armstrong, 2009)

In terms of process school of thoughts, the three theories had impacted Gen Y. Vroom's idea of rational people whom chose to behave in a certain way to obtain determined outcome (Johnson, 2009) was acceptable for two out of three participants, which can suggest that when the outcome is desirable, they will increase their performance to achieve the determined reward. HR policies should reinforce desirable performances through organizational systems of control. Also, this theory can help HR managers to develop an analysis of worker performance and connect to rewards.

Another process theory is presented by Latham and Locke. The goal-setting theory argues that goal is the objective of an action. (Smith, 2009) This idea was highly embraced by all interviewed managers, stating that they would work even harder to achieve a set goal and concluding that the goal works as a motivator. In this sense it can

be said that Latham and Locke's theory is useful to motivate employees of generation Y, helping them to prioritize tasks and jobs. HR managers should develop projects, setting goals and targets to challenge this specific group of pressure-seeking employees. In this sense, line managers play a vital role in supporting them and giving feedback through the process. (Armstrong, 2009)

The last theory tested was Adam's equity theory. He argued that employees measure their inputs and outcomes in relation to input and outcome of other workers and the motivation occurs when they perceive equal treatment. (Armstrong, 2012; Liccione, 2007; Shore and Strauss, 2012) The concept of fairness was graded as extremely important for all participants. The idea of inequity is seen as creating friction and favouritism, making people de-motivated. In this sense, rewards should be developed in a way to recognize employees' inputs in an equal and fair manner. Same input should generate an equal outcome, increasing motivation, improving performance and keeping employees attitudes and behaviour at higher levels. Equal rewards and employment practices, all organization has to have the same policy. (Ahmad, 2010; Sweeney, 1990; Liccione, 2007; Shore and Strauss, 2012)

Finally the last research question proposed to reveal if millenniums employees are mostly intrinsically or extrinsically motivated. It can be concluded that members of generation Y are motivated by a challenging job (Martin, 2005; Viorel, 2009), which can direct us to the conclusion that their desire for accomplishment and realising meaningful work is an intrinsically motivation to them. It is important to realize that they are also driven by extrinsic motivators, seeking for constant support, feedback and praise from their managers and superiors. (Asthana, 2008; Crumpacker and Crumpacker, 2007; Tuglan, 2009) The research found that when these elements are missing in the work environment, millenniums get de-motivated. Supported by the literature and by the findings we can conclude that generation Y need a constant attention through open communication with their line managers to be motivated. (Asthana, 2008; Cogin, 2012; Crumpacker and Crumpacker, 2007; Martin, 2005) In sum, motivation lies both within an individual as well as external to the individual, beyond its control. It can be said that work motivation

has been characterized by dimensions such as interesting job, ability to perform, recognition, adequate pay, and feedback on performance.

9. **Recommendations**

During the research processes the author came across with some interesting points that can be further developed in future study.

- Differences between generations can be further studied. Different needs and work environment needed for different generations. Helping organizations keep their talents in-house and improve performance.

- Cultural differences influencing generations ad its reflect at workplace

- Organizational design (structure and function) were also issue that the study came across. In this sense, Armstrong (2012, p. 145) argued that "greater flexibility is required to enable the rapid delivery of low-cost, high quality and customized products, and to provide increasingly powerful and demanding customers with seamless service". Further studies can question if how the flexible forms of team working and flexible forms of working continuous to grow can affect the distinctions between departments once it is probably going to disappearing as organizations become more integrated. Especially for Gen Y employees, they seem to prefer to work in flatter organizations and to attract the new generation of workers, organization should evolve. Further study in this area can contribute with the organization, make a better use of its people and especially, being more interesting to Gen Y employees, cross-sectioning areas, making more interesting and productive team workings, building flexibility in its pool of employees by helping them to develop new skills, increasing the productivity and motivation of its employees.

10. Self Reflection on Own Learning and Performance

The process of learning is normally seemed to be a non-structured practice but scholars have being raising the awareness of the benefits of a structured and reflective process of learning. (Kolb and Kolb, 2005) They argue that the benefits of academic self-disciplined can enrich the knowledge, amplifying the learning outcome even with poor resources and conditions. It is seemed as something that the student or learners do for "themselves rather than [...] something that is done for them". (Schunk and Zimmerman, 1998, p.1) Seeking to masters the learning, the learner should treat the process as a multidimensional process which involves personal, behavioral and contextual components, acting in an integrated practice. (Schunk and Zimmerman, 1998)

The self reflexion, according to Brown and Posner (2001) is a mental construction of experience, internal meaning and reflexion. The authors present key concepts in this transformational learning:

- Experience - critical incidents or cause events
- Critical reflection-   content reflection, process reflection and premise reflection (values of the experience)
- Affective learning (thoughts and feelings)
- Dialogue and relationship that are supportive and trusting
- Individual development

In this sense, experience is envisioned as the starting point in this approach and becomes the content for reflection. Engaging the life experience in a critically and reflective manner is a necessary condition for transformation. In fact, the whole process of learning is a journey of change, change that is growth enhancing and developmental. (Brown and Posner, 2001) For the learning process to be complete it has to come from inside and outside. Through reflection the process can be synthesized and better assimilated, creating true knowledge.

When I decide to undertake the MBA degree in an international level I intended to gain a broader knowledge about business. Through the course, I came across with different

lectures and subjects that broadened my horizons of learning. Because I previous had studied law I had already developed critical and analytical skills, needed in the business context, but I became too linked to rules and procedures, lacking in more flexible skills.

During the MBA course it was given an overview of all aspects that involve the business environment, which helped me to understand that it is important to have a *broader knowledge* and not just in-deep knowledge in a specific area of expertise. Broadening the knowledge helped me develop *problem-solving skills*. Having a bigger spectrum of knowledge allowed me to be more *open mind* when I face a problem and accepted that many areas are interlinked. These understanding made me realize that *it is important to have a critical assessment to all key concepts through the different fields*.

In this sense, maths and accountant were areas that I always avoid because I strongly dislike. But with the MBA course I had to take part in financial classes and it can be said that I develop new financial skills, making me able to read balance sheets of any organization and extract important information from there, which can be used in other areas of the business.

Proving the multidimensional aspect of learning, from the development of financial skills I can now determine, for example, how the operation process will be guided; if it will be adopted the just-in-time (JIT) or the lean philosophy of operation would suit better in that context. In the marketing context, the analysis would be if investment in advertisement would be offset by increased sales.

The new knowledge gained through the course has being helping me in my career. For example, I learned in the MBA course that HRM is an area that evolved so greatly that it is now an important business partner, being incorporated to the strategic part of the organization. At my workplace I could realize that all training process is actually developed at the strategic level and that all courses and evening that we spend with a HR person was though in the strategic level and the learning process is the organization showing us how important we are to them and how much they value us.

I always had problems with applying theory into practice and the MBA, in the way it is structure, with case studies proportionate me the opportunity to develop these new skill. I overcome my deficiency skills through realizing it, reflecting and utilizing the tolls the course gave to me to improve myself.

Especially the knowledge developed during the dissertation process changed my way to behave at workplace. Through the literature review I could understand generational differences of workers and I learned greatly how to treat and motivate people whom work with me and how they should be managed and motivated. I could already notice how my behaviour change improved my way to relate and motivate people, especially generation Y employees. I am implementing the learned outcome in my daily bases tasks, mastering my management skills.

Action Plan

Nowadays I feel secure about my previous skills and the new ones that I developed through the course. I have been offered a position in a new company that is starting its business in Dublin and I am looking forward to apply my knowledge in this project.

Construction and shop fit will take 3 months and in between this period I will be learning about the company, travelling with some entrepreneurs around Europe to visit the new-opened shops and dealing with any issue that can appear during the process of building the shop. I will also provide training to the franchisee's partner especially concerned to hiring the best fit employees. Instructions about how to motivate and created a good atmosphere in the shop floor will also be me concern.

1 month before the shop open I will be looking for hiring staff to work in the shop.
With the shop open it will be my concern manage and training employees, deal with any issue in the shop and provide assistance to employees and customers complains and suggestions.

In the following month I will be looking the inventory, how much should the firm order and give assistance to our franchises.

In my operational management position I will be using many of the knowledge learned during the MBA and I strongly believe that I got the job because of my MBA degree. All operational philosophies and theories will be implemented depending on the context and the outcomes we desire to achieve and an ongoing analysis of inventory will be my greatest challenge because the product comes from outside Europe and it is perishable. Therefore, the right amount has to be ordered and in this sense, the right operational strategy is important to maximize profits. Marketing skills will be important to understand customers' needs and because the shop posters and advertises campaigns will vary greatly, the knowledge of Irish market will be highly important for the success of the business. HR function will be extremely important to hire the best fit employee, to develop an appropriate and challenging job and to motivate our best asset.

Self Reflection in Course-work - Length, Style & Content
Taking an overall view towards the MBA course, the learning process and utilizing the self reflection approach it can be said that I overcome many of my skill's deficiencies, improved and acquired new ones.

New skills developed: problem-solving, delegation, numeracy, time management, communication, team work.

Experience and thoughts: poor problem solving was consequence of narrow understanding of multidimensional effects of different areas of knowledge. Poor delegation skill was interlinked with poor development of team work skills which was gained during the course where group assessments and presentation were a requirement. Numeracy skills were overcome through finance classes and my acceptance of the deficiency and need to improvement. Communication skills were gained because of two main circumstances. Firstly due to the international environment that the course took

place, where I had to be clear and precise both in my speaking and writing and second, due to the managerial positional offered me at work, where I had to give instructions for the team.

Overall, the MBA course provide me and fruitful field where I could learn from different areas all focused in the business environment. From each subject I have gained a new knowledge that I can apply in my career. The HRM concepts will be useful in elaborate the job description and job design, hiring, training and motivation employees. The financial will be important to understand the balance sheets and simple maths that I have to make for the everyday business. The operation subject will help me to develop the best logistic for the business such as how many product and raw material is needed for the month, which operational philosophy is better to be adopted by the firm (Lean, JIT, Six sigma and so on), how the layout can contributes with productivity, etc. Also, from the marketing point of view, understanding the customers wants and needs, how does the advertisement work, how to promote the product, how to develop a marketing strategic, etc. And in a strategic point of view, how the blue ocean thinking can help managers and employees create and or identify a new idea or missing segment in the market; how strategic decisions can affect the role business.

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Appendices I

Interview Questions: Work motivation

Name:_____   Date:_____

Employment status:_____

Age:_____   Gender:_____

1.   Can you tell me a little about your background - education and work experiences?

2.   Do you consider yourself different for older coworkers in attitudes towards work? Can you explain a situation when you face it?

___ more flexible

___ open mind

___ wants to make a difference

3.   Do you expect constant feedback from your manager or once a month is enough?

4.   Would you prefer a manager that helps you to achieve the settings goals and explains what he/ she wants from you or you prefer discover the way by yourself?

5.   Do you prefer a manager who is authoritarian or do you prefer an open relationship with him/ her?

6.   You disagree with certain decision and thinks that it would affect the business in a bad way, would you give your frank opinion about it to your superior because you judge it important or because he/ she is in the top management you would prefer not say anything?

7. Do you prefer communicate by text message/ email or you rather prefer call for a face-to-face meeting?

8. Do you consider yourself multitask, especially if you compare yourself with older coworkers?

9. What makes the organization attractive to you? Flexible time, good environment, good relationship with managers, etc.?

10. Do you think that 9am to 5pm employment still a fair determinant to measure your productivity?

11. How do you feel working in teams?

12. Do you like pressure and do you like when your manager pushing you until your limits?

13. Do you get bored easily? If yes, do you prefer a work with constant challenging and new tasks?

14. Would you stay all your life in one organization or changing employers is not viewed as a problem to you? (Disloyal)

15. Would you prioritize you job or your personal life is more important?

16. How important is organizational culture from your point of view?

17. Retail is a different environment set all together. How it changes the way the organization motivates you?

18. Do you believe employee motivation is important for the organization? In what way?

19. How can the organization increase the motivation among employees? Any suggestions for improvement?

20. Can you give examples of jobs/tasks which you find satisfying?

21. Are you more likely to stick with what is in the job description (elaborate based in the job design) or you are more flexible around the job that has to be done?

22. Can you describe a work project/situation you were involved in which highly motivated you?

23. Which factor do you find to be most important at a workplace? (Please rank the following alternatives 1-10; start with 1 as the least important work motivation factor and continue to 10 for the most important factor).

- Job security ....
- High salary ....
- Opportunity to do creative and challenging work ....
- Good working conditions ....
- Individual growth & career development ....
- Appreciation of my work ....
- Responsibility/ freedom to make decisions ....
- Chance for promotion/advancement in the organization ....
- Healthy relationship with superiors and colleagues ....
- Having a flexible work schedule ....
- Gives me career breaks ....

Other alternatives (feel free to add):

_____

_____

24. Select hierarchically the following motives, which 1 would be to top priority and 5 the less important: (Maslow)

___ Rest and refreshment breaks, physical comfort and reasonable work hours. (physiological need)

___ Safe working conditions, compensation and benefits. (safety need)

___ Friendly coworkers, interaction with customers and pleasant supervisor. (social need)

___ Responsibility of an important job, praise and recognition from the boss and promotion to higher status job. (esteem need)

___ Creative and challenging work, participation in decision making and ongoing training. (self-actualization)

25. Considering your previous answer, do you think that your hierarchy would change if personal conditions changes in the future? And how strict is this hierarchy? (1- not strict, 2- quite strict, 3- very strict)? (Maslow and Alderfer)

26. Nice workplace, music, atmosphere, etc... How important is these elements for you in the sense of influencing your motivation to work? If the place is not nice, pay is not enough do you feel de-motivated if the job in interesting and challenging, in a job that gives you responsibility and opportunity to grow? (Herzberg)

27. During your work-life experience, did the factors that motives you changed? Do you think it is important you manager recognize what motives you when he/she gives you a job/taks? (McClelland)

28. In a scale of 1-3, how would you classify your need for:

____ Achievement (challenges, feedback)

____ Power (personal/individual)

____ Affiliation (relationships, belonging)

29. Are you driven by the idea that if you performance in certain way you will reach a determine result, and from this result you will receive a reward? (Vroom)

30. If your manager says that you have a goal, it would motivate you and determine your performance at work? (Latham and Locke)

31. Would you feel de-motivated if you, even working equally to another coworker, receive and unequal reward? Is the concept of fairness important for you? (In a scale of 1-10, how important is that?) (Adam)

32. Where do you see yourself working in the future?

33. What work-related goals have you set for yourself?

34. Is there anything else you would like to add?