

**Generation Z – A quantitative study into their motivation in the workplace in
Ireland**

Michele Daiane de Araujo da Silva

Dissertation submitted in partial fulfilment of the requirements for the degree of

MBA Human Resources Management

At Dublin Business School

Supervisor: Juan Fravega

May 2022

DECLARATION

I declare that this dissertation that I have submitted to Dublin Business School for the award of MBA Human Resources Management is the result of my own investigations, except where otherwise stated, where it is clearly acknowledged by references. Furthermore, this work has not been submitted for any other degree.

Signed: Michele Daiane de Araujo da Silva

Student Number: 10575422

Date: 23rd of May, 2022

ACKNOWLEDGEMENT

First of all, I would like to thank my supervisor Juan Fravega for his help and support throughout the process of my dissertation. His guidance was extremely important for the completion of this project.

I would also like to thank everyone who made themselves available to answer my questionnaire, without these people, the project would not have been possible.

I would also like to thank my friends and family, especially my sister Keli and mom Gil, who even in another country, always encouraged and supported me and my faithful friend Gisela, who was always ready to listen and help me.

Not less important, I would like to thank my boyfriend Martin for being so patient in this period, and for supporting me, encouraging me, and also being the final reviewer.

Finally, I would like to thank God, for giving me strength and capacity to follow my dreams. They were difficult days, of great uncertainty, but I made it and I am very proud of myself.

ABSTRACT

Motivation in the workplace has been the subject of many studies over the time, and as a consequence of this, some theories were being developed on the subject. The most famous of these theories are the ones developed by Maslow and Herzberg, known as the hierarchy of needs and two factors, respectively. The different generations that have emerged, are the constant subject of studies, which aim to identify their characteristics and their motivations, with the Generation Z it would not be different. Due to this, this quantitative study aims to identify whether the theories of motivation, specifically those developed by Maslow and Herzberg can be applied to the motivation of Generation Z. To achieve this objective, a questionnaire with questions that sought to identify Generation Z motivation was conducted and answered by 45 participants. The findings of the data collected show that the theory developed by Herzberg can be partially applied to Generation Z, while Maslow's theory has no applicability to the motivation of this generation. Further research is needed to discuss other theories.

Contents List

DECLARATION	2
ACKNOWLEDGEMENT	3
ABSTRACT.....	4
CHAPTER ONE: INTRODUCTION	10
1.1 Introduction.....	10
1.2 Background/Rationale.....	10
1.3 Aims and objectives.....	12
1.4 Significance of the study	13
1.5 Research Structure	14
1.6 Conclusion	14
CHAPTER TWO: LITERATURE REVIEW	16
2.1 Introduction.....	16
2.2 Employee Motivation	16
2.2.1 Definition of Motivation	16
2.2.2 Motivation in the workplace	17
2.2.3 Motivation Theories	18
2.2.3 Motivation and different generations	26
2.3 Generation Z.....	28
2.3.1 Classification of Generation Z.....	28
2.3.2 Characteristics of Generation Z	28

2.3.3 What motivates Generation Z in the workplace	29
2.3 Conclusion	30
CHAPTER THREE: METHODOLOGY	32
3.1 Introduction.....	32
3. 2. Research Philosophy.....	32
3.3. Research Strategy.....	33
3.3.1 Research Design.....	33
3.3.2 Research Instruments.....	34
3.3.2 Research Objectives and Hypotheses.....	36
3.3.3 Sampling	37
3.4. Ethics	39
3.5 Data Analysis	39
3.7 Conclusion	40
CHAPTER FOUR: RESULTS	41
4.1 Introduction.....	41
4.2 Demographic characteristics of the respondents	41
4.3 Motivation factors of the Generation Z in Ireland	43
4.3.1 Self Actualisation Needs and Herzberg’s model statements	44
4.3.2 Esteem and Herzberg’s model statements	47
4.3.3 Social need and Herzberg’s model statements	50
4.3.4 Safety need and Herzberg’s Model statements	53

4.3.5 Physiological need and Herzberg’s Model statements	57
4.5. Conclusion	58
CHAPTER 5: DISCUSSION	59
5.1 Introduction.....	59
5.2 Generation Z and the motivation theories.....	59
5.2.1 Herzberg’s Two-factors Motivation Theory	59
5.2.2 Maslow’s Hierarchy of Needs	61
5.3 Conclusion.....	64
CHAPTER SIX: CONCLUSION	65
6.1 Introduction.....	65
6.2 Conclusions.....	65
6.3 Limitations and Further Research	67
6.4 Conclusion	68
CHAPTER SEVEN: APPENDICES.....	69
Appendix 1 - Online questionnaire information and consent Sheets.....	69
Appendix 2 – Questionnaire.....	71
8. REFERENCES	75

Figure List

Figure 1 Abraham Maslow pyramid of needs (Source: BBC 2013)	20
Figure 2 Question: I get a chance to use my skills/abilities	44
Figure 3 Question: The general work environment is informal (example: open door policy, no uniform)	45
Figure 4 Question: The organization provides me with career advancement/opportunities	45
Figure 5 Question: Up to date, technology and software are available to help increase efficiency	46
Figure 6 Question: Job rotation is active and I get a chance to perform different jobs rather than the same job	47
Figure 7 Question: I am offered benefits with my job (example: health insurance, child & eldercare, life & disability insurance)	48
Figure 8 Question: My manager notices and recognizes my work, and when I have a good performance	49
Figure 9 Question: I could gain the trust of my manager to individually work on a task/project without constantly having to be supervised.	50
Figure 10 Question: I have good and strong relationship with my co-workers	51
Figure 11 Question: My organization sets up social events outside working hours were I can get a chance to know my colleagues better	51
Figure 12 Question: Il am required to work in a team/group with colleagues from different departments	52
Figure 13 Question: There is no personal relationship in the work environment (example: relationship between the employees is more a status relationship than a personal relationship)	53
Figure 14 Question: The organization I work in is financially stable	54

Figure 15 Question: My job is secure	54
Figure 16 Question: There is good communication between me and my managers	55
Figure 17 Question: I receive job specific training regularly	56
Figure 18 Question: I am aware of the retirement package I will receive	56
Figure 19 Question:- Compensation/pay is reasonable and up to my expectations	57
Figure 20 Question: Compensation/pay is reasonable and up to my expectations	58
Figure 21 Hierarchy of needs of Generation Z	62

CHAPTER ONE: INTRODUCTION

1.1 Introduction

The aim of this research is to examine the motivation of Generation Z in order to identify whether previously established motivational theories can be applied to members of this new generation.

The introductory chapter aims to provide a brief background to the aim of the research, notably motivation, the importance of motivation in the workplace and Generation Z. The rationale behind the topic selection will be outlined, as well as the dissertation's individual aims and objectives.

Further to the introduction, a brief description of the other chapters and their objectives will be provided.

1.2 Background/Rationale

The topic of motivation in the workplace has been the subject of many studies in recent years, gathering attention of scholars and researchers, in addition to being the centre of attention of the literature related mainly to human resource management and organizational management. This subject became even more popular after Abraham Maslow, in the 1950s, developed what was named the hierarchy of needs theory. (Graves, Sarkis, and Zhu, 2013, pp.81-91; Skudiene and Auruskeviciene, 2012, pp.49-67)

Accomplishing this task, as a human resources or manager, can be one of the most difficult tasks, as well as an uncertain and tedious process as there are a number of requirements to be met in order to ensure employee motivation, and when it comes to a new generation, this is even more difficult. Furthermore, each employee has a different set of needs. Therefore, employers must be willing to understand the changing needs of their employees in order to keep them properly motivated. It is therefore critical for management to learn, understand and create systems within the organisation that can detect and address the varying needs of employees.

Also with regard to motivation, as a human resource worker, understanding the motivation of the employee is considered one of the most significant advantages for an organization. It is important that organizations consider the actions and behaviours of the existing and next generation of workforce.

Employee motivation and motivation in the workplace has been the subject of much research conducted by scholars, and as a result, various theories and models have been formed regarding this topic.

One of those theories, created by Herzberg (et. al 1959), established the "two-factor theory", also known as "Intrinsic Motivation vs. Extrinsic Motivation". For Herzberg (et. al 1959), the two-factor theory of motivation states that satisfaction and dissatisfaction are two distinct aspects affected by different job characteristics. Like Herzberg, other authors have developed theories that aim to identify and understand the motivation of individuals, not just the work environment. Of these motivational theories, the most popular is the one presented by Abraham Maslow (1943), known as the hierarchy of needs. In creating this theory, Maslow stated that human needs are categorized according to a certain order, which were classified into five levels. For Maslow, human beings are motivated to satisfy needs at each level in ascending order: psychological needs; safety needs; self-actualization needs; esteem needs; and social needs. (Sadri and Bowen, 2011, p.47)

Each theory has different approaches to the concept of motivation; however, they all suggest that internal factors of the individual (intrinsic factors) and external factors (extrinsic factors) are what influence motivation. But these theories do not provide adequate knowledge about the motivational differences that exist between different generations of the workforce, especially Generation Z, which is a relatively new generation. As a result, there is a large gap in research about whether these theories can be applied to Generation Z, and if so, to what extent, as

possibly occurred with past generations. Research by Manpower Group of the UN population found that by the year 2020, Generation Z would represent 24% of the global workforce. (Manpower Group, 2016)

In the literature review it will be shown that there are a number of theories developed to try to understand motivation and how employees are motivated, as well as studies developed to identify the motivation of Generation Z. However, no study has been done to identify if the theories of motivation apply to the results obtained in relation to the motivation of this generation. This research aims precisely to make this connection between the theory and the real motivation of Generation Z.

Despite the important part played by generational characteristics in forming the motivational needs of individuals and the considerable attention that motivation attracts in the world of research, there has been little effort made to establish the relationship between theories of motivation and the true motivation of individuals and/or generations.

1.3 Aims and objectives

The aim of this research is to use any available literature that had been carried out previously to highlight the motivational factors of Generation Z, and also find the motivation factors of Generation Z in the Irish workplace to then identify if the theories of motivation, specifically those developed by Maslow and Herzberg, can or cannot be applied to this generation. To achieve the proposed objective, this study will focus on the following specific objectives:

- a) Understand employee motivation and gain insight into Generation Z.
- b) To find out the motivational factors that influence the Generation Z in Ireland.
- c) To identify if the motivation theories can be applied to Generation Z motivation.

Taking into account the research objectives referred previously, the researcher aimed to answer the following research questions:

- 1) Can the motivation theories already established be applied to Generation Z motivation?
- 2) If yes, how?
- 3) If no, why?

Hypothesis 1: The motivation theories can be partially applied to Generation Z motivation.

1.4 Significance of the study

This study plays a significant role for organizations, human resources managers and employers who seek to understand the motivation and its different nuances, according to the predicted motivational theories. As established by Cadwallader et al. (2010, p.236) every organization should value the motivation of its employees to obtain the best performance from them, which implies that all the necessary investments to keep employees motivated should be made. It is true, according to the existing literature, that the motivation of employees generates positive results not only for the organization's performance, but also for the workers.

Furthermore, Generation Z is the latest generation to enter the labour market. In Ireland alone they represent 21% of the population and little research has been done on this topic in the Irish context. Considering that studies conducted on this topic but in different contexts cannot be generalised to represent the Irish situation, there is a need to investigate to what extent, motivational theories can be applied to this generation.

Moreover, this study will provide valuable insights into the evolving needs and expectations of a large part of the current and future workforce, helping to understand, based on motivational theories, how employers should view hiring, managing, and retaining Generation Z.

1.5 Research Structure

Chapter one of this dissertation presents an introduction to the research topic, providing a background and rationale for undertaking this research project.

Chapter two presents a review of the literature and research previously conducted on the topic of motivation, which covers not only the definition, but also the importance of motivation in the workplace, as well as presenting some of the most important theories of motivation that have been developed. In this chapter, a literature review of Generation Z will also be performed, including their classification, characteristics, and a brief presentation of their motivations in the workplace, as a result of previous research.

Chapter three aims to discuss the various methodologies and approach used in carrying out this project, along with the justification for the quantitative approach of this study, as well as all the other steps taken by the researcher.

Chapter four presents the results evaluation obtained from the primary research of this research project and the analysis of the results.

Chapter five discusses the results obtained from the researcher's data collection with previous research findings, as well as relating/comparing them to the literature review presented in chapter two.

Chapter six presents the conclusion that was reached through this study, addresses any limitations to the research conducted, and recommends further research on this topic.

1.6 Conclusion

The introduction chapter aims to present the rationale behind the dissertation and why the topic motivation of Generation Z was chosen by the researcher. The specific objective of this research is to understand the motivation of Generation Z and at the same time identify whether the motivational theories developed by Maslow and Herzberg can be applied to this specific

generation. A summary of each chapter of the dissertation has been provided, as well as its associated purpose. In the next chapter, a comprehensive review of the literature appropriate to this research will be provided.

CHAPTER TWO: LITERATURE REVIEW

2.1 Introduction

The previous chapter provided an introduction to the research topic, which is to identify if the motivations theories already researched can be applied to the Generation Z. In this chapter, the objective will be to present a review of the existing literature related to the research topic. The focus of the chapter is to review the motivational theories already researched, specifically those presented by Maslow, Herzberg, McClland and McGregor and their importance to the work environment. Finally, the definition and characteristics of Generation Z will be presented, based on research previously conducted.

2.2 Employee Motivation

2.2.1 Definition of Motivation

According to encyclopaedia, the word motivation comes from the Latin terms motus - "moved" and motion - "movement". For psychology and philosophy, motivation is those things that encourage a person to perform certain actions and to persist in them until they achieve their goals. The concept is also associated with their interest. In other words, motivation is the will to make an effort and achieve certain goals. (Armstrong, 2006)

Widely used in the human resources area and in other areas of knowledge, such as psychology, motivation is a set of internal processes in an individual which enable and thus stimulate him/her to perform certain tasks or reach the goals he/she wants to achieve. (Kouloubandi, Jofreh and Mahdavi, 2012)

According to Sarah Cook (2008) these internal processes can usually be stimulated by the individual himself or by external factors. It is the motive that will lead the subject to action in search of the result.

However, this action is not automatic or mechanical. And it is exactly in this sense that motivation is the differential of action. Motivated actions are carried out with will, persistence and even emotion, depending on the reward involved. (Cook, 2008)

Thus, motivating a person is to enable the necessary conditions for their development and ensure they reach their full potential. (Reeve, 2009)

2.2.2 Motivation in the workplace

It's certain that one of the main factors that determine performance in the work environment, is motivation (Viorel, 2009). Thus, Cugin (2012) states that those organizations that do not seek to understand the similarities and differences between generations, certainly may entertain or already be facing the loss of valuable employees and consequently, the failure for not knowing how to motivate their employees.

Just as people are motivated by many different things, so too are employees, who can be motivated in different ways. Not just pay and rewards, but also other intrinsic and extrinsic factors. (Beardwell and Claydon, 2007) By identifying the factors that motivate employees, organisations gain important information that can be used to develop strategies to help them achieve their objectives. Different employees will require different motivational factors, just as different tasks require different skills. (Kouloubandi, Jofreh and Mahdavi, 2012)

In addition, discouraged employees have less attention in the execution of their tasks, and may make mistakes and thus compromise the team's work.

According to Zemke, Raines, and Filipczak (2013, p.54), motivation in the work environment stimulates the employee to work harder and perform better, influencing their teamwork and thus directly affecting the company's good results. Therefore, it is something that should be encouraged because it depends not only on the well-being of employees, but also of the

organization. In addition, discouraged employees have less attention in the execution of their tasks, and may make mistakes and thus compromise the team's work. (Dobre, 2013)

Research shows that motivated employees are in a better position to produce greater value that elevates organizational achievements. Zemke, Raines and Filipczak (2013, p.54) states that organizations that strive to motivate their employees, tend to record higher production levels as a result of higher productivity. With this, it is imperative that organizations understand the motivational demands of their workforce.

2.2.3 Motivation Theories

A lot of research has been done on employee motivation and the work environment and with that, several theories have been created. These theories aim to assist in the development of tools that management to achieve profitable employee behaviours that are more aligned with the goals of the more aligned with the goals of the organization. (Shultz, 2014)

The motivation theories have been used in many cases and organizations all over the world, however, many criticisms have been made about them, both on a general and specific level, many of the criticisms are related to the fact that such theories do not consider important factors such as age, cultural effects, religion, gender, and other factors. Furthermore, the research behind these hypotheses has been considered inadequate because some of the theories, such as Maslow's theory, were based on personal opinion (Weiner, 2013, p.37).

Instead of review of all motivation theories available, this research will focus on the work of four psychologists: Maslow, Herzberg, McClelland and McGregor. Each of these helped shape the theoretical and practical frameworks associated with employee motivation.

2.2.3.1 Abraham Maslow - The Hierarchy of Needs Theory (1954)

Abraham Harold Maslow (1943), an American psychologist, created a hierarchy structure for human needs, represented in the form of a pyramid. Developed in the 1950s, Maslow's pyramid

of needs helps us to understand which are the motivational factors that arouse desire in people and is still used today in various segments. (Armstrong, 2009)

Maslow's theory, written during the Great Depression, was written according to observations drawn from individuals seeking help in their personal lives. Maslow stated that, instead of focusing on attitudes, people seek the satisfaction of their basic needs according to a hierarchy of five sets of goals (Pulasinghage, 2010, p.201). These needs are what will determine how a person will behave in order to satisfy each goal. In other words, as human beings fulfil their most basic needs, they move up the hierarchy of needs, acquiring increasingly complex ones. (Maslow, 1964)

These needs are divided into:

1. *Physiological needs*: At the base of the pyramid are situated the physiological needs. It refers to the basic needs like breathing, eating, sleeping, and drinking water.

2. *Safety needs*: This is the need to feel that one's life is protected, that people will have a place to live and be healthy, for example. It is easy to understand that without the physiological and safety needs being properly met, people cannot go in search of our highest aspirations, as stated in Maslow's theory of motivation. (Udechukwu, 2009)

3. *Social Needs*: You may have heard that we are social beings. Social needs are about acceptance by the people around us and the feeling of integration and belonging to groups.

This need includes love relationships, friendship and family. (Udechukwu, 2009)

4. *Esteem*: Once the social needs have been satisfied, the next level of the pyramid is the need for esteem. Besides being accepted and belonging to the group, the human being needs to be esteemed, which also includes self-esteem. (Udechukwu, 2009)

5. *Self-actualisation*: At the top of the pyramid is the need for self-actualisation. It deals with independence, autonomy, expression of creativity, exercise of talents and gifts, self-knowledge, in short, everything that concerns the fulfilment of human potentialities, both in personal and professional life. (Armstrong, 2012)



Figure 1 Abraham Maslow pyramid of needs (Source: BBC 2013)

Maslow classified the first three levels of the hierarchy as the deficiency needs while the top two are the growth needs (Dweck, 2013, p. 47). The main point of this theory is that as one need is fulfilled, its strength decreases while the strength of the next higher need in the hierarchy increases. (Latham, 2012, p.65)

The application of Maslow's model in the workplace is applied in such a way that the employees' first need is related to salary, specifically to earning enough to pay their bills, which means that their work must be secure. As another element of the theory, it is expected that the company provides both life insurance and a pension plan (Forsyth, 2006). Following the pyramid order, the

third need is related to feeling part of the work group, the feeling of belonging. The next need is related to esteem, which in the work environment is reflected in job titles, salary increases, bonuses and various other forms of recognition coming from the company (Griffin et al. 2006). Finally, the last need, which is the desire for self-actualization, concerns the fact that the potential of employees is fully utilized by managers, the feeling that they are progressing and developing (Griffin et al. 2006)

Although this is one of the most used theories in the world, for some authors, this theory lacks realism, because according to them, unlike what was described by Maslow, human needs do not follow an order of fulfilment. (Lagace, Castleberry, and Ridnour, 2011, p.16).

2.2.3.2 Herzberg's Two-Factors Motivation theory

Frederick Herzberg first presents his theories on motivation in his book *"The Motivation to Work"*, carried out together with B. Mausner and B. Snyderman in 1959. Herzberg was the first to show that job satisfaction and non-satisfaction are almost always generated by different factors, and are not opposite reactions to the same factors, as had been believed. (Hollyforde, Whiddett, 2002)

To Herzberg, human beings have two types of needs: one, as animals, to avoid pain, and the other, as human beings, to grow psychologically (Herzberg, et al., 1959). He demonstrated that people are influenced by two factors:

Hygiene (or external) factors - necessary to ensure that an employee does not become dissatisfied. They do not bring a great level of motivation, but without them, there is demotivation. (Hansen, Smith, Hansen, 2002)

Motivational (or internal) factors - necessary to motivate an employee to perform at his/her best. These factors are considered internal because they result from internal motivations of the employees. (Hansen, Smith, Hansen, 2002)

According to Herzberg's theory (Herzberg, 1966), motivational factors are responsible for resulting in increased productivity and satisfaction.

They include the freedom to decide how to perform the work, full use of personal skills, full responsibility for the work, setting work-related goals and objectives and self-evaluation of performance. The so-called satisfying factors. The presence produces motivation, while the absence does not produce satisfaction. Also called intrinsic.

Factors leading to dissatisfaction: company policy, working environment conditions, conflicts in the relationship with other employees, safety, salary. (Herzberg, et al, 1959)

Factors that lead to satisfaction: growth, development, responsibility, recognition, achievement. (Herzberg, et al, 1959)

The hygienic factors are those related to the company and, when absent, cause dissatisfaction, but when present, although satisfactory, they do not necessarily cause the employee's motivation. They are more related to the surrounding environment and the conduct of the company than with the employee's functions themselves. (Furnham, et al., 2009) (Herzberg, et al., 1959)

They are: the salary, business environment, company policy, the opportunities for growth, the relationship of superiors with other employees and social benefits, organizational climate, growth opportunities and physical conditions of the environment in general, for example. (Furnham, et al., 2009) (Herzberg, et al., 1959)

Herzberg (Herzberg, et al., 1959) said "*... hygiene factors operate independently of motivation factors. An individual can be highly motivated in his work and be dissatisfied with his work environment.*"

With this theory, Herzberg concluded that what causes dissatisfaction in employees are environmental issues, which are not linked to their jobs or duties performed. He also found that what leads to an employee's motivation is what concerns their activities and their job. (McKenna, 2012)

Herzberg's theory shows how an employee can be impacted within the company and what causes satisfaction and motivation for them. This information can be used both to prevent dissatisfaction on the part of their employees and to know what will motivate them, thus causing an increase in productivity and placing the employee in a situation of lasting satisfaction.

According to the discoverer of the concept, an intrinsic principle is what represents the motivational factors that emerge through fascinating, inspiring, and challenging work. Punishments and all forms of penalties, i.e., reduced bonuses or rewards, according to Herzberg, are not motivational elements (Hollyforde et al. 2002). For McKenna (2012) this theory does not match the current reality, because according to researchers, extrinsic influences can also increase the satisfaction of individuals, as well as intrinsic factors can bring dissatisfaction, which goes against the theory presented by Herzberg. (McKenna, 2012).

2.2.3.3 McClelland's Needs Theory

McClelland's needs theory, also known as the three needs theory, acquired needs theory, motivational needs theory and also learned needs theory, is a motivational model that attempts to explain how the needs for success, power and belonging affect people's actions in the context of business management. (Beardwell & Claydon, 2007, p. 495)

In the early 1940s, Abraham Maslow created his needs theory. This theory identified the basic needs that human beings possess, in order of importance: physiological needs, safety needs, belonging needs, recognition and self-actualization.

Two decades later, David McClelland built on this work in his book *“The Achieving Society”*. In this publication, McClelland identified three motivators that he believed were present in all people: the need for achievement, the need for belonging, and the need for power.

McClelland stated that we all have these three types of motivation regardless of age, gender, race, or culture. The type of motivation each individual is driven by derives from their life experiences and the views of their culture. (McClelland, 1961; McClelland & Watson, 1973).

The three dominant needs identified by McClelland in the needs theory are:

Need for achievement: People whose dominant motivator is the need for success have a strong restlessness to set and achieve challenging goals. They are great people to take calculated risks to achieve their goals. They also like to receive regular feedback on their progress and their victories. They most enjoy working alone. (McClelland, 1961; McClelland & Watson, 1973)

Need for affiliation: People whose main motivator is the need for belonging are characterised by a desire to belong to a group. For them, collaboration prevails over competence. In addition, they dislike challenges that are accompanied by high risks and what produces uncertainty in life. They are also people who want to be liked and usually agree with what the rest of the group wants to do. (McClelland, 1961; McClelland & Watson, 1973)

Need for power: People whose dominant motivator is the need for power are characterized by wanting to control and influence others. For these people it is wonderful to win arguments and discussions. In addition, they are competent and skilled, and often possess status and recognition. (McClelland, 1961; McClelland & Watson, 1973)

McClelland's theory of needs can help to identify the dominant motivators of people in the work environment and thus contribute to improving the processes of decision and goal setting, feedback, as well as the administration of incentives and rewards.

These motivators can also be used to divide the work according to the characteristics of each team member in order to achieve greater effectiveness.

2.2.3.4 McGregor's Theory X and Y

In the mid 60's, the then MIT Psychology professor Douglas McGregor developed what is today one of the best-known theories in the management area: the X and Y Theory. Described in his article "*The Human Side of Business*", and later in his book with the same name, McGregor brought the idea that there are two "ways" of seeing people. These visions would be contrary, that is, antagonistic. One would be more positive and modern (theory Y, based on trust in individuals), and the other would be negative and old-fashioned (theory X, based on mistrust). (McGregor, 1957)

By Theory X, people would be naturally lazy, unambitious, and lacking in self-initiative. The idea is that human beings don't like to work and will make as little effort as possible!

According to McGregor (1960), a Theory X philosophy suggests that the goals of workers and the organisation live in conflict and that those are primarily motivated by extrinsic rewards and the fear of punishment. Initially this theory suggests a "hard" managerial strategy.

In order to get the job done, supervision is essential. Effective command and control systems need to be developed, and threat and coercion are necessary tools. As the worker lacks initiative, the manager needs to explain exactly what, how and when the worker should perform some activity; and as the worker is also lazy, he/she needs to regularly report to his/her manager, so that he/she can control the progress of the activities.

On the other hand, a genre based on modern conceptions of behaviour that represents the human being as a self-activating, inwardly controlled and ambitious creature, eager for responsibility. This concept emphasises man's inherent potential to grow and develop. This is then called Theory Y. (McGregor , 1979)

Theory X states that most people believe that work is something unpleasant, and that is what they think and feel. Theory Y, on the other hand, says that work can be as natural and pleasant as a moment of leisure, if it is favourable (McGregor , 1979). Theory Y does not say that people who are part of this process are ambitious and like to take responsibility, which seems to be the opposite of Theory X. What it does say is that in the work environment, self-control is often triggered, which makes people in this group meet the company's needs with more precision, obtaining more and greater results. (Miner 2003)

For Theory Y, work is as natural as leisure, if the conditions are favourable. It also states: "self-control, often required in the organizational environment, becomes indispensable for the achievement of the company's objectives". Self-control is possible as long as work environments with the specific conditions are developed, so that it can foster, emerge and sprout. (McGregor, 1979)

In view of these findings, McGregor says that there are still people who believe that Theory Y implies that individuals expose superior results to others, and that they only do what they believe is right for themselves and for the company. However, the truth is that companies offer the right conditions, which makes employees more committed, engaged, motivated, and committed.

This is a classic distortion of what the application of Theory Y truly is. In truth, McGregor posits that under appropriate working conditions, people, and not necessarily all, could be much more dedicated to what they do, with greater motivation, commitment, and engagement.

2.2.3 Motivation and different generations

Over the years, the different ways in which younger employees view life and the work environment, as well as the need to increase efficiency and productivity has led to increased academic interest in the area of motivation. Nowadays, motivation is an advantage for companies that seek to conquer and retain talent. (Favero and Health, 2012)

According to CIPD (2008) and Harber (2011) when it comes to different generations, there is a difference between attitudes and behaviours in the workplace. Although, the theories of motivation tend to be static in nature, not taking into account that in the environment there are also individual differences and preferences, also different generations and individuals' needs. (Miner, 2005, p.23)

According to Society for Human Resource Management (2010, p. 2), regardless of the economic sector, having a work environment that engages and motivates employees, making them want to stay, grow, and contribute to the growth of the company should be the goal of all organizations.

Generations' motivational factors can be altered according to events that occur over the course of their lives. Baby Boomers (1946-1964) have different motivational factors from Generation X (1961-1981), which are different from Millennials, born between the early 1980s and the late 1990s. (Dries, Pepermans and De Kerpel, 2008)

Recognising and understanding that each generation has different needs and wants is extremely relevant as this affects employee satisfaction, retention, motivation and ultimately productivity. (Martin and Tulgan, 2006)

Because they are based on needs, motivational factors can change over time, and through interaction with the environment, which will consequently change the dynamic process. (Kouloubandi, Jofreh and Mahdavi, 2012)

Thus, it is essential that organizational leaders and human resources departments and managers understand what motivates each generation, so that it can use these factors for the benefit of both the employee and the employer.

2.3 Generation Z

2.3.1 Classification of Generation Z

Generation has several definitions; for Barford and Hester (2011), generation is characterized by the group of people who are from the same historical and cultural period. For Crumpacker and Crumpacker (2007), along with the same historical and cultural period, there's the birth rate. In summary, according to the literature, what defines a generation are two elements: birth rate and significant life events. (Barford and Hester, 2011)

The beginning and end of a generation is defined when the birth rate undergoes a significant increase. When this rate remains stable, it means that a new generation is starting and with the decrease of this rate, it marks the end of the generation, it is what Crumpacker and Crumpacker (2007) explain.

As with previous generations, there are differences of opinion regarding the classification of Generation Z. McCrindle (2014) classified Generation Z as those born between 1995 and 2009, or 2010 (Seemiller and Grace 2016; Koulopoulos and Keldsen 2016), while for Randstad (2016), the representatives of generation Z are those born between 1994 and 2010, unlike Bernier (2015), who states that those born approximately between 1996 and 2010 belong to Generation Z. To achieve the objective of this research, it was used the definition presented by Randstad (2016). This denotes that in 2022, they are between 28 and 12 years old.

2.3.2 Characteristics of Generation Z

Cited by Iorgulecu (2016), Wood (2013) states that Generation Z, as well as the predecessor generation, the Millennials, are able to adapt to the global world and new technologies, characteristics that are very important. However, although there are similarities between the generations, because it is a generation more diverse than the previous ones, for Tulgan (2013), Generation Z represents the biggest change in the workplace.

Because they were raised in the digital age, Generation Z do not know the world without technology, so they are digital beings, who are always connected to social media, so they can be considered more "globally focused" than previous generations (McCrindle 2014). As they are always connected, they have a more informative and direct way of communicating, and it is understood that for this generation, social media is vital. Such characteristics make this generation the most ethnically diverse and technologically sophisticated. (Institute for Emerging Issues, 2012)

According to Dan Schawbel (2014), unlike Millennials, Generation Z members are more confident, not having money as their biggest motivation, they also are more entrepreneurial and more aware of their expectations in the workplace. However, for Stuckey (2016), in the workplace, salary is the most important motivator for Generation Z, followed by flexibility and work-life balance.

Furthermore, it is understood that, due to the frequent use of social media, Generation Z are more impatient and have a greater attention deficit than previous generations. They are also considered the most materialistic, acquisitive, demanding, and individualistic generation to date (Generational White Paper, 2011), besides not having as a strong characteristic, the ability to solve problems, to contextualize a situation, analyze it and make a decision (Joseph Coombs, 2013). However, Max Mihelich (2013) states that this generation is more concerned about social and environmental issues than other generations.

2.3.3 What motivates Generation Z in the workplace

Research already conducted on Generation Z, present different results about the motivational factors of this generation in the workplace. In research conducted by Randstad (2016), for Generation Z, monetary rewards represent 32% of their motivation, advancement opportunities

represent 20%, and meaningful work represents 12% of motivation, which is closely followed by a good benefits package at 10%.

Stillman (cited in Tysjac, 2017), re-enforces the statement made by Randstad (2016) and Stuckey (2016) that money is one of the most important motivating factors for members of Generation Z. Not much is known about the motivations of Generation Z in the workplace in Ireland, as they are significantly less researched than previous generations.

In contrast, Mitchell (2016) found that rewards are also included in the list of motivating factors for Generation Z, with rewards including opportunities for advancement as well as being highly compensated for performance. This fact is even more evident when research conducted by the Millennial Branding Website and cited by Mitchell (2016), found that for 38% of Generation Z, money is not the best form of reward, but rather opportunities for advancement, only 28% recognizes monetary reward as the most important factor.

Finally, it is understood that, like Millennials, members of Generation Z use their own interests to choose their careers. As with Millennials, Generation Z will choose careers based on their own interests, which contributes to them being intrinsically motivated by the work they do. (Bencsik, et al., 2016)

2.3 Conclusion

This chapter highlighted the different definitions of motivation and its types according with the literature, as it was possible to verify, there are several ways to define motivation, however, all of them have the same meaning. This chapter also reviewed the motivation theories presented by the psychologists Maslow, Herzberg, McClelland and McGregor, what helped to have a better understanding about the motivation of different individuals and the importance for the work environment, although to achieve the objectives of this research only the theories developed by Maslow and Herzberg will have their applicability analysed in accordance with the motivation of

Generation Z. Finally, the Generation Z were classified and characterized with an analysis of the existing literature surrounding the motivation factors of this generation.

The next chapter will outline the methodology undertaken to complete the research along with a presentation of the model used to help meet the objectives of this research, presented in chapter one.

CHAPTER THREE: METHODOLOGY

3.1 Introduction

In the previous chapter, a literature review was presented on the important points for the research, such as motivation at work, motivation theories and Generation Z. In this section, the focus is on providing a detailed explanation of the approach chosen and applied to make the research objectives, previously presented in chapter one, possible.

The topics covered include the research philosophy employed, the research design, sampling and sample size used. In addition, a discussion of the instruments used to collect the intended data, the data analysis technique applied, approaches used to promote data reliability and credibility, ethical considerations made, and finally, the limitations encountered during the study are also presented.

3. 2. Research Philosophy

Research philosophy is a vast topic and will not be discussed in detail here by the researcher.

Research philosophy is associated with the assumption, knowledge, and nature of the study. It deals with the specific way of developing knowledge. This subject needs to be addressed because researchers may have different assumptions about the nature of truth. Knowledge and philosophy help us to understand their assumptions. (Saunders et al., 2015, p.22)

Generally, the two philosophies most used in research are the positivist philosophy or the interpretivist philosophy. For the philosophy of positivism, knowledge is something objective and universal, which uses scientific evidence through evaluations derived from statistics or social experiences. For positivist philosophy, the researcher and the subject are seen as distinct entities. (Horn, 2009)

In contrast, for interpretivism, reality is something subjective that is in our minds and involves interpreting qualitative research data (Collis & Hussey, 2014). For this research, a positivist paradigm reflected by quantitative methods will be used to identify if the motivating factors of

Generation Z in the workplace in Ireland are different from the motivation theories already researched and if yes, what is different.

3.3. Research Strategy

3.3.1 Research Design

A research design is explained by Lewis (2015, p. 15) as any strategy or plan chosen by the researcher to conduct a study. This is complemented by Cooper, who states that the research design also describes all the procedures that will be followed for the collection, evaluation and examination of the data collected. (Cooper et al., 2014)

Similarly, Bryman and Bell (2015, p.38) argue that a research project is composed of the techniques applied when undertaking a study. To ensure the success of the research project, the research designer helps to have all the activities coordinated (Lewis, 2015, p.25; Bryman and Bell, 2015, p.38). Research design is also instrumental in helping researchers find the most appropriate way to collect data, the best instruments for data collection, analysis, and presentation. For scholars, in one study, several types of project designs can be applied.

With this, the researcher opted for the positivist approach, as this is the most appropriate approach when aiming to analyse human behaviours, such as motivation (Easterby-Smith et al., 2008). Also, the positivist approach is best used in situations where there is already a defined concept, and the hypotheses can be measured by statistical methods. (Easterby-Smith et al., 2008)

In accordance with the positivist research studies, the researcher decided to use a quantitative methodology. The quantitative method as described by Taylor and Medina (2013, p.23) is the research methodology that focuses on objective, mathematical, numerical measures, or that requires statistical analysis of data collected through questionnaires, polls, and surveys, using computational techniques. An important reason for choosing the quantitative approach, is that,

unlike qualitative where the research aims to gain a better understanding of the phenomenon under study, quantitative research aims to make findings and conclusions that are based on statistical analysis and the subsequent relationships that emerge. For Bernard and Bernard (2012, p34) a quantitative study should result in a conclusion that is based on valid data and that corresponds to the research objectives.

Out of the broad categories of quantitative research, and to achieve the aim of the proposed research and answer the questions, this research follows a deductive approach. To Collins and Hussey "*deductive research describes a study in which a conceptual and theoretical structure is developed which is then tested by empirical observation; thus 22 particular instances are deduced from general inferences*" (2014, p. 7). This means that the research aims to assess an already formed theory. (Horn, 2009)

3.3.2 Research Instruments

In order to facilitate the collection of the necessary data for this research, the instrument considered most appropriate was a questionnaire the chosen methodology was positivistic. A questionnaire "is a very careful structured questions, chosen after careful and considerable testing, with the aim of eliciting reliable response from a chosen sample" (Collis & Hussey, 2014, p. 56). With this, the questionnaire data allowed for an examination of all the different aspects that were set out in the research objectives. Moreover, in much of the literature reviewed on this topic, questionnaires have been widely used by other researchers as it allows the respondents to honestly answer the questions as their participation is completely anonymous.

There are many advantages to using questionnaires to collect data for a survey, as they provide clear and concise results that can be easily formatted using statistical tools, the most widely used of which is SPSS (Collis & Hussey, 2014). But the use of questionnaires in data collection does not have only advantages. There are some disadvantages of using this method of collection, the

main one being the possibility of a low response rate and a risk that respondents are not fully engaged with the questions. Issues of sample representativeness and errors in quantitative measurement are also some negative impacts of questionnaires. (Collis & Hussey, 2014)

After choosing the questionnaire as a means of data collection, the next step was to choose the way in which this instrument would be distributed. In surveys of this type, Web-based surveys are the most efficient form since respondents can complete the survey as they wish since the answers are transmitted electronically. (Alvarez & VanBeselaere, 2003)

3.2.2.1 Questionnaire design and measures

A formal standardised questionnaire created by Abdullatif, N. (2016) was used for this research as the data must be statistically analysed by the researcher. The questionnaire was composed of questions using scales and measures from the literature on motivation and Generation Z. To begin the survey, the respondent needed to confirm that they were born between 1994 and 2010 and were over the age of 18. Then, the survey followed with five more classification questions which essentially provide information about the participant. (Collis & Hussey, 2014). For example, age, gender, year of birth and employment status. The next section, had only one question, followed by 20 statements regarding the respondents' motivation and which used a five-point Likert Scale pattern, allowing respondents to rate their level of agreement with each statement.

To assist evaluators in collecting data, there are a variety of methods available for use. One of these methods and the most common is the Likert scale, which is commonly used to measure attitudes, knowledge, perceptions, values and behavioural changes. A Likert-type scale involves a series of statements in which respondents specify their levels of agreement in an evaluative manner. This evaluation is typically done in five points: Strongly disagree; Disagree; Neutral;

Agree; Strongly agree (Vogt, 1999). This allowed for simplicity for both the respondents and the researcher.

A copy of the consent form and questionnaire can be found in Appendix 1 and 2.

3.2.2.2 Pilot Testing

A pilot test of the questionnaire was sent to five potential participants before the final version was sent to the participants. There are many advantages to conducting a pilot study as it "will give you at least an idea of your questionnaire face validity: that is, whether the questionnaire seems to make sense" (Saunders et al, 2007, p. 386). The pilot study was used to improve and refine the questionnaire and ensure that participants could complete the questionnaire with ease and answer all the questions, without any problems occurring when recording the data.

Of the five pilot participants, two presented constructive feedbacks, with points to be improved and added to the questionnaire and such information was taken into consideration for the finalization of the questionnaire, where two questions were changed in order to ensure that it was clear, the others only informed that they did not have any difficulty in presenting their answers.

3.3.2 Research Objectives and Hypotheses

The first objective of this research is to understand employee motivation and obtain an understanding of Generation Z. This was done by secondary research conducted as part of the literature review.

The second objective of this research is to find out the motivational factors of Generation Z in Ireland, whilst also establishing whether there are any differences in the motivational factors found in previous studies.

The third objective of this research is to identify the motivation of Generation Z in Ireland, found through the results obtained by primary data collection via online questionnaires. A hypothesis has been created within this research objective.

Hypothesis 1: Theories of motivation can be partially applied to the motivation of Generation Z

3.3.3 Sampling

The first stage of the sampling process consists of defining the target population of the research.

This step It is the collection of elements or objects that have the information sought by the researcher. Thus, the target population for this research involves all Generation Z cohorts who reside in Ireland and who have had some employment experience. For this research, there is no gender preference as this will allow for a broader analysis of this generation and what motivates them the most. As established within the literature review for the purpose of this research the Generation Z cohort is between the years 1994 - 2010. This means that in the year 2022 Gen Z are between the ages of 12 and 28.

The next step involves defining the sampling frame. Malhotra (2010) define the frame as *“representation of the elements of the target population”*. The survey was administered online through the use of the "Google Forms" platform, one of the simplest and most practical for both the respondent and the researcher. The questionnaire was distributed to the researcher's network via instant messaging application WhatsApp, in addition to being published on networking sites such as Facebook, LinkedIn, and also via email, in the hope of reaching Generation Z respondents. The research sample frame included respondents with internet access and more access to social networking sites and emails.

The third step in the sampling process is to determine the most appropriate sampling technique to be used for the research. One of the most important decisions is whether or not to use

probability sampling. Non-probability sampling depends on the researchers' own judgment, while probability sampling, on the other hand, depends on chance. (Malhotra, et al., 2012)

For this study, the methodology chosen by the researcher as the most appropriate was non-probability sampling. Due to the fact that the questionnaire was administered through the Facebook, and also through WhatsApp, it was most likely to be completed by sample friends, friends of friends, work colleagues and relatives. Also, snowball sampling was another non-random sampling technique that was used within this research. Davis, Gallardo, and Lachlan (2013), explain that snowball sampling is the *"method of asking study participants to make referrals to other potential participants, who, in turn, make referrals to other participants"* (p. 165).

The fourth step is to determine the sample size. According to Malhotra (et al., 2012), sample size involves the number of elements to be included in the study. Since this study was conducted with a quantitative approach and using an online questionnaire, a large sample size was required. In general, the sample size for quantitative analysis that was expected by the researcher was approximately 300 respondents, however, the number achieved was lower than expected, corresponding to 64 respondents of which 19 had to be eliminated as they did not fit the profile required for this study. Although this cannot be considered a representative sample of Generation Z in Ireland, the use of the non-probability sampling technique made the study more realistic and feasible.

Finally, the fifth and last step, which involves the execution of all the steps mentioned above. In this phase of the sampling process, the primary data of the research was collected using the online questionnaire.

3.4. Ethics

In carrying out any kind of research or study, adherence to ethical considerations is one of the most important elements that cannot be neglected (Venkatesh, Brown, and Bala, 2013, p. 32).

Also, during data collection and analysis, one of the first ethical rules is to avoid causing harm to participants (Byrman et al. 2011).

In doing so, the researcher familiarised herself with and adhered to the ethical and procedural guidelines provided by Dublin Business School. During the research, participants were provided with the highest level of trust and protection by clearly explaining the research objectives and why the research was being carried out and all the important information necessary for them to understand their participation.

In addition, all participants were informed that they would be participating anonymously, and that all information contained therein would be confidential and not available to third parties not involved in the research, besides that their participation would be totally voluntary, since they could refrain from answering the entire questionnaire and choose the "neutral" option or simply terminate the questionnaire at any time if they no longer wished to participate. Also, no sensitive or personal questions were asked.

The questions did not have any suggested answers, and the statements were not misleading or unclear. No information was collected from people under the age of 18. In addition, the researcher's contact details were made available in case participants required or needed further explanation or support. Finally, all responses were kept secure and protected by password.

3.5 Data Analysis

The data used in this research was collected from the questionnaires distributed to the sample.

The "google forms" platform allowed the data to be collected online where it was then imported directly into SPSS (statistical package for the social sciences) file and then, analysed by the

researcher. A coding system was designed for each response. Excel was also used as a form to complement the analysis. Although the sample size cannot be considered representative of Generation Z, the findings were focus on highlighting percentages according to the respondent's number.

3.7 Conclusion

In this chapter the research philosophy chosen for this study, which is the positive philosophy, has been presented, as well all the steps taken by the researcher, along with an in-depth justification and reason why such steps have been chosen. All ethical considerations have been established according to the research ethics guidelines of Dublin Business School. In the next chapter, the results obtained from the questionnaire will be presented.

CHAPTER FOUR: RESULTS

4.1 Introduction

This chapter aims to present the results obtained through the quantitative research questionnaire approach that was used by the researcher to achieve the objective established in chapter one, using the methodological approach listed in the previous chapter.

As the objective of the research was to identify whether the motivation theories developed by Maslow and Herzberg can be applied to Generation Z, the result focuses on the respondents within the members of this generation. As listed previously, the participants were asked questions based on those motivation theories. This chapter will be divided into sections, which will provide a description of the demographic characteristics of the respondents and the results obtained for the purpose of this research according to the data collected.

4.2 Demographic characteristics of the respondents

As indicated in the methodology section, a total of 150 questionnaire responses would be sufficient to conduct the survey. Of the 150 expected respondents, a total of 66 questionnaires were completed and returned. The response rate is 44%. Of the total survey respondents, only 45 of them fit the necessary requirements for the survey, i.e., belonging to Generation Z and residing in Ireland. The remaining participants were removed from the data. In this case, the response rate falls to 30%. The recruited participants had a diversity of characteristics, such as age, employment status, and educational level, as presented in the tables below.

Table 1 Demographics information about the respondents

Profile		Frequency (n)	Percent(%)
Year born	1994	17	37.8
	1995	7	15.6
	1996	2	4.4
	1997	2	4.4
	1998	2	4.4
	1999	4	8.9
	2000	6	13.3
	2001	1	2.2
	2002	2	4.4
	2003	2	4.4
Gender	Female	29	64.4
	Male	15	33.3
	Prefer not to say	1	2.2
Work experience	Yes, and currently employed	41	91.1
	Yes, but currently unemployed	3	6.7
	No	1	2.2
Highest level of education	Bachelor's degree	16	35.6
	Leaving certificate	15	33.3
	Master's degree	11	24.4
	PhD. or higher	2	4.4
	Prefer not to say	1	2.2

As can be seen in the table above, although for this research Generation Z is represented by those born between 1994 and 2010, as in the definition presented by Randstad (2016), the survey only reached those between 1994 and 2003, and the years with the highest rate of respondents are the year 1994 with 37.8% of respondents, 1995 representing 15.6% and the year 2000, with 13.3% of respondents. Although this number is not representative of the full range of Generation Z ages in Ireland, it will still be possible to have a valuable and comprehensive analysis of the motivational factors of this generation. The vast majority of participants who took part in

this survey were women, representing 64.4%, and only 33.3% were male. Only one respondent chose not to state their gender. In relation to employment status, 91.1% of respondents are currently employed, 6.7% have some work experience but are currently unemployed, and only one participant has no work experience. It is possible that this high geographical rate is related to the age of the respondents, as 53.4% of the respondents are between 27 and 28 years old. Regarding the highest level of education, the respondents have different levels, ranging from leaving certificate to PhD.

4.3 Motivation factors of the Generation Z in Ireland

In order to achieve the objective of this study, it was necessary to identify the motivational factors of Generation Z in Ireland so that it would be possible to carry out an analysis of the applicability of the existing theories of motivation in this new generation. The two theories used were those developed by Maslow and Herzberg. Based on the analysis of the primary data collected through the questionnaire, it was possible to identify the motivational factors of Generation Z. For a better understanding of these motivational factors, the results were divided according to the motivational theories of Maslow and Herzberg (see table 2) and the percentages presented in accordance with the answers to each of the statements presented in the questionnaire.

Table 2 Maslow's and Herzberg's model

Maslow's Model	Herzberg's Model
Self-actualisation / Esteem / Social (Affiliation)	<ul style="list-style-type: none"> • Challenging work • Achievement • Growth in the job • Advancement • Recognition • Status • Interpersonal relations • Company policy and administration

Safety	<ul style="list-style-type: none"> • Quality of supervision • Working conditions • Job Security
Physiological	<ul style="list-style-type: none"> • Salary • Personal life

4.3.1 Self Actualisation Needs and Herzberg's model statements

In this subsection, the results of the data collected through the questionnaire are analysed, pertinent to the questions related to the need for self-actualization and the factors of Herzberg's theory that are related to this need.

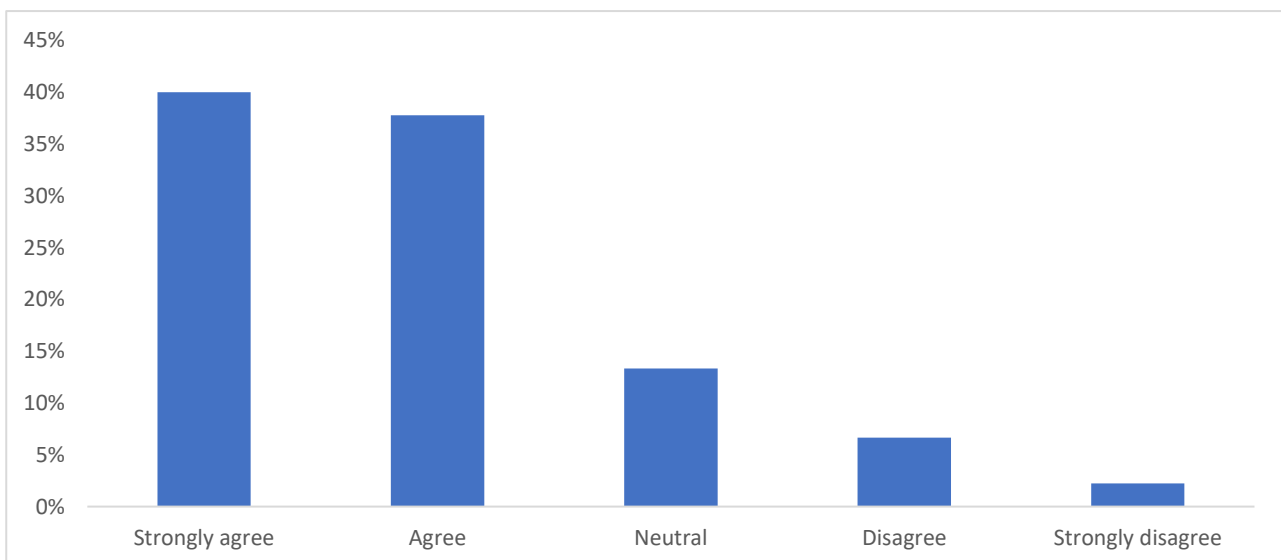


Figure 2 Question: I get a chance to use my skills/abilities

The first question of the questionnaire aimed to find out how motivated respondents feel when they have the opportunity to use their skills and abilities in the work environment. It emerged that 40% of respondents strongly agreed that they felt motivated when using their skills, while

38% agreed. Among the participants, 13% were neutral and only 7% disagreed and 2% strongly disagreed.

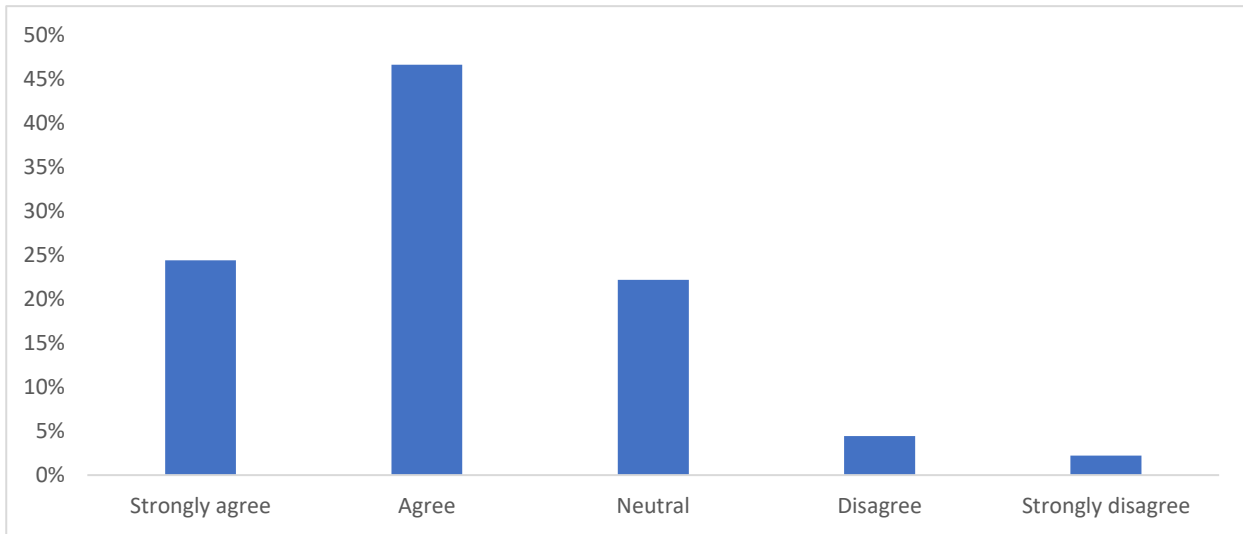


Figure 3 Question: The general work environment is informal (example: open door policy, no uniform)

As per figure 3 above, for the participants of this study, 24% strongly agreed that an informal work environment, with policies such as open doors, no mandatory use of uniform, motivates them, followed by 47% who agreed with this statement. Among the remaining respondents, 22% chose neutrality, while 4% disagreed and 2% strongly disagreed.

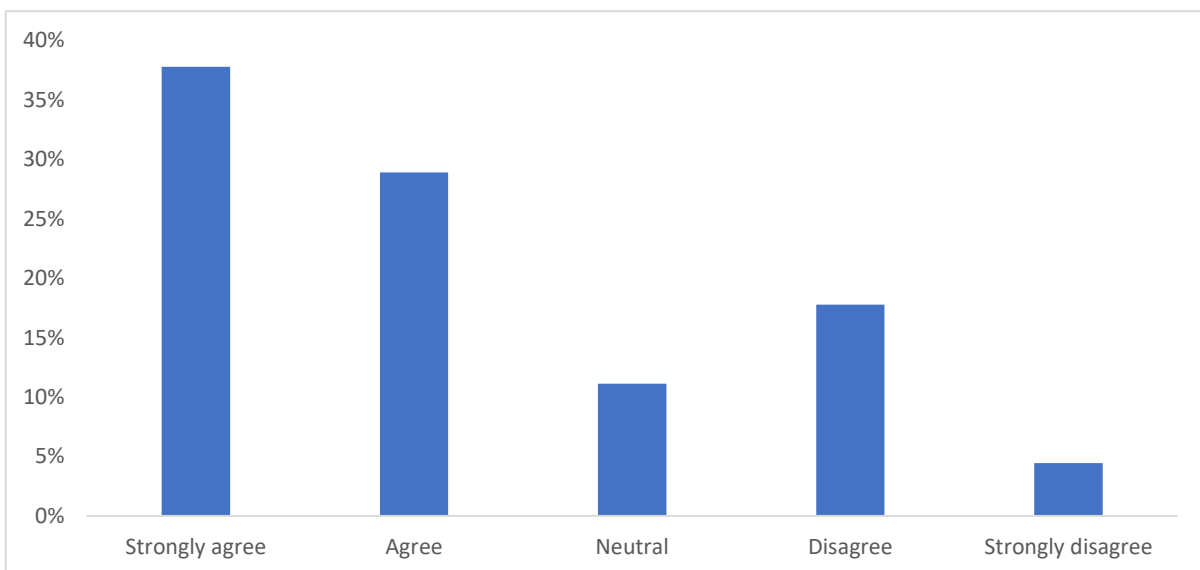


Figure 4 Question: The organization provides me with career advancement/opportunities

The above question aimed to ascertain how motivated participants feel when career advancements/opportunities are provided by their organisation. This study identified that 38% of participants strongly agreed that career advancements/opportunities motivate them, while 29% agreed and 11% were neutral. The remaining 18% disagreed and 4% strongly disagreed.

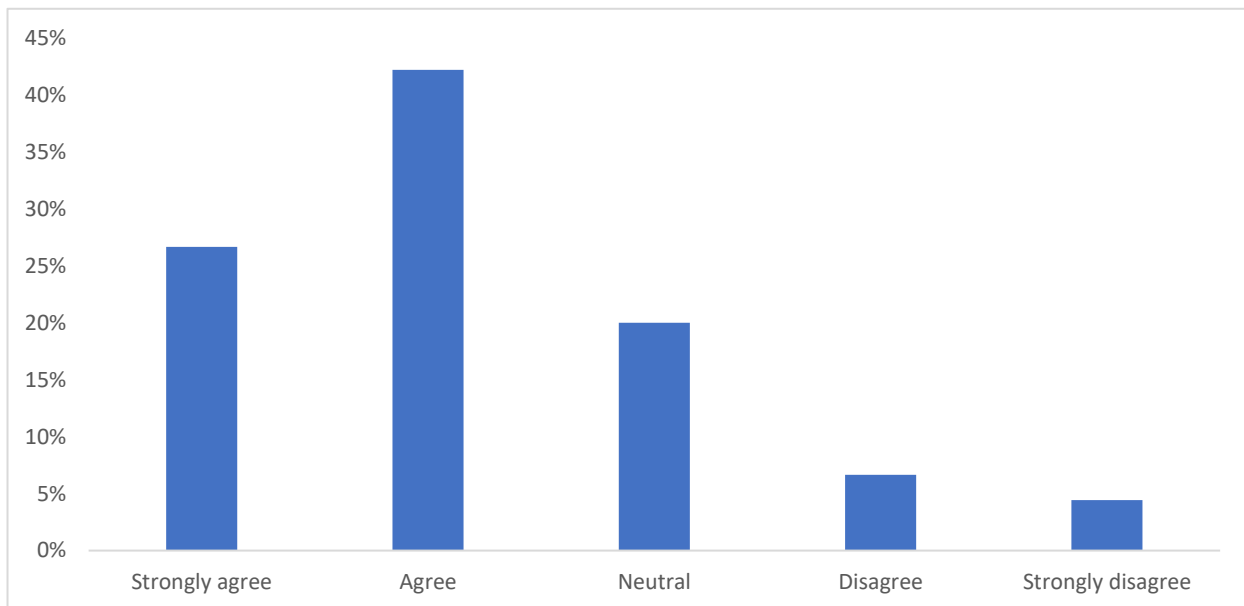


Figure 5 Question: Up to date, technology and software are available to help

increase efficiency

According to the data collected from the third question on self-actualisation need, it was found that among the participants 27% strongly agreed that up to date technologies and software that help them increase efficiency motivate them, while 42% agreed and 20% are neutral. Out of those participants, 7% disagreed and 45 strongly disagreed that they feel motivated.

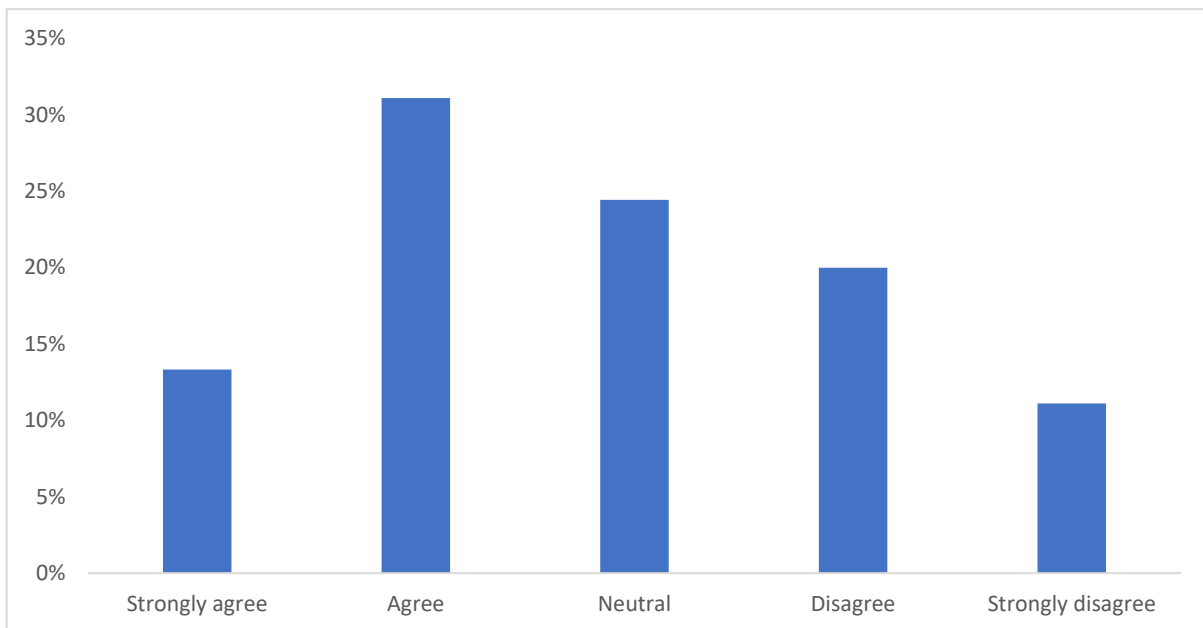


Figure 6 Question: Job rotation is active and I get a chance to perform different jobs rather than the same job

In the last question related to self-actualization, within the respondents of this study, 13% strongly agreed that a work environment where there is rotation, and it is possible to perform different jobs instead of just one is a factor that motivates them. This percentage is followed by 31% who agreed with this statement, while 24% proved to be neutral, different from 20% who disagreed and 11% who strongly disagreed.

4.3.2 Esteem and Herzberg's model statements

In the same way as in the previous subsection, the results of the data collected through the questionnaire, pertinent to the questions related to the need for esteem and factors of Herzberg's theory that are related to this need

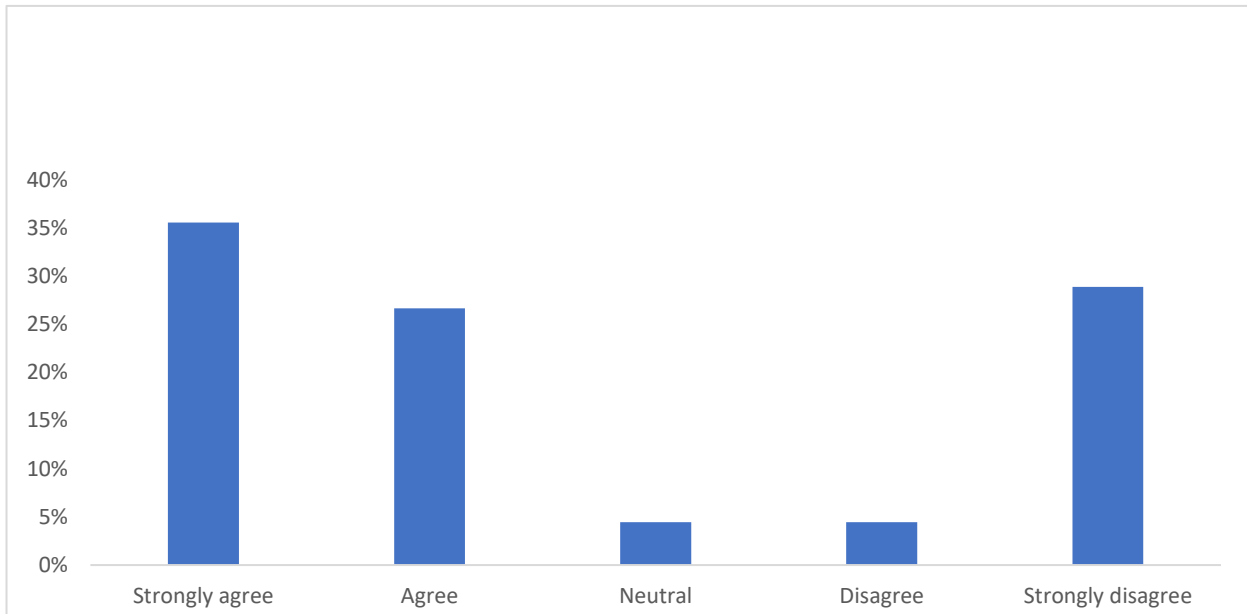


Figure 7 Question: I am offered benefits with my job (example: health insurance, child & eldercare, life & disability insurance)

In the first question of the questionnaire regarding esteem, the participants were asked if they felt motivated when the company offered them a benefits package, such as health insurance, life insurance, and others. 36% strongly agreed with this statement, while 27% agreed and 4% preferred neutrality. Only 4% of the participants do not feel motivated when offered a benefits package, while 29% strongly disagreed with this assertion.

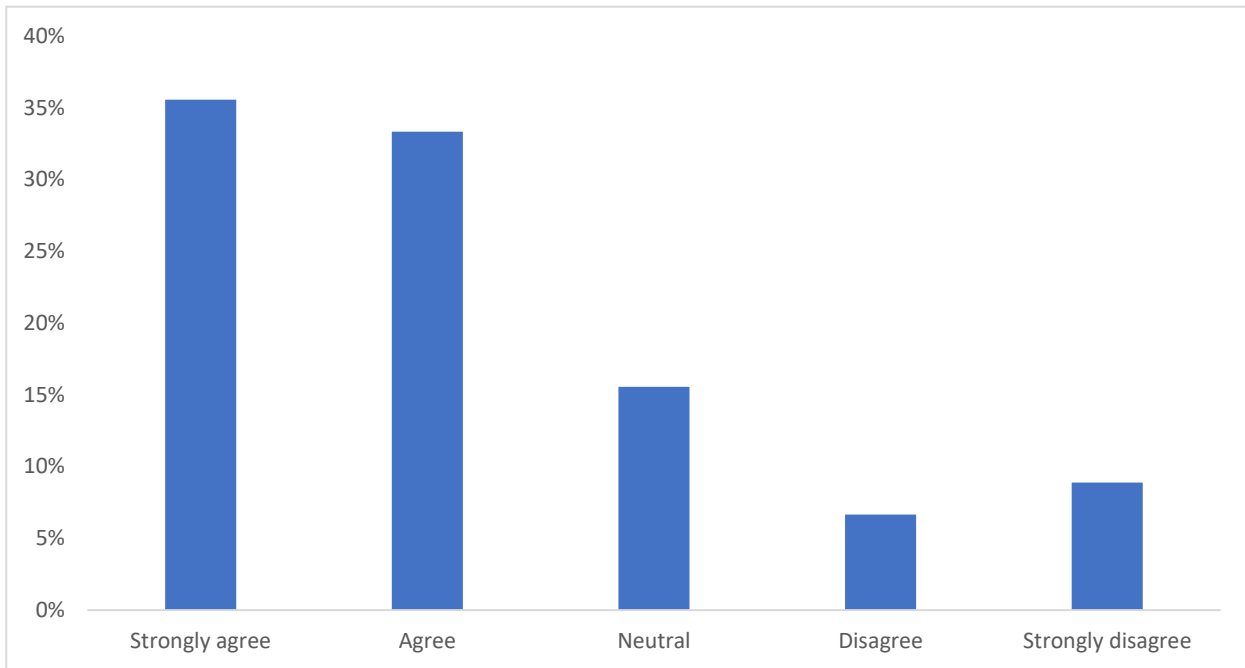


Figure 8 Question: My manager notices and recognizes my work, and when I have a good performance

Following on, the next statement was about recognition, where 36% of respondents strongly agreed and 33% agreed that they feel motivated when their manager notices and recognises their work and when they perform well. On the other hand, 7% disagreed with this statement, followed by 9% who strongly disagreed. 16% were neutral.

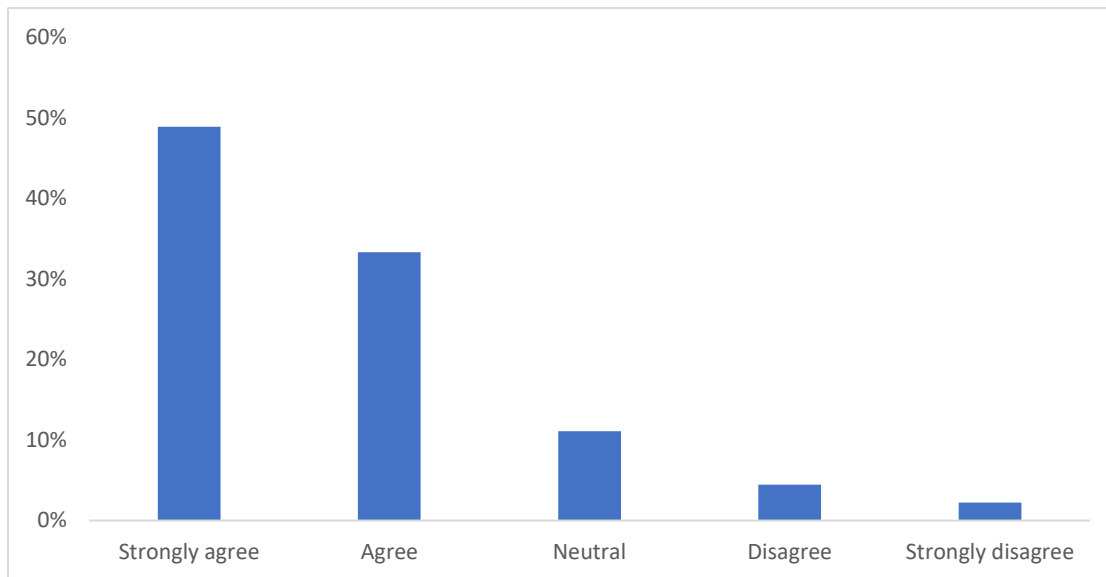


Figure 9 Question: I could gain the trust of my manager to individually work on a task/project without constantly having to be supervised.

Also, with relation to recognition, the next statement aimed to investigate whether the respondents felt motivated when they could gain the trust of their manager to develop their tasks and projects individually without being supervised. 49% of respondents strongly agreed with this statement, closely followed by 33% who agreed that they felt motivated by gaining the trust of their manager. While 11% were neutral and the minority 4% disagreed and 2% strongly disagreed.

4.3.3 Social need and Herzberg's model statements

As in the previous subsections, the results of the data collected on the questions related to social needs and the factors of Herzberg's theory related to these needs will be analysed.

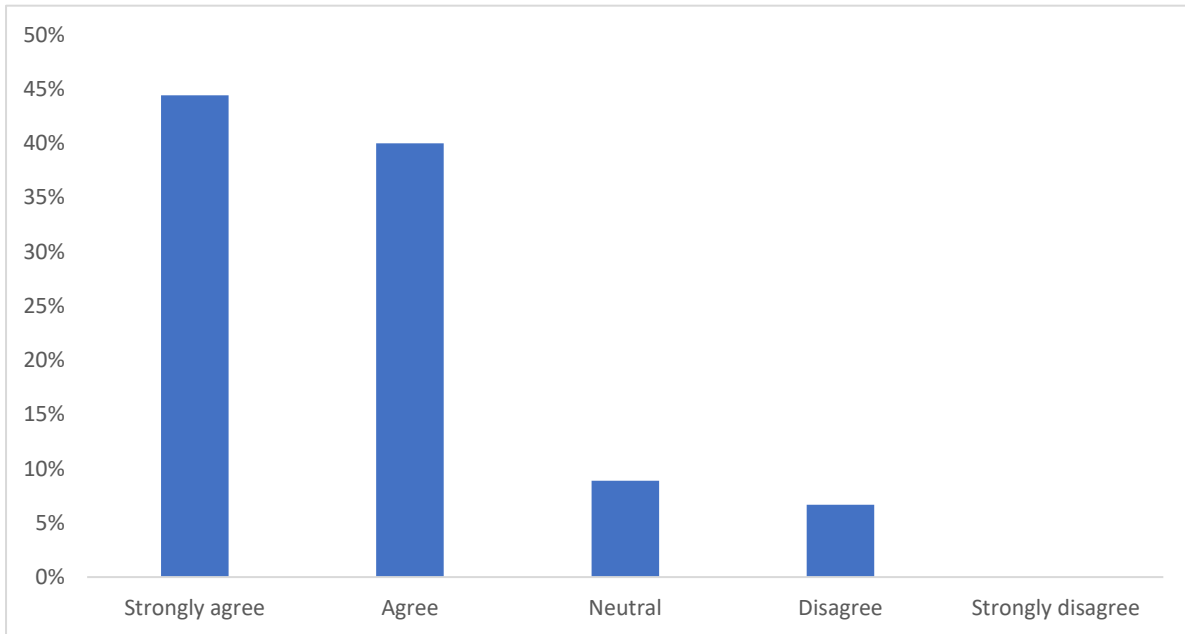


Figure 10 Question: I have good and strong relationship with my co-workers

The first question related to the participants' social needs showed that 44% of the participants strongly agreed that having a good and strong relationship with their co-workers is a factor that motivates them, as well as 40% who agreed with this statement. 9% of the participants were neutral, while only 7% did not consider the good relationship with co-workers as a motivational factor. None of the participants strongly disagreed with this assertion.

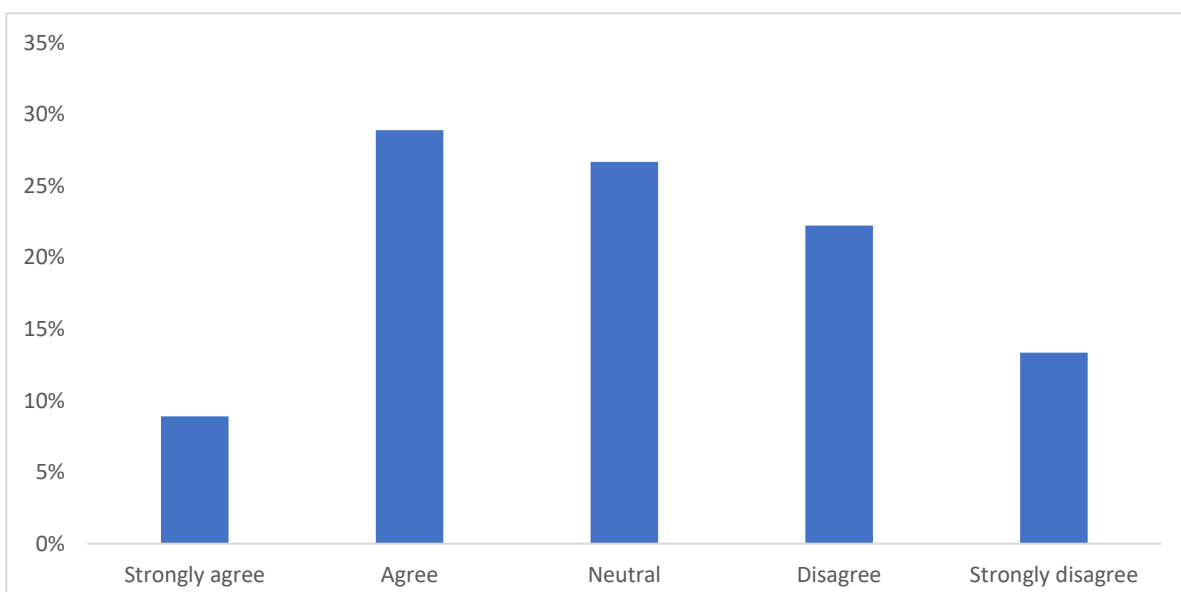


Figure 11 Question: My organization sets up social events outside working hours were I can get a chance to know my colleagues better

Still with a focus on investigating the social part of Generation Z's motivation, participants were asked how motivated they feel when their company sets up social events outside of work hours, so they have a chance to get to know their co-workers better. Only 9% of respondents would feel strongly motivated by this statement, while 29% agreed and 27% preferred to be neutral. The remaining participants, 22% disagreed and 13% strongly disagreed.

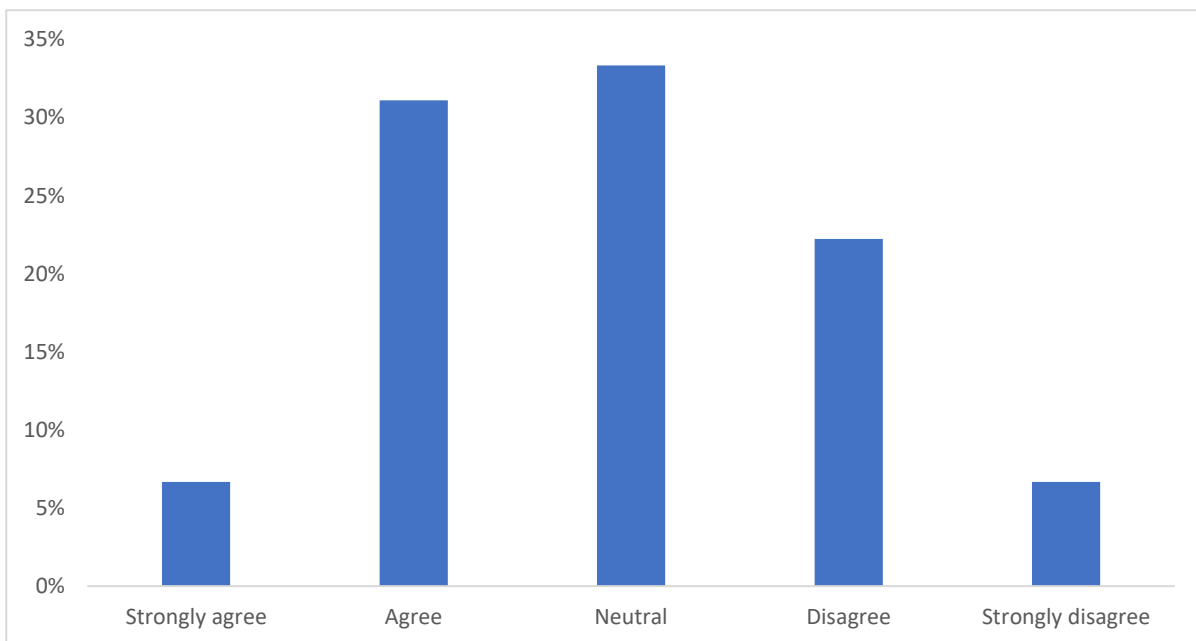


Figure 12 Question: I am required to work in a team/group with colleagues from different departments

When asked whether they felt motivated by having to work in groups with colleagues from different departments, 7% of the participants strongly agreed that they feel motivated, while 31% agreed with this statement and 33% chose neutrality. The remaining participants, 22% disagreed that this situation makes them feel motivated and 7% strongly disagreed.

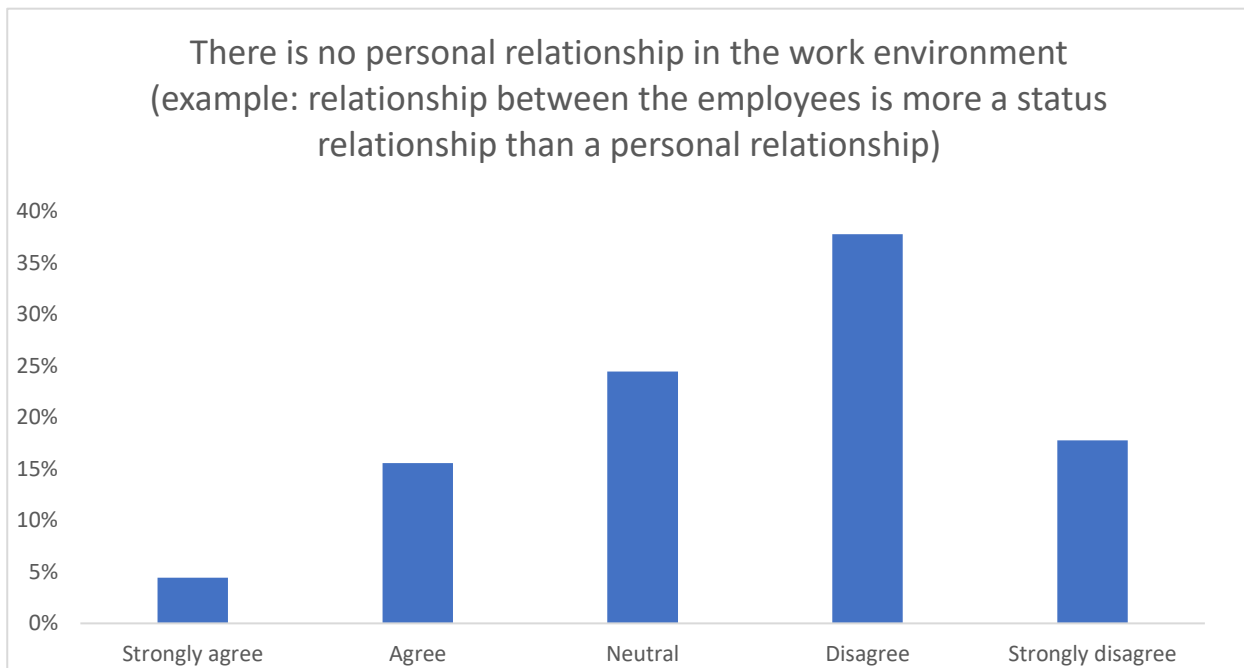


Figure 13 Question: There is no personal relationship in the work environment (example: relationship between the employees is more a status relationship than a personal relationship)

In the last question related to the social factor of the Generation Z motivation, 4% strongly agreed that they feel motivated when there is no personal relationship in the work environment, while 16% agreed. 28% were neutral about this statement. On the other hand, 38% disagreed that they feel motivated by the absence of personal relationships, whereas 18% strongly disagreed.

4.3.4 Safety need and Herzberg's Model statements

In this subsection, safety will be the need analysed, along with the factors of Herzberg's theory that relate to safety and, as in the previous session.

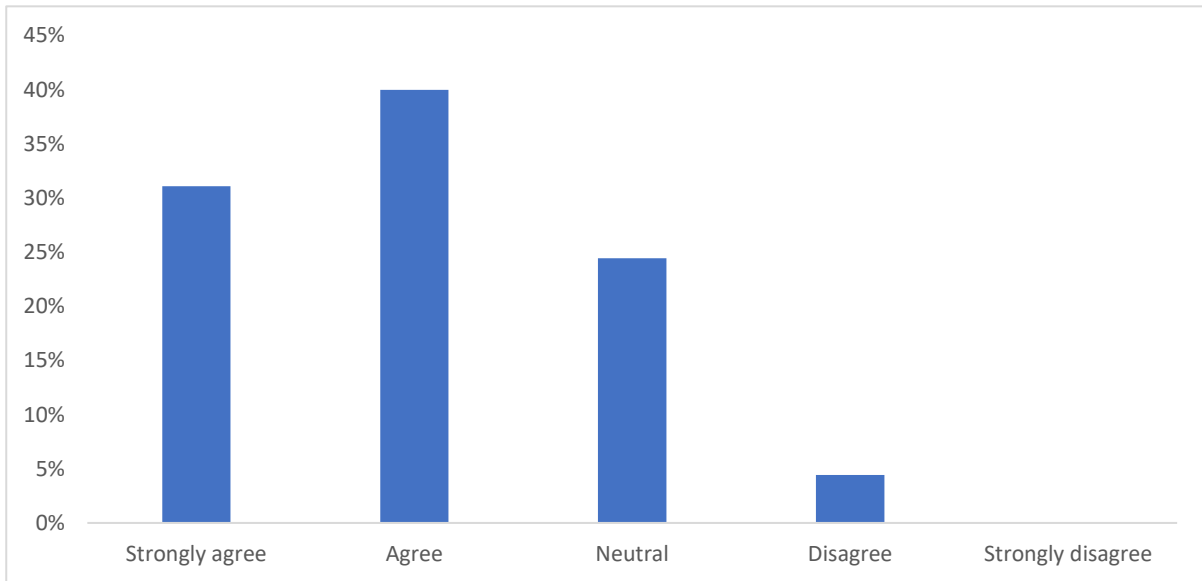


Figure 14 Question: The organization I work in is financially stable

With regard to the motivational security factor, it emerged that 31% of respondents strongly agreed and 40% agreed that they felt motivated when the organisation they work for is financially stable. Of the remaining respondents, 24% were neutral and a further 4% disagreed. None of the participants strongly disagreed with this statement.

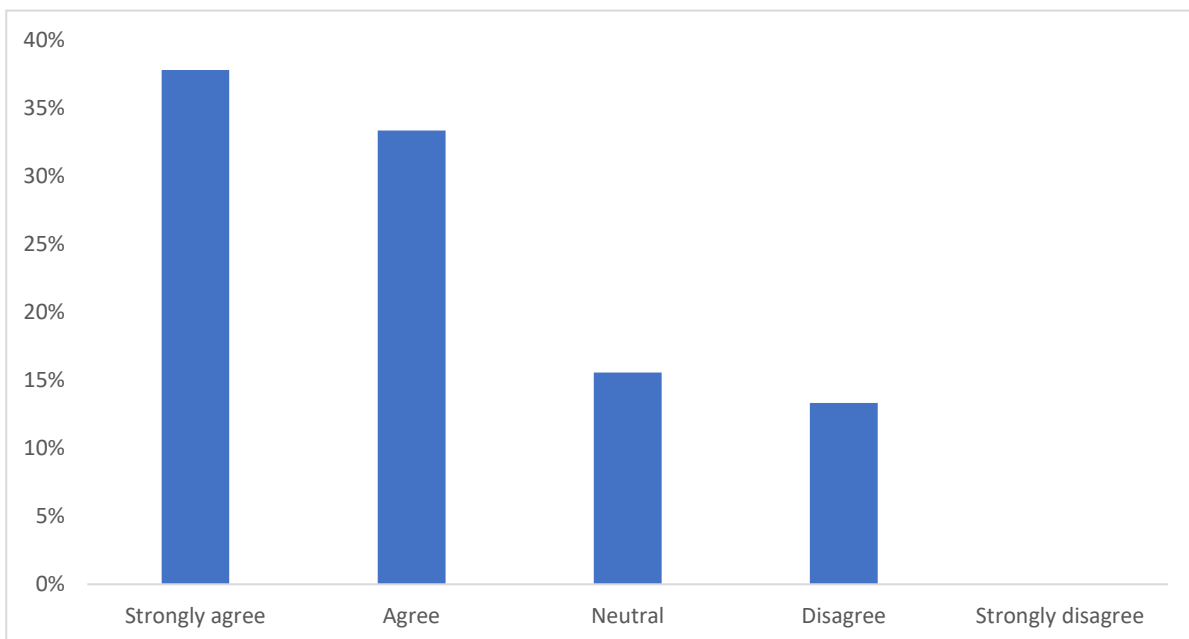


Figure 15 Question: My job is secure

Having a secure job was identified by an aggregate of 71% of the respondents surveyed in this study as a central factor that influenced their motivation. To be more accurate, 38% and 33% of the participants considered in the study strongly agreed and agreed that a secure job makes them feel more motivated, with only a minor proportion of respondents 13% disagreed. No participants strongly disagreed and 16% were neutral.

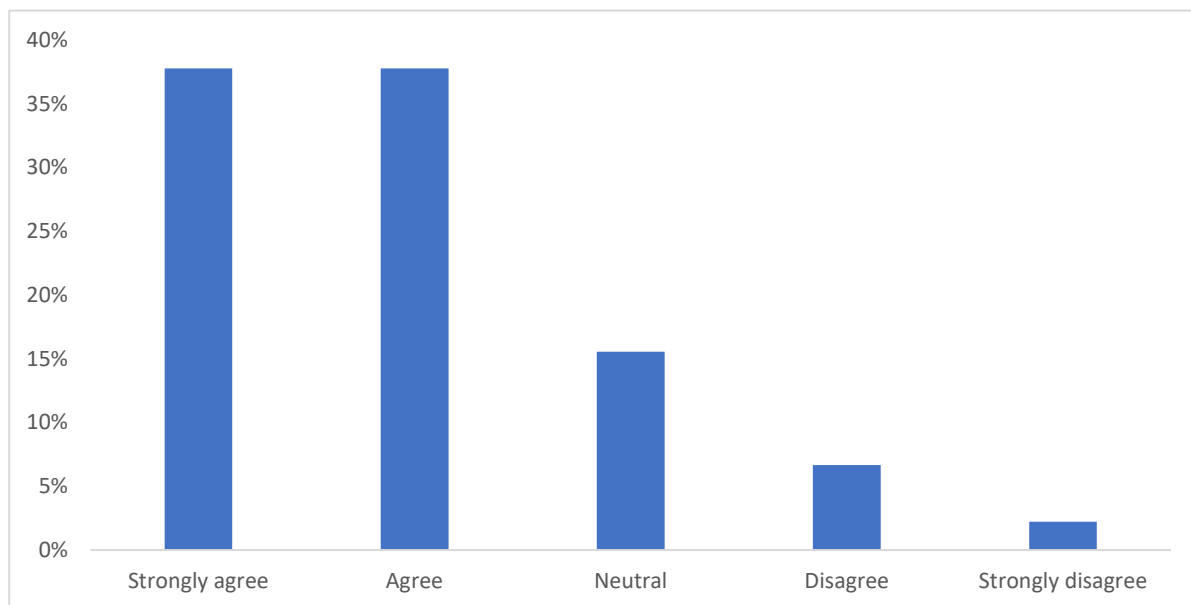


Figure 16 Question: There is good communication between me and my managers

Good communication with the manager emerged as a motivating factor for the vast majority of participants. When asked to indicate how good communication between survey respondents and their managers influence their motivation, the same percentage of respondents "strongly agreed" (38%) and "agreed" (33%); which implies that about 71% have good communication as a factor that motivates them. Only 7% disagreed and 2% strongly disagreed and 16% were neutral.

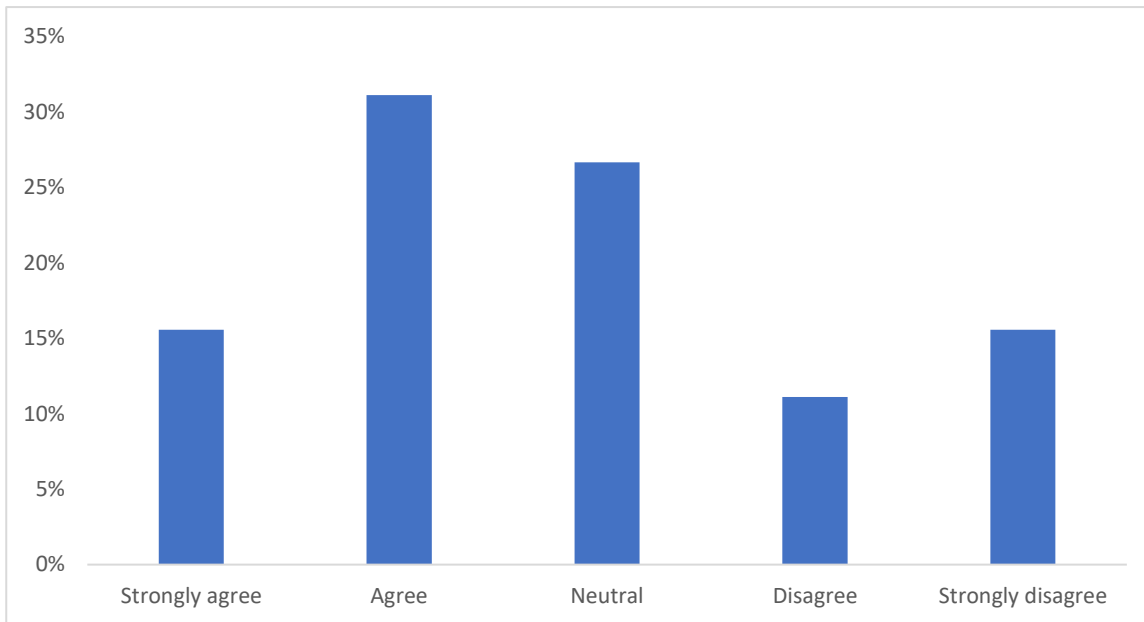


Figure 17 Question: I receive job specific training regularly

Another point used to identify the motivation of the respondents is related to receiving regular job-specific training. This emerges that 16% of the respondents strongly agreed and have this as a factor that motivates them, other 31% agreed, meanwhile 27% of the participants were neutral, compared to 11% who disagreed and 16% who strongly disagreed.

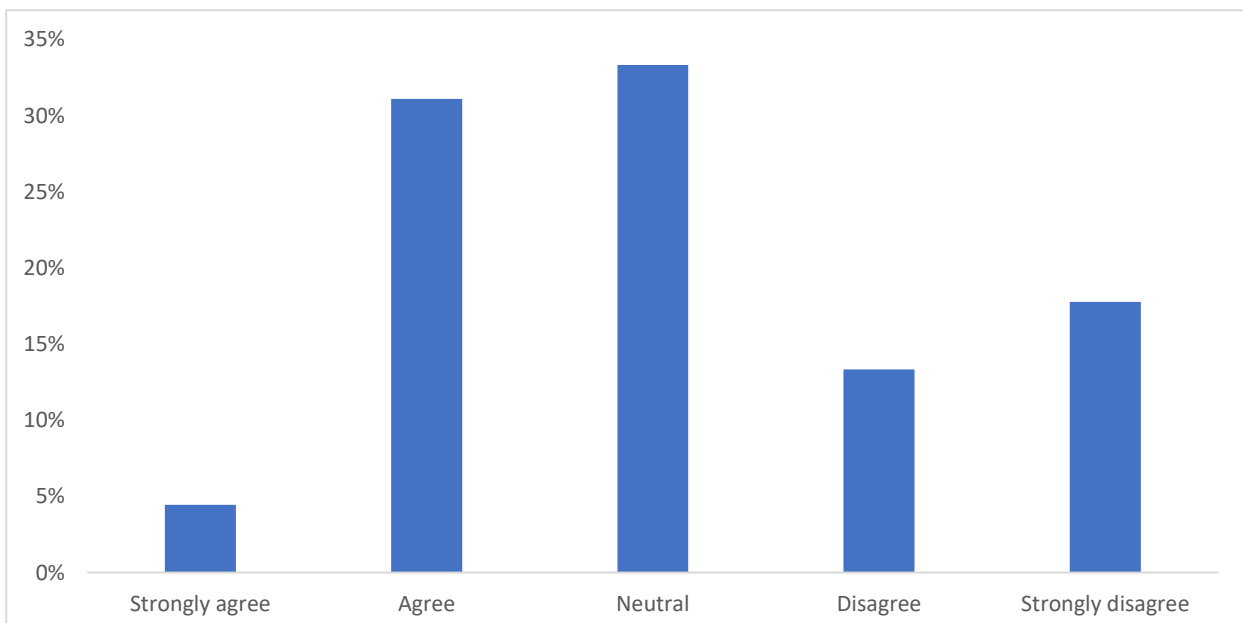


Figure 18 Question: I am aware of the retirement package I will receive

Having awareness of the retirement package they will receive was presented as a factor that motivates only 35% of Generation Z members who participated in this research (4% strongly agreed and 31% agreed), and most of the participants (33%) preferred not to give an opinion, being neutral and the remaining 13% and 18% disagreed and strongly disagreed, respectively.

4.3.5 Physiological need and Herzberg's Model statements

As the last and according to Maslow the most important need, the results analysed in this subsection will refer to the physiological need, in conjunction with the factors of Herzberg's theory which are related to this need.

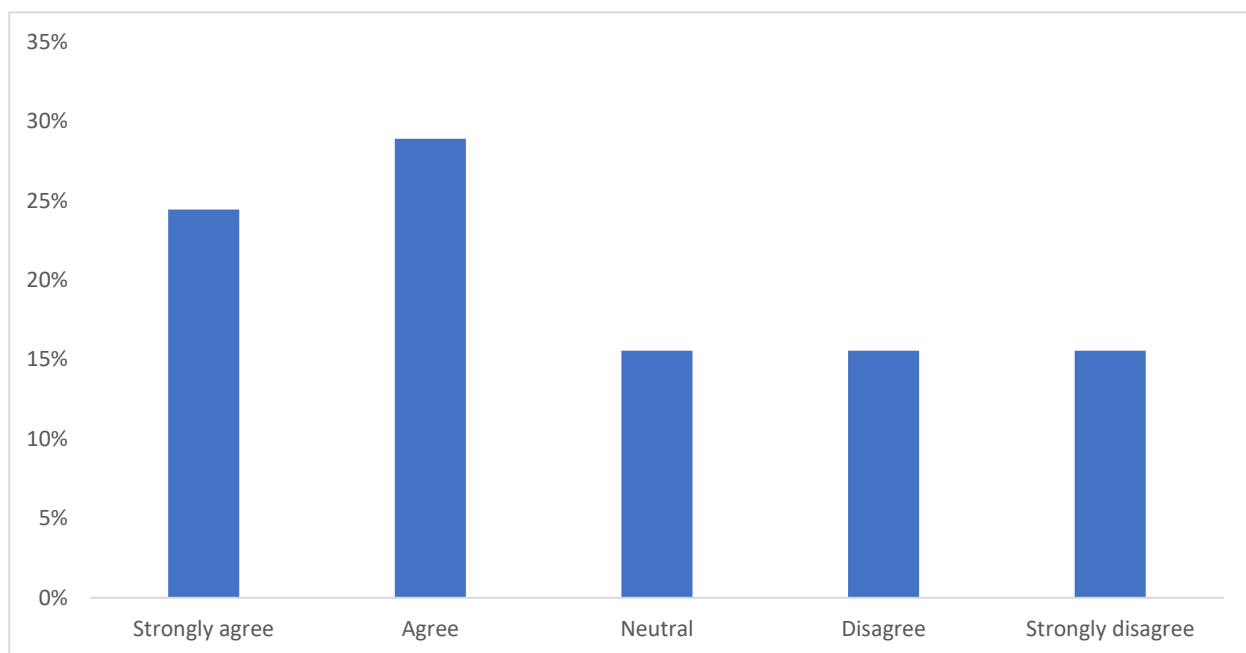


Figure 19 Question:- Compensation/pay is reasonable and up to my expectations

With regard to the physiological aspect, compensation is one of the variables included, and this study found that 24% of participants strongly agreed that compensation reasonable up to their expectation motivates them to work, with another 29% of participants agreed that compensation that meets their expectations improves their motivation. Only 16% disagreed and

another 16% strongly disagreed that compensation influenced their motivation. Another 16% were neutral.

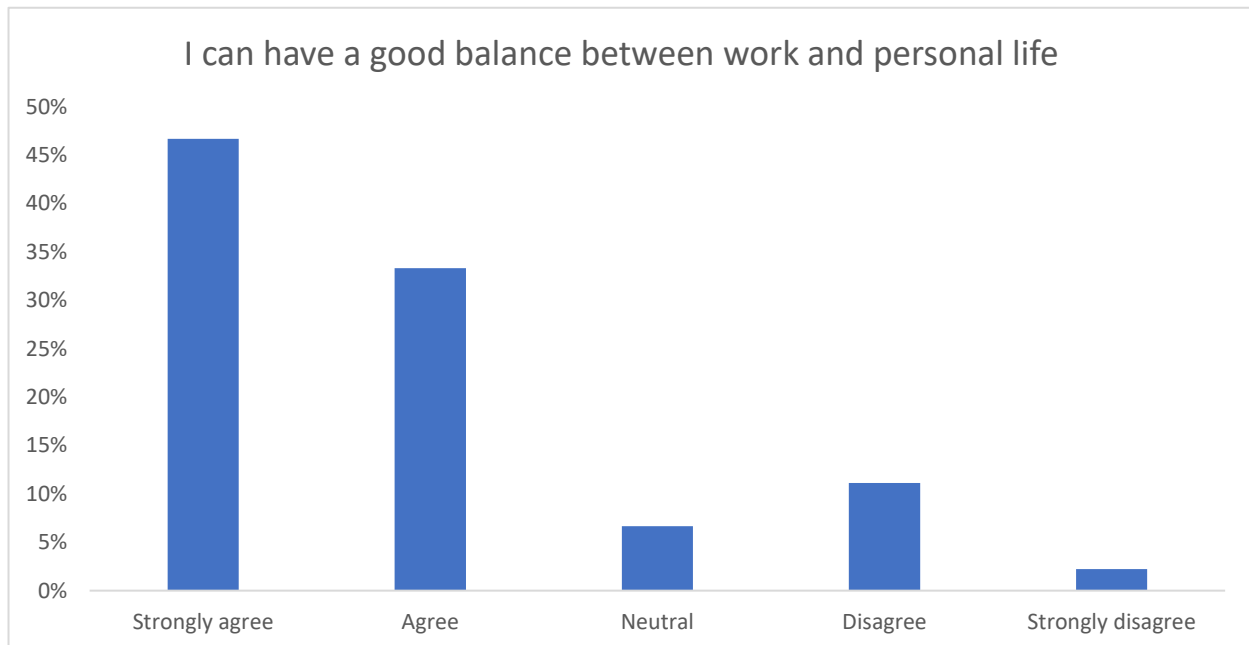


Figure 20 Question: Compensation/pay is reasonable and up to my expectations

The second and last variable of this subsection is a good balance between work and personal life. When asked if having a balance between personal life and work makes them feel more motivated, the vast majority of participants agreed, to be precise 47% strongly agreed, supported by 33% of the participants who agreed, different from the 11% who disagreed and 2% who strongly disagreed. Only 11% were neutral.

4.5. Conclusion

This chapter organised and presented the results of the quantitative analysis extracted from the SPSS database and confirmed on Excel. The analysis explored all the questions in the questionnaire distributed to the participants in order to achieve the aim of the study, which is to identify whether the motivational theories already studied can be applied to members of Generation Z in Ireland. The following chapter will consist of the discussion and interpretation of the conclusions reached according to the data collected.

CHAPTER 5: DISCUSSION

5.1 Introduction

This research project investigated the motivation of the Generation Z in Ireland through an online questionnaire distributed to Generation Z members. Overall, the aim of this research project was to identify whether previously studied theories of motivation can also be applied to this generation, specifically those developed by Maslow and Herzberg. The data described in the chapter above demonstrates that these theories of motivation can be partially applied to this generation, in agreement with what was previously established in chapter two of this research through the literature review presented, and in line with the hypothesis predicted by this researcher. This chapter will present a discussion on how the motivation theories can be applied to the motivation of Generation Z, through the analysis of the data collected by the researcher. This chapter will also present the review of previous data from the literature discussed in the Literature Review as it relates to this primary research.

5.2 Generation Z and the motivation theories

5.2.1 Herzberg's Two-factors Motivation Theory

In order to undertake and compile a successful analysis of the research that has been carried out, it is necessary to recall briefly what was found by Herzberg in his theory of motivation. Herzberg established that the factors that lead to dissatisfaction are those related to company policy, working environment conditions, conflicts in relationships with other employees, safety and salary. While the factors that lead to satisfaction are those involving growth, development, responsibility, recognition, and achievement (Herzberg, et al, 1959). The findings of this study showed that, although developed many years ago, Herzberg's theory of motivation can be partially applied to Generation Z.

In relation to the factors that, according to Herzberg, lead to dissatisfaction, this study reached interesting results, as, unlike what was previously established in the motivation-hygiene theory, the members of Generation Z who participated in this study established as one of the factors

that motivate them job security, a factor which, according to Herzberg, is linked to dissatisfaction in the work environment. Different from the social part, as for this generation, having a good relationship with their co-workers is a factor that influences how they feel motivated, thus it is understood that conflicts in the work environment will lead to dissatisfaction.

In the same line followed by the social, some of the other factors that, in Herzberg's theory lead the dissatisfaction, such as company policy and working environment conditions are also the same ones that did not present significant influence in the motivation of the members of generation Z in the findings obtained in this study, demonstrating that Herzberg was correct in declaring that the intrinsic factors are mainly responsible for the satisfaction of individuals in the work environment.

Although Herzberg is correct in relation to intrinsic factors being the most responsible for motivation, the result obtained in this research demonstrates that McKenna (2012) was also correct in stating that extrinsic factors can also be responsible for motivation, as for the participants of this study, safety figures as one of the factors that most motivates them. Along with a good balance between work and personal life, representing 80% of participants agreement that most motivates them and the opportunity and have a good relationship with co-workers.

Another point in the motivation of Generation Z in Ireland that goes in line with what was set out by Herzberg in his theory; the findings of this research show that the possibility of deciding how to act at work, without supervision, represents one of the factors that motivate Generation Z, representing 82% of participants agreement.

Regarding recognition, the results of the questionnaire survey determined that 31 (69%) of the respondents agree with the statement that they feel motivated when "my manager notices and recognizes my work, and when I have a good performance". This connotation finds support in

the research conducted by Lee and Lee (2013), who found that to motivate members of Generation Z, it is necessary that companies begin to incorporate recognition initiatives.

The results presented, show that although having a compensation in accordance with their expectations is an important factor in the motivation of the generation Z, this does not figure as the primary source of motivation of this generation, which, once again, goes in accordance with the predictions of Herzberg, who says that the factors associated with intrinsic satisfaction have a more important role in motivating the individual.

Among the results obtained, it is interesting to observe that most of the factors established by Herzberg that led the motivation/satisfaction, are also the factors that presented the highest index of satisfaction on the part of the members of this generation, showing that, although created in 1959, the motivational theory created by Herzberg, finds partial applicability in the motivation of Generation Z.

5.2.2 Maslow's Hierarchy of Needs

As stated previously in section 2 of this study, Abraham developed the theory of motivation better known as the hierarchy of needs, which states, in short, that people seek the satisfaction of their basic needs, and this determines their degree of motivation. The theory created by Maslow was used to develop the questionnaire used in this research.

The data collected through the questionnaire were analysed so that it was possible to analyse and create a hierarchy of needs according to the motivation of the participants of this study. This hierarchy proved to be different from the one presented by Maslow.

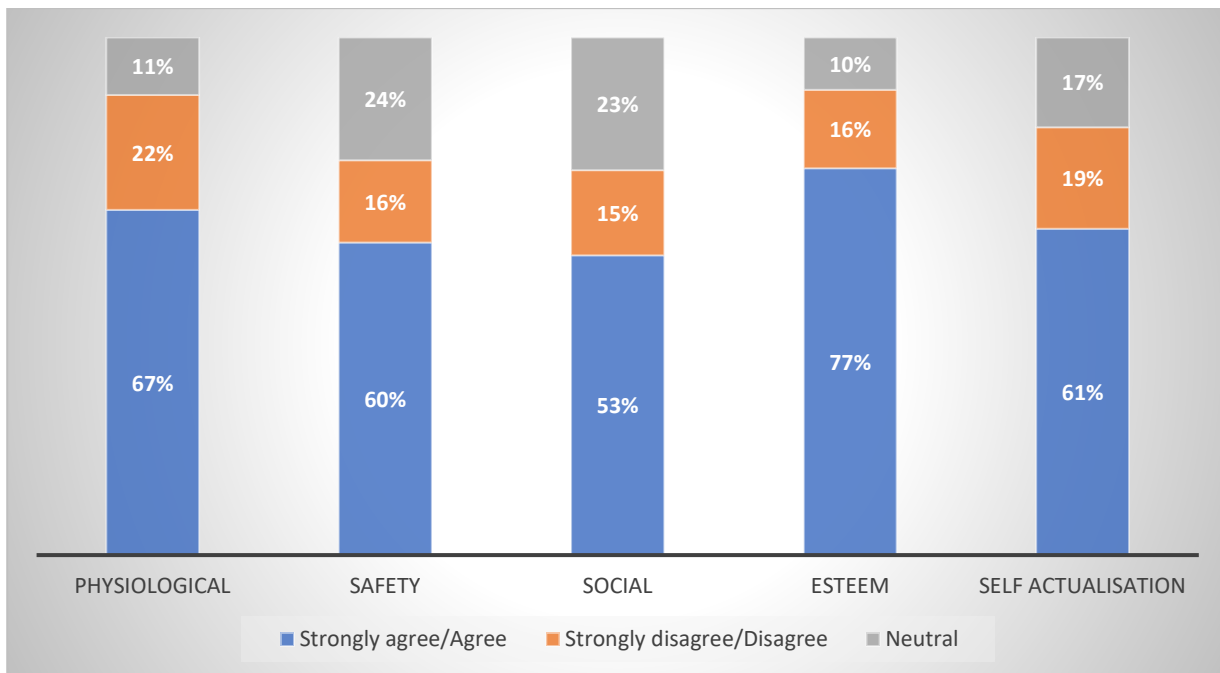


Figure 21 Hierarchy of needs of Generation Z

The graph above represents the average made according to the respondents' answers, where the blue bar represents the strongly agree and agree answers and the orange bar represents the strongly disagree and disagree answers. According to the data collected, the hierarchy of needs of Generation Z has as the first need the esteem, representing 77% of the motivation of respondents, secondly there is the physiological need with 67%, followed by the self-actualisation that represents 61% of the motivation of participants, while the need for security figures in fourth place with 60% and lastly, the social need representing only 53% of the motivation of respondents.

Different to what was defined by Maslow in his theory, for Generation Z, esteem appears at the base of the pyramid of needs, as the factor that most motivates them in the workplace, and only then, the physiological need appears. This shows that as it was stated by some authors, the human needs do not follow an order, varying from person to person, generation to generation.

(Lagace, Castleberry, and Ridnour, 2011, p.16)

As previously established in the literature review, this generation presents very distinct characteristics. The result of this research, showing that for Generation Z esteem figure at the base of the pyramid, is based on the statement made by Dan Schawbel (2014), that this generation is more confident, not having money as the main motivation as for them, having the opportunity to gain the trust of their manager, as well as having their work recognized by the manager, are factors that have a stronger influence on their motivations.

However, although it does not figure as the first need in the generation z motivation pyramid, the physiological need plays an important role, as the second need of this generation, related to salary as established by Forsyth (2016). And thirdly, the self-actualisation that represents the fact of having the opportunity to use their skills (Griffin et al. 2006). Once again, the needs of this generation refer to their characteristics.

For being a materialistic, acquisitive, demanding, and individualistic generation (Generational White Paper, 2011), besides confident (Dan Schawbel, 2014) those who belong to it will have their motivations and needs based on these characteristics, according to the result obtained in this study.

The fact of esteem being the first need is related to the confidence of this generation, which confident of their abilities, expect the recognition of their good performance. The physiological need is related to the fact that they are more materialistic and acquisitive, so money matters to them. The third need in the pyramid, self-actualization, is also connected to the fact that they are confident and therefore want to have the opportunity to show their skills.

Moreover, both the need for safety, as well as the social need of the z generation, also follow different orders of the one established by Maslow in his theory. So that, in accordance with the results obtained in this research, the hierarchy of needs theory developed by Maslow is not applicable to the needs of the Generation Z.

Finally, in a general overview, this study discovered results that differ from what was found by Randstad (2016) in his research, for Generation Z, the benefits package offered by the company, has great participation in the motivation of Generation Z, since as mentioned earlier in the previous chapter, most respondents affirmed that they feel motivated when offered benefit packages.

The same can be said about Stuckey's (2016) statement, which partially correctly stated that flexibility and work balance are one of the major factors that motivate this generation, going in accordance with the finding obtained in this research. However, this study obtained partially divergent results from those obtained by Stuckey (2016), since salary was not identified as the factor that most motivates Generation Z in Ireland.

5.3 Conclusion

The objective of this chapter was to present a comprehensive discussion of the results obtained through the questionnaire and quantitative analysis performed by the researcher. In dealing with motivation and a new generation, it became evident that, although it is partially possible to apply two of the best-known motivational theories, due to the characteristics that each generation possesses, it is expected that there are certain divergences, since these theories were created even before the first members of this generation were born. However, although there is a large time difference, certain factors of the theories of Maslow and Herzberg are still applicable to Generation Z. The next chapter will present a general conclusion of the study, complemented with limitations encountered by the researcher, recommendations for further research and also recommendations for how these findings can be applied to motivate Generation Z in the workplace.

CHAPTER SIX: CONCLUSION

6.1 Introduction

In this concluding section, a brief summary of the objective of this research is presented, followed by a general conclusion, highlighting the results obtained. This final chapter will also present the limitations found by the researcher during this study, and suggestions for further research, in addition to relevant recommendations on the theme of motivation of Generation Z.

6.2 Conclusions

The purpose of this research project was to determine if theories of motivation could be applied to Generation Z, specifically the theories developed by Herzberg and Malow, more commonly known as the two-factor or hygiene-motivation theory and the hierarchy of needs theory respectively. Prior to the completion of the literature review and primary research aspects, the researcher believed that these theories could only be partially applied.

Initially, the researcher defined three objectives to be achieved: a) Understand employee motivation and gain insight into Generation Z; b) To find out the motivational factors that influence the Generation Z in Ireland; c) To identify if the motivation theories can be applied to Generation Z motivation.

To reach the proposed objective, the researcher first presented a literature review on the theme motivation and generation Z, introducing the theories of motivation presented by Maslow, Herzberg, McClland and McGregor, complemented with the definition and characteristics of generation Z.

Carrying on with the research, a questionnaire developed using the theories of Herzberg and Maslow was distributed online through the Google forms platform for possible participants, members of Generation Z. With the collection of these data, it was possible to get to the results presented and discussed in the previous chapters and that will be highlighted below.

The data collected through quantitative research conducted by the researcher, made this study conclude that among the theories that had their applicability "tested" in Generation Z, only the one presented by Herzberg can be partially applied in the motivation of Generation Z. According to the results of primary data, this generation has different motivations and at the same time similar to what was described in the two-factor theory. Factors such as security, which for Herzberg is linked to dissatisfaction in the work environment, for Generation Z, represents one of the factors that most motivate them. On the other hand, factors such as company politics and work environment conditions, do not present a great influence on the motivation of the members of this generation, going in accordance with what was established by Herzberg.

The majority of the factors described in the two-factor theory as those that lead to satisfaction/motivation, were the ones that presented the highest indices as factors that motivate the members of generation Z.

In relation to the theory presented by Maslow, the results showed that the motivations of Generation Z do not comply with what was previously established by the author of the hierarchy of needs.

According to the results obtained, the pyramid of needs of generation Z would follow the order of esteem, physiological, self-actualization, security and social, while the Maslow follows the order physiological, security, social, esteem and self-actualization. It was possible to conclude that, regarding the needs and motivations, the basic needs are in accordance with the characteristics of this generation, such as the fact of being considered confident and esteem being the need at the base of the pyramid.

With the results obtained in this study, it was possible to complement and reinforce what had already been verified in previous studies, that although the motivational theories provide a basis

for understanding motivation, each individual/generation has motivations that are in accordance with their characteristics.

The findings of this study have wide implications and can be used by organizations, managers, or HR departments to better understand how, based on applicable theory, the motivation of their employees who belong to Generation Z works and thus create effective and appropriate motivational programs. These can also be used on a smaller scale to manage small groups of employees. Finally, recruiters can also use the information gained in this study to attract talented and motivated personnel.

6.3 Limitations and Further Research

In this section the limitations of this research will be presented, outlining the areas that can be improved through further research.

One of the limitations of this research was the sample size. Although this research has been prepared concisely and with diligence and care, the researcher is aware that there are certain limitations that acted against this research. Firstly, although the distribution of the questionnaire was planned to achieve a large number of respondents, many of the potential respondents declined to participate in the study and of those who did participate, some, although aware that they did not meet the requirements to participate in the research (such as age and being resident in Ireland), continued with the questionnaire. Such facts collaborated to the fact that the number of respondents was below the planned by the researcher, which may limit the research as a result of the findings obtained. A larger number of respondents would allow research to perform more precise statistical calculations.

Another limitation of this research was that, while recognising the value of the data obtained from the research sample, all data is received and analysed under the assumption that the respondents understood and answered the questionnaire provided honestly. In view of this,

there is a possibility that there has been a misunderstanding of the participants. This leads to inaccurate answers may also present a limitation to the research and analysis of the results obtained.

Furthermore, due to my sampling strategy, it was not possible to present inferential statistics, as well as the performance of other statistical tests, such as reliability and other tests that could complement the findings obtained in the research. Research with probability strategy, with more tests being performed to test different probabilities and combinations, could present more vigorous results.

The limited amount of written texts available to the researcher related to the motivation of Generation Z meant that the researcher was limited to only a small number of authors.

Finally, mixed methods research could be carried out to explore the theme more deeply, as the strategy used in this study was that data collection was done through a questionnaire with straightforward questions, and the respondents did not have the opportunity to comment and add their opinions on the subject being studied. With the use of a research with mixed methodology, it will be possible to analyse more deeply the motivation of generation Z, as well as its characteristics. Also, the development of a questionnaire that has elements of other motivational theories, would be something to complement the applicability of various motivational theories, not only those presented by Herzberg and Maslow.

6.4 Conclusion

In this final chapter a summary of the research objectives, findings and conclusions that resulted from the research presented. The limitations faced by the researcher during the conduct of the research were also presented, in addition to recommendations for future research.

CHAPTER SEVEN: APPENDICES

Appendix 1 - Online questionnaire information and consent Sheets

My name is Michele Daiane de Araujo da Silva, and I am conducting a research study as part of my dissertation of my MBA Human Resources Management at Dublin Business School. I would like to invite you to participate in my study. I thank you in advance for reading this form.

My research title is Generation Z – An explanatory study into their motivation factors in the workplace in Ireland. The aim of this research is to identify if the motivating factors of Generation Z (born between 1994 and 2010) in the workplace in Ireland are different from the motivation theories already researched and if yes, what is different, as they are the new generation that has just entered the labour market, and the employers need to prepare themselves for the arrivals of this new type of employee.

The study will deliver valuable insights into the evolving needs and expectations of a large portion of the current and future workforce. It will help understand how the employers should look at hiring, managing, and retaining Generation Z. The participants will be asked to take part in an anonymous online questionnaire, which will be divided into two parts: part one with general questions such as age, gender and employment status; part two with questions referring to motivational factors. The results will be safely and ethically stored which will maintain the privacy of each participant. This will also avoid any tampering with results.

The questionnaire should take no longer than 5 minutes to complete. After completing the questionnaire there are no further requirements for participants.

You have the right to opt out of this questionnaire at any time without any explanation required.

You have the right to ask for any of your data to be withdrawn and destroyed. You have the right

to leave any question unanswered without any explanation. An analysis will be given after the study is completed.

The data for this study does not contain any personal information except for your anonymous perspective on the stated subject and is in line with GDPR regulations. The data obtained for this study will be used as part of this research study and for no other reason.

Publication of the study is the aim of this project. Further information I am happy to speak about any queries related to participation in this study. Email: 10575422@mydbs.ie

By clicking the box below (prior to conducting the questionnaire) you agree that you have read the information sheet and are happy to participate in this study.

I confirm that I have read and fully understood the information provided and statements above and I agree to participate in this research.

Appendix 2 – Questionnaire

In order for your answers to be considered in this survey, you must belong to Generation Z, which is people born between 1994 and 2010 and be over the age of 18. Please confirm below if you belong to this generation.

I confirm that I was born between 1994 and 2010 and I am over the age of 18.

Indirect Observables Questions

1. Which country do you currently live in?

2. Which year were you born?

3. Have you ever had any work experience?

Yes, and currently employed

Yes, but currently unemployed

No

4. What gender do you identify as?

Male

Female

Prefer not to say

5. What is the highest degree or level of education you have completed?

Leaving Certificate

Bachelor's Degree

Master's Degree

PhD. or higher

Prefer not to say

Latent Constructs Questions – Motivation Factor

In this section, you are going to be asked to answer questions about what factors make you motivated at work.

I feel more motivated at work when...

Please rate from 1-5 (1. strongly disagree 5.strongly agree)

PLEASE NOTE THAT YOU SHOULD RATE THE OPTION THAT MAKES/WOULD MAKE YOU FEEL MORE MOTIVATED IN YOUR WORK ENVIRONMENT, NOT THE OPTION THAT REPRESENTS WHAT YOU DO OR DO NOT HAVE IN YOUR WORK

6) The organisation I work in is financially stable

Strongly disagree Disagree Neither agree or disagree Agree Strongly agree

7) I get a chance to use my skills/abilities

Strongly disagree Disagree Neither agree or disagree Agree Strongly agree

8) My job is secure

Strongly disagree Disagree Neither agrees nor disagrees Agree Strongly agree

9) I have good and strong relationship with my co-workers

Strongly disagree Disagree Neither agrees nor disagrees Agree Strongly agree

10) There is good communication between me and my managers

Strongly disagree Disagree Neither agrees nor disagrees Agree Strongly agree

11) I receive job specific training regularly

Strongly disagree Disagree Neither agrees nor disagrees Agree Strongly agree

12) Compensation/pay is reasonable and up to my expectations

Strongly disagree Disagree Neither agrees nor disagrees Agree Strongly agree

13) The general work environment is informal (example: open door policy, no uniform)

Strongly disagree Disagree Neither agrees nor disagrees Agree Strongly agree

14) The organization provides me with career advancement/opportunities

Strongly disagree Disagree Neither agrees nor disagrees Agree Strongly agree

15) I can have a good balance between work and personal life

Strongly disagree Disagree Neither agrees nor disagrees Agree Strongly agree

16) I am offered benefits with my job (example: health insurance, child & elder care, life & disability insurance)

Strongly disagree Disagree Neither agrees nor disagrees Agree Strongly agree

17) My manager notices and recognizes my work, and when I have a good performance

Strongly disagree Disagree Neither agrees nor disagrees Agree Strongly agree

18) Up to date, technology and software are available to help increase efficiency

Strongly disagree Disagree Neither agrees nor disagrees Agree Strongly agree

19) I could gain the trust of my manager to individually work on a task/project without constantly having to be supervised

Strongly disagree Disagree Neither agrees nor disagrees Agree Strongly agree

20) I am aware of the retirement package I will receive

Strongly disagree Disagree Neither agrees nor disagrees Agree Strongly agree

21) I am given the chance to choose my working hours, holidays and having extra time to spend with family and friends rather than being paid extra

Strongly disagree Disagree Neither agrees nor disagrees Agree Strongly agree

22) My organization sets up social events outside working hours where I can get a chance to know my colleagues better

Strongly disagree Disagree Neither agrees nor disagrees Agree Strongly agree

23) I am required to work in a team/group with colleagues from different departments

Strongly disagree Disagree Neither agrees nor disagrees Agree Strongly agree

24) Job rotation is active, and I get a chance to perform different jobs rather than the same job

Strongly disagree Disagree Neither agrees nor disagrees Agree Strongly agree

25) There is no personal relationship in the work environment (example: relationship between the employees is more a status relationship than a personal relationship)

Strongly disagree Disagree Neither agrees nor disagrees Agree Strongly agree

8. REFERENCES

2009 Employee Job Satisfaction Survey (2009). *Understanding the Factors That Make Work Gratifying*. Society of Human Resource Management , pp. 6 - 17.

Abdullatif, N. (2016). *Generational diversity and motivation in the Irish workforce what are the factors that influence how Irish employees (in Dublin) from different generations are motivated to maintain high levels of work performance?* Dublin Business School Esource. (Online) Available at <https://esource.dbs.ie/handle/10788/3244> (Accessed: 07 April 2022).

Alvarez , M. R. & VanBeselaere , C. (2003). *Web Based Surveys*. 1st ed. California : Institute of Technology: California

Armstrong, M. (2006). *A handbook of human resource management practice*. 10th ed. London: Kogan Page.

Armstrong, M. (2009). *Armstrong's handbook of human resource management practice*. 11th ed. London: Kogan Page.

Armstrong, M. (2012). *Armstrong's Handbook of Human Resource Management Practice*. 12th ed. London: Kogan Page Ltd.

Barford I.N. and Hester P.T. (2011). *Analysis of Generation Y Workforce Motivation Using Multiattribute` Utility Theory* Defense Acquisition University. (Online) Available at: <https://apps.dtic.mil/sti/pdfs/ADA535500.pdf> (Accessed: 04 May 2022).

Beardwell, I., Holden, L. and Claydon, T. (2004). *Human resource management*. Harlow, Essex, England: Financial Times Prentice Hall, p.495.

Bencsik, A., Horvath -Csikos, G. & Timea, J. (2016). *Y and Z Generations at Workplaces*. Journal of Competitiveness, 8(3), pp. 90-106.

Bernard, H. R. (2013). *Social Research Methods: Qualitative and Quantitative Approaches* . 2nd ed. Thousand Oaks, CA: Sage (Online) Available at <https://www.sfu.ca/~palys/Bernard-SocialResearchMethods-Scales&Scaling.pdf> (Accessed: 20 May 2022)

Bernier, L., (2015). 'Getting ready for gen Z. Canadian HR Reporter', 16 November, p. 1. (Online) Available at <https://www.hrreporter.com/news/hr-news/getting-ready-for-gen-z/281479> (Accessed: 28 April 2022).

Blumberg, B. Cooper, D. and Schindler, P. (2008). *Business Research Methods*. 2nd ed. London: McGraw-Hill Education.

Cadwallader, S., Jarvis, C.B., Bitner, M.J. and Ostrom, A.L. (2010). *Frontline employee motivation to participate in service innovation implementation*. Journal of the Academy of Marketing Science, 38(2), pp.219-239.

CIPD (2008). 'Gen Up: How the four generations work.' (Online) Available at <http://www.cipd.co.uk/binaries/gen-up-how-four-generations-work.pdf> (Accessed: 21 July 2021).

Cogin, J. (2012). 'Are generational differences in work values fact or fiction? Multicountry evidence and implications', International Journal Of Human Resource Management, 23 (11), pp. 2268-2294, Business Source Complete, EBSCOhost (Online). (Accessed: 18 April 2022).

Collis, J. & Hussey, R., (2014). *Business Research; A practical guide for undergraduate and post graduate students*. 4th ed. London : Palgrave & Macmillan .

Cook, S., (2008). *The essential guide to employee engagement: better business performance through staff satisfaction*. 1st ed. London: Kogan Page.

Cooper, D.R. and Schindler, P.S., (2014). *Business research methods*. Twelfth; McGraw-Hill international; International student ed. New York, NY: McGraw-Hill Education.

Cso.ie. (2017). Population Projections Results - CSO - Central Statistics Office. (online) Available at: <https://www.cso.ie/en/releasesandpublications/ep/plfp/populationandlabourforceprojections2017-2051/populationprojectionsresults/> (Accessed 30 April 2022).

Crumpacker, M., and Crumpacker, J. D. (2007). *Succession planning and generational stereotypes: Should HR consider age-based values and attitudes a relevant factor or a passing fad?* Public Personnel Management, 36 (4), pp. 349–369. Business Source Complete, EBSCOhost. (Accessed: 3 April 2022).

Davis , C. S., Gallardo, H. L. & Lachlan , K. L., (2013). *Straight Talk about Communication Research Methods*. 2nd ed. Dubuque, IA: Kendall Hunt Publishing Company.

Dobre , O. I., (2013). *Employee motivation and organisational performance*. Review of Applied Socio-Economic Research , 5(1), pp. 53- 60.

Dries, N., Peppermans, R., and De Kerpel, E. (2008). `Exploring four generations beliefs about career Is “satisfied” the new “successful”?’ Journal of Managerial Psychology. Vol. 23 No 8, pp. 907-928.

Dweck, C.S., (1999). *Self-theories: Their role in motivation, personality, and development*. Psychology Press. Philadelphia (17)

Easterby-Smith, M., Thorpe, R., Jackson, P.R., (2008). *Management Research*, 3rd ed. London, Sage.

Egerová, D., Komárková, L., Kutlák, J. (2021). 'Generation Y and generation Z employment expectations: A generational cohort comparative study from two countries.' *E a M: Ekonomie a Management*, 24(3), 93–109. Available at: <https://doi.org/10.15240/TUL/001/2021-03-006> (Accessed: 06 May 2022).

Favero, L. and Heath, R. (2012). '*Generational Perspectives in the Workplace: Interpreting the Discourses That Constitute Women's Struggle to Balance Work and Life*', *Journal Of Business Communication*, 49 (4), pp. 332-356, Business Source Complete, EBSCOhost (Online). (Accessed: 18 April 2022).

Forsyth, P. (2006). *How to motivate people*. 2nd ed. London: Kogan Page.

Furnham, A. (1997). *The psychology of Behaviour at Work: The Individual in the Organisation*. London: Psychology Press.

Government of Ireland (1996). Protection of Young Persons (Employment) Act, 1996. (online) Available at: <https://www.irishstatutebook.ie/eli/1996/act/16/enacted/en/html> (Accessed 7 December 2021).

Graves, L.M., Sarkis, J. and Zhu, Q. (2013). *How transformational leadership and employee motivation combine to predict employee proenvironmental behaviours in China*. *Journal of Environmental Psychology*, 35, pp.81-91.

Griffin, R.W. and Moorhead, G. (2006). *Fundamentals of organizational behavior: managing people and organizations*. Boston, MA: Houghton Mifflin Co.

Half, R. (no date). 'The Secrets to Hiring and Managing Gen Z' (Online) Available at <https://www.roberthalf.com/research-and-insights/workplace-research/the-secrets-to-hiring-and-managing-gen-z> (Accessed: 20 July 2021).

Hansen, F., Smith, M. & Hansen, R. B. (2002). *Rewards and Recognition in Employee Motivation. Compensation and Benefits Review*, pp. 64-72.

Henley, D., (2019) 'How To Inspire And Motivate Your Gen Z Employees.' (Online). Forbes. Available at: <https://www.forbes.com/sites/dedehenley/2019/07/11/how-to-inspire-and-motivate-your-gen-z-employees/?sh=57bd9a62690c> (Accessed 9 December 2021).

Herzberg, F., Mausner, B. & Snyderman, B. B., (1959). *The Motivation to Work*. 2nd ed. New York: John Wiley & Sons.

Herzberg, F. (1966). *Work and the Nature of Man*. New York: Thomas Y Crowell.

Herzberg, F. (2003). 'One More Time: How Do You Motivate Employees?', *Harvard Business Review*, 1968, p. 87-96. Available at: <https://hbr.org/2003/01/one-more-time-how-do-you-motivate-employees> (Accessed: 9 April 2022).

Hollyforde, S., Whiddett, S. and Institute of Personnel and Development (2002). *The motivation handbook*. London: Chartered Institute of Personnel and Development.

Horn, R. (2009). *Researching and Writing Dissertations*. 1st ed. London: CIPD.

Iorgulescu, M.C. (2016). *Generation Z and its perception of work*. *Cross-Cultural Management Journal*, 18(1), pp. 47-54.

Kremer, W. and Hammomd, C. (2003). *Abraham Maslow and the pyramid that beguiled business*. (Online) BBC News. Available at: <https://www.bbc.com/news/magazine-23902918> (Accessed 5 May 2022).

Lagace, R., Castleberry, S. and Ridnour, R. (2011). *An Exploratory Salesforce Study Of The Relationship Between Leader-Member Exchange And Motivation, Role Stress, And Manager Evaluation*. JABR, 9(4), p.110.

Larkin, S. (2017). *‘What motivates millennials and gen z?’* (Online) Available at <http://norma.ncirl.ie/2799/1/shaunalarkin.pdf> (Accessed: 27 May 2022).

Latham, G. Locke, A. (1979). *‘Goal Setting-A motivational technique that works’*. Organizational Dynamics. Autumn, pp. 68-80.

Lee, W., Reeve, J., Xue, Y., & Xiong, J. (2012). *Neural differences between intrinsic reasons for doing versus extrinsic reasons for doing: An FMRI study*. Neuroscience Research, 73, 68- 72.

Macagnan, K. (2013). *‘How to motivate generation Y at the workplace – Retail market context.’* (Online) Dublin Bussinnes School Esource. Available at <https://esource.dbs.ie/handle/10788/1547> (Accessed: 07 April 2022).

Malhotra, M. K. (2010). *Marketing Research: An Applied Orientation*. 6th ed. Georgia : Prentice Hall.

Malhotra, N. K., Birks, D. F. & Wills , P. (2012). *Marketing Research; An Applied Approach*. 4th ed. New Jersey: Pearson Education.

Martin, C.A. and Tulgan, B. (2006). *Managing the generation mix: From urgency to opportunity*. 2nd ed. Amherst, MA: HRD Press.

Maslow, A. (1954). *Motivation and Personality*. New York: Harper Row

Mawhinney, T. and Betts, K., (2021). *‘Understanding Generation Z in the Workplace.’* (Online) Deloitte United States. Available at: <https://www2.deloitte.com/us/en/pages/consumer->

business/articles/understanding-generation-z-in-the-workplace.html (Accessed 30 October 2021).

McGregor, D. (1960). *Theory X and theory Y. Organization theory*, pp.358-374.

McGregor, D. (1979). *Leadership and Motivation: Essays*. 6th ed. Cambridge : M.I.T Press.

McKenna, E.F. (2012). *Business psychology and organisational behaviour: a student's handbook*. 5th ed. Hove: Psychology.

Miner, J. (2005). *Organizational Behavior: Essential theories of motivation and leadership*. one. Armonk, N.Y.: M.E. Sharpe.

Mitchell, K. (2016). *We Are All Gen Z--- and Y and X*. HR Magazine, 61(10), pp. 18-19.

McLeod, D., (2020). `Maslow's Hierarchy of Needs.` (Online) Simplypsychology.org. Available at: <https://www.simplypsychology.org/maslow.html> (Accessed 6 December 2021).

Pulasinghage, C. (2010). *Employee Motivation: What Factors Motivate Employees to Work in Nongovernmental Organizations (NGO) in Sri Lanka: A Study According to Maslow's Hierarchy of Needs Model*. International Journal of Interdisciplinary Social Science. 5(4). Pp.197-211. (Online). Available at 75 <http://web.ebscohost.com/ehost/pdfviewer/pdfviewer?sid=d712122b-9e54-4e4e-aa0b-a19fd5819cbb%40sessionmgr12&vid=3&hid=118> (Accessed: 20 May 2022].

Randstad, (2016). `Gen Z and Millennials collide at work`, (Online) Available at [https://cdn2.hubspot.net/hubfs/409577/Pre-](https://cdn2.hubspot.net/hubfs/409577/Pre-Team%20Drive%20PDFs/Randstad_GenZ_Millennials_Collide_Report.pdf)

[Team%20Drive%20PDFs/Randstad_GenZ_Millennials_Collide_Report.pdf](https://cdn2.hubspot.net/hubfs/409577/Pre-Team%20Drive%20PDFs/Randstad_GenZ_Millennials_Collide_Report.pdf) (Accessed: 28/10/2021).

Sadri, G. and Bowen, C.R. (2011). *Meeting employee requirements: Maslow's hierarchy of needs is still a reliable guide to motivating staff*. *Industrial engineer*, 43(10), pp.44-49.

Saunders, M., Lewis, P., Thornhill, A. (2012). *Research methods for business students*. 6th ed. Harlow: Pearson.

Shultz , T. (2014). Evaluating Moral Issues in Motivation Theories: Lessons from Marketing and Advertising Practices. *Employee Responsibilities and Rights Journal*, 26(1), pp. 1-20.

Stuckey, C. (2016). `Preparing Leaders for Gen Z.` (Online) *Training Journal*, pp. 33-35 Available at <https://www.trainingjournal.com/articles/opinion/preparing-leaders-gen-z> (Accessed: 28 October 2021).

Taylor, P.C. & Medina, M. (2013). *Educational research paradigms: From positivism to pluralism*. *College Research Journal*, 1(1), 1-16. Assumption College of Nabunturan, Philippines.

Tulgan, B. (2013). *Meet Generation Z: the second generation within the giant "Millennial" cohort*. (Online) Available at <https://grupespsichoterapija.lt/wp-content/uploads/2017/09/Gen-Z-Whitepaper.pdf> (Accessed: 03 April 2022)

Twenge. J.M. (2010). `A Review of the Empirical Evidence on Generational Differences in Work Attitudes`. *Journal of Business and Psychology*, Vol. 25, No. 2.

Twenge, J.M. and Campbell, S.M. (2008). `Generational differences in psychological traits and their impact on the workplace`. *Journal of Managerial Psychology*. Vol. 23 No. 8, pp. 862-877.

Tysjac , K. (2017). *Get ready for Gen Z*. *Journal of Accountancy*, 224(2), pp. 1-2.

Udechukwu, I. I. (2009). *Correctional officer turnover: Of Maslow's hierarchy of needs and Herzberg's motivation theory*. *Public Personnel Management*, 38 (2), pp. 69-82. Business Source Complete, EBSCOhost [Online]. (Accessed: 2 April 2022).

Venkatesh, V, Brown, SA & Bala, H. (2013). *'Bridging the qualitative-quantitative divide: Guidelines for conducting mixed methods research in information systems'*, *MIS Quarterly: Management Information Systems*, vol. 37, no. 1, pp. 21-54. (Online) Available at <https://doi.org/10.25300/MISQ/2013/37.1.02> (Accessed: 18 May 2022)

Viorel, L., Aurel, M., Virgil, M. and Stefania, P. (2009). *'Employees motivation theories developed at an international level '*, *Annals Of The University Of Oradea, Economic Science Series*, 18 (4), pp. 324-328, Business Source Complete, EBSCOhost (Online). (Accessed: 29 March 2022).

Vogt, W. P. (1999). *Dictionary of Statistics and Methodology: A Non-Technical Guide for the Social Sciences*. 2nd ed. London: Sage Publications.

Weiner, B. (2013). *Human motivation*. 3rd. Psychology Press.

Zemke, R., Raines, C. & Filipczak, B. (2000). *Generations at Work: Managing the Clash of Veterans, Boomers, Xers, and Nexters in your Workplace*. New York: American Management Association.