



Turun yliopisto  
University of Turku

# **CREATING GENERATION Y SOURCES OF MOTIVATION FOR ENHANCED PERFORMANCE**

Master's Thesis  
in International Business

Author:  
Suvi Lähteenmäki

Supervisors:  
D. Sc. Niina Nummela  
D. Sc. Birgitta Sandberg

11.9.2013  
Turku



Turun kauppakorkeakoulu • Turku School of Economics



## TABLE OF CONTENTS

1	INTRODUCTION .....	9
	1.1 Background .....	9
	1.2 Purpose and structure of the study .....	11
2	GENERATION COHORT THEORY AND CHARACTERIZATION.....	13
	2.1 Generation Research .....	13
	2.2 Characteristics of Generation Y .....	15
	2.3 Criticism to Generation Cohort theory.....	17
3	MOTIVATION THEORY.....	19
	3.1 Motivation as a concept.....	19
	3.2 Maslow’s hierarchy of needs.....	23
	3.3 Herzberg’s two-factor theory .....	26
	3.4 Expectancy theory .....	29
	3.5 Synthesis.....	31
4	ENHANCING PERFORMANCE BY CREATING GENERATION Y SPECIFIC MOTIVATIONAL SYSTEMS .....	32
	4.1 Identifying Y generation specific motivational systems .....	32
	4.2 HRM Systems .....	33
	4.2.1 Flexibility in work arrangements .....	34
	4.2.2 Culture of fun.....	36
	4.3 Training programs .....	37
	4.3.1 Training and Development .....	37
	4.3.2 Mentoring Programs .....	38
	4.4 Communication systems .....	40
	4.4.1 Keeping up with technology .....	40
	4.4.2 Being clear and goal setting.....	42
	4.4.3 Providing Feedback .....	43
	4.5 Decision making policies .....	44
	4.5.1 Collaboration and Teamwork .....	44
	4.5.2 Giving ownership of tasks .....	46
5	RESEARCH DESIGN.....	48

5.1	Research Approach .....	48
5.2	Data Collection.....	49
5.3	Data Analysis .....	54
5.4	Trustworthiness of the research .....	55
6	ANALYSIS AND DISCUSSION .....	58
6.1	General comments on motivation from focus groups .....	58
6.1.1	Focus group 1.....	58
6.1.2	Focus group 2.....	64
6.1.3	Focus group 3.....	67
6.1.4	Comparison of the three focus groups .....	69
6.2	HRM systems .....	70
6.2.1	Focus group 1.....	70
6.2.2	Focus group 2.....	72
6.2.3	Focus group 3.....	74
6.2.4	Comparison of the three focus groups .....	76
6.3	Training programs .....	77
6.3.1	Focus group 1.....	78
6.3.2	Focus group 2.....	80
6.3.3	Focus group 3.....	81
6.3.4	Comparison of the three focus groups .....	83
6.4	Communication systems .....	84
6.4.1	Focus group 1.....	84
6.4.2	Focus group 2.....	87
6.4.3	Focus group 3.....	90
6.4.4	Comparison of the three focus groups .....	92
6.5	Decision making policies .....	93
6.5.1	Focus group 1.....	94
6.5.2	Focus group 2.....	96
6.5.3	Focus group 3.....	98
6.5.4	Comparison of the three focus groups .....	100
7	CONCLUSION AND SUMMARY .....	102
	REFERENCES.....	105
	APPENDIX 1 FOCUS GROUP QUESTIONS.....	109
	APPENDIX 2 FOCUS GROUP PRE INTERVIEW DATA GATHERING .....	110

APPENDIX 3 FOCUS GROUP PRE INTERVIEW DATA GATHERING ..... 111

## List of figures

Figure 1	Population of Finland above the age of sixty-five from 1950 predicted until 2060.....	10
Figure 2	An illustration of the study objectives. By understanding generation Y characteristics and how they are motivated, increased performance can be achieved. ....	11
Figure 3	Definitions of the Y generation by year according to different authors. Area of consensus indicated by the red box (years 1981 – 2000). ....	14
Figure 4	Patterns of individual behavioral patterns required for organizational functioning and effectiveness. ....	19
Figure 5	Motivation is a process starting from a drive to a behavior, the direction the behavior takes and the orientation of the behavior. ....	21
Figure 6	The three possible relationships between motivation and performance. ....	22
Figure 7	Maslow’s hierarchy of needs.....	24
Figure 8	Herzberg’s factors of job satisfaction and dissatisfaction. ....	28
Figure 9	Illustration of Herzberg’s conclusion that the opposite of job satisfaction is not job dissatisfaction but no satisfaction.....	28
Figure 10	The relationship between effort and motivation.....	30
Figure 11	Motivational systems divided into four organizational areas.....	33
Figure 12	Generation Y characteristics addressed by flexible work arrangements.....	34
Figure 13	Generation Y characteristics addressed by a culture of fun. ....	36
Figure 14	Generation Y characteristics addressed by training and development.....	37
Figure 15	Generation Y characteristics addressed by mentoring .....	39

Figure 16	Generation Y characteristics addressed by keeping up with technology. ....	41
Figure 17	Generation Y characteristics addressed by being clear and goal setting.....	42
Figure 18	Generation Y characteristics addressed by providing feedback.....	43
Figure 19	Generation Y characteristics addressed by collaboration and teamwork. ....	45
Figure 20	Generation Y characteristics addressed by giving ownership of tasks.....	47
Figure 21	Different forms of Interview techniques. ....	49
Figure 22	The top three motivators of the first focus group that were identified at the beginning of the discussion. ....	59
Figure 23	The top three motivators of the second focus group that were identified at the beginning of the discussion. ....	65
Figure 24	The top three motivators of the third focus group that were identified at the beginning of the discussion. ....	67
Figure 25	Key comments from focus group one members relating to HRM systems. ....	71
Figure 26	Key comments from focus group two members relating to HRM systems. ....	73
Figure 27	Key comments from focus group three members relating to HRM systems. ....	75
Figure 28	Key comments from focus group one members relating to training programs. ....	78
Figure 29	Key comments from focus group two members relating to training programs. ....	80
Figure 30	Key comments from focus group 3 members relating to training programs. ....	82

Figure 31	Key comments from focus group one members relating to communication systems. ....	85
Figure 32	Key comments from focus group two members relating to communication systems. ....	88
Figure 33	Key comments from focus group three members relating to communication systems.. ....	90
Figure 34	Key comments from focus group one members relating to decision making systems. ....	94
Figure 35	Key comments from focus group two members relating to decision making systems. ....	97
Figure 36	Key comments from focus group 3 members relating to decision making systems. ....	99

### **List of tables**

Table 1	Main characteristics of Generation Y.....	17
Table 2	Applying Maslow’s needs to organizational factors. ....	26
Table 3	Strengths and limitations of focus group discussions. ....	51
Table 4	Group interview operationalization table. ....	53

# 1 INTRODUCTION

## 1.1 Background

The modern work environment has the largest diversity of people of different ages than ever before and each of these generations possess different characteristics. Generations are cohorts of people that are born in a specific year range and have in common alike cultural views and experiences. These generational characteristics affect their work ethic and relationships, how change is managed and their perceptions of the organization as well as their individual role in them. (Glass 2007, 98.) These generational variances are influenced by a number of factors which include the political, business, technological, economic, social and cultural environments that the employees have experienced. (Yeaton 2008, 68–73.)

It should come as no surprise that growing up in dissimilar settings results in unique expectations and views. This generational shift will be rapid due to the retirement of the Baby Boomer generation<sup>1</sup> and therefore, will have a substantial effect on the internal environments of organizations. (Glass 2007, 98.) As the older generations are retiring at an accelerated rate, organizations must prepare for workers that stem from a very different generation referred to as the Y generation. The Y generation refers to individuals roughly born between 1980 and 2000. (Lowe, Levitt & Wilson, 2008, 43–46.) The sheer size of the Y generation makes them influential and impossible not to be heard in the workplace (Lipkin & Perrymore 2009, 16).

Figure one illustrates the growth of the over sixty-five population from the 1950's until 2009. As can be seen, the increase has been great, rising from around seven percent to seventeen percent. The future predictions of this growth are even more dramatic as can be seen from figure one. The number of people aged sixty-five and above is expected to almost double by the year 2060 in Finland. According to Statistics Finland, at the moment, the retirement age (sixty-five and above) population is 905 000 and is predicted to grow to 1,79 million by 2060. (Statistics Finland, 2009). In percentage terms, this would mean that by 2040, twenty-seven percent of the population will be of retirement age and by 2060 this percentage will rise to twenty-nine. In contrast, the percentage of working age citizens (aged 15- 64) is expected to decrease from the current sixty-

---

<sup>1</sup> People born between 1945 and 1964 are referred to as the Baby Boomer generation. After the Second World War there was a boom in the birth rate which is why this generation is referred to as Baby Boomers. (Lowe et al. 2008, 43).

six percent to fifty-eight percent by 2040 and fifty-six percent by 2060. The working age population has started to decrease from 2010 as the post war Baby Boomer generation is transitioning in to retirement. (Statistics Finland, 2009.)

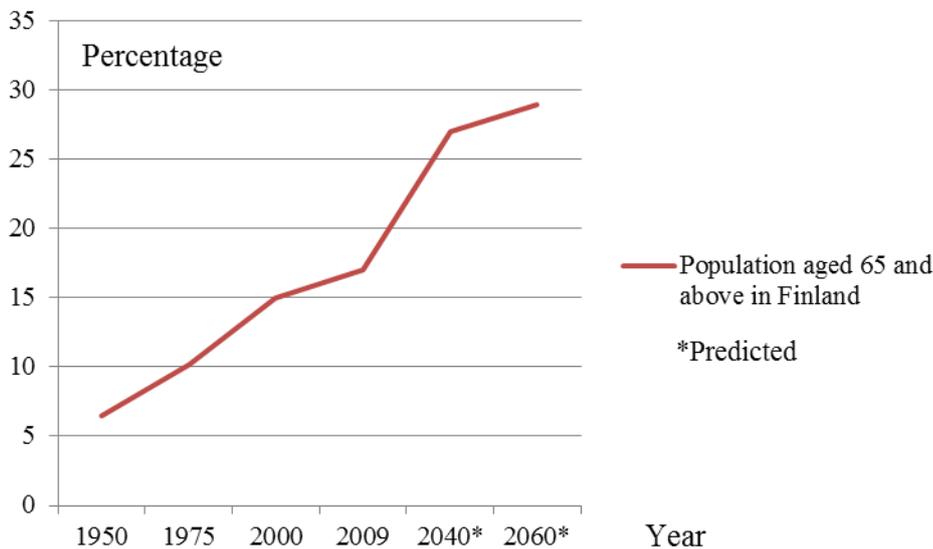


Figure 1 Population of Finland above the age of sixty-five from 1950 predicted until 2060 (Statistics Finland, 2009).

Therefore, there has been a significant generational shift in the composition of the workplace and this has become a much discussed issue that needs to be addressed. The number of new workers entering organizations to replace the older employees has resulted in specific problems regarding the different characteristics of the Y generation that affect their views and behaviors in the work place. The motivation of employees plays a significant role in the productivity of an organization. (McGuire, By & Hotchings 2007, 592–594.)

It is highly important for managers to understand what drives or motivates an employee to effectively influence their behavior within an organization. If the employee is not rewarded accurately, it may result in low productivity and insecurity. Managers are faced with the problem of motivating these new employees swiftly and dependably with rewards that are valued. (Lipkin & Perrymore 2009, 74, 81–83.) Therefore, solutions in terms of various systems within the organization created to motivate the Y generation should address this problem. These systems should specifically be tailored for this purpose by understanding the differences in the Y generation's sources of motivation to create increased performance. (McGuire et al. 2007, 592–594.)

## 1.2 Purpose and structure of the study

The purpose and structure of the study are as follows. The purpose is to define generation Y in terms of their specific characteristics according to generational cohort theory and to understand how their performance can be enhanced by recognizing and implementing organizational systems to increase motivation.

The research questions are:

- What are the characteristics of the Y generation as defined by generational cohort theory?
- What motivational systems organizations can form to motivate Y generation employees and in turn, create better performance?

The following figure is an illustration of the study objectives and their flow. Initially, The Y generation is explored, the specific characteristics of the Y generation are identified from the literature on the subject. These characteristics are then used to identify potential sources of motivators. These motivators are then explored, and finally an attempt to identify the Y generation motivators that create increased performance is made.

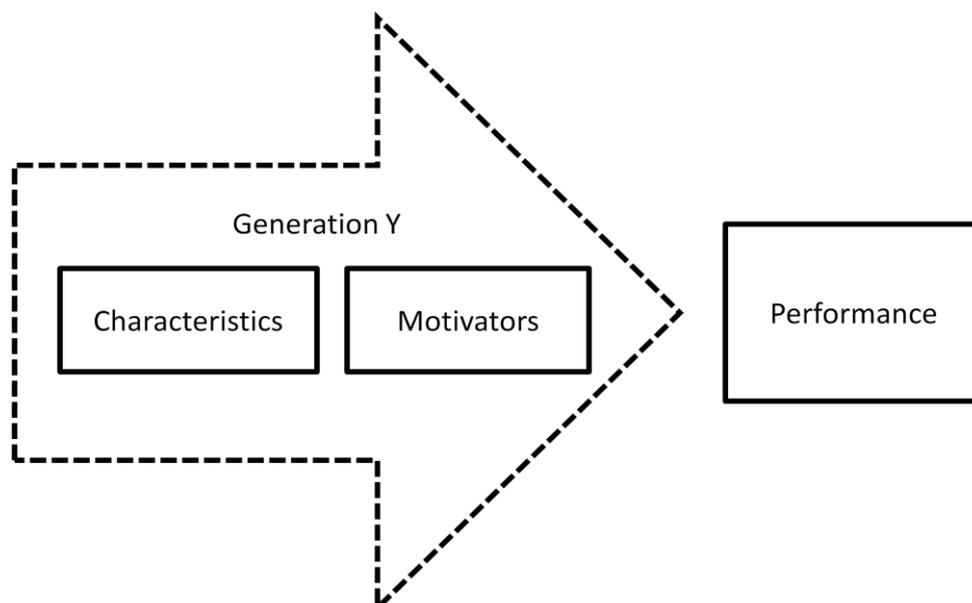


Figure 2 An illustration of the study objectives. By understanding generation Y characteristics and how they are motivated, increased performance can be achieved.

The sources of motivation for the Y generation are different from previous generations and therefore, they should be investigated as well as facilitated within the motivational systems of an organization. The specific attributes within an organization that

increase the motivation of a generation Y employee will be examined in order to identify which characteristics seem attractive as a long term employer. Based on these findings, solutions can be offered to make the generational shift in the workplace as efficient and effective as possible. (McGuire, By & Hotchings 2007, 592–594.)

The structure of the study is as follows. First the key concepts are explained, in the second section, generation cohort theory is introduced. The Baby Boomer, X and Y generations are discussed based on previous research and literature on the topic. Specific Generation Y characteristics are defined and these characteristics are used throughout this study to explore this topic. Section three is an introduction to motivation theory. First, a summary of relevant motivation theories is discussed and in section four, these motivation theories are linked to the Y generation. Section five introduces the research design. Section six includes a discussion on the results from the focus groups used to investigate research questions. Finally, a conclusion is offered.

## **2 GENERATION COHORT THEORY AND CHARACTERIZATION**

### **2.1 Generation Research**

Generation cohort theory is the study of the different generations that are present in the population. The theory suggest that when individuals are born at a certain time and have similar experiences in relation to political, social, environmental, financial et cetera issues, they form values and belief systems that are similar within individuals in that same generational group. These values and belief systems are assumed to be strong enough for patterns to appear and therefore these generations can be researched as a group due to these similarities. (Lamm & Meeks 2009, 615.)

The literature on this is much more extensive in North America however, more research is constantly done worldwide. This theory is used to investigate issues that arise in the workplace to help understand employee behavior and assist in Human Resource issues. The generational cohort theory can be used as a generalization but is by no means completely objective but can assist in understanding employee behavior. (Lamm & Meeks 2009, 615.)

At the moment, generational cohort theory suggests that there are four different generational groups present in the work force. These include the Veterans, the Baby Boomers, Generation X as well as Generation Y. The definitions of these generations in terms of year of birth is a much argued area and figure three represents the views on this by various authors and researchers. Shih and Allen (2007, 90) suggest that the strongest area of consensus in regards to Y generation birth year is 1982-1994 (indicated by narrower blue line) although acknowledge that beginning and ending dates vary between 1977 and 2003. For the purpose of this study, the area of consensus (marked in red on the y-axis – years 1981 – 2000) will be used to define the Y generation year of birth. (Crampton & Hodge 2009, 1; Eisner 2005, 4; Lauenberger & Kluver 2005, 17; Lipkin & Perrymore 2009, 16; Sayers, 474; Shih & Allen 2007, 90.)

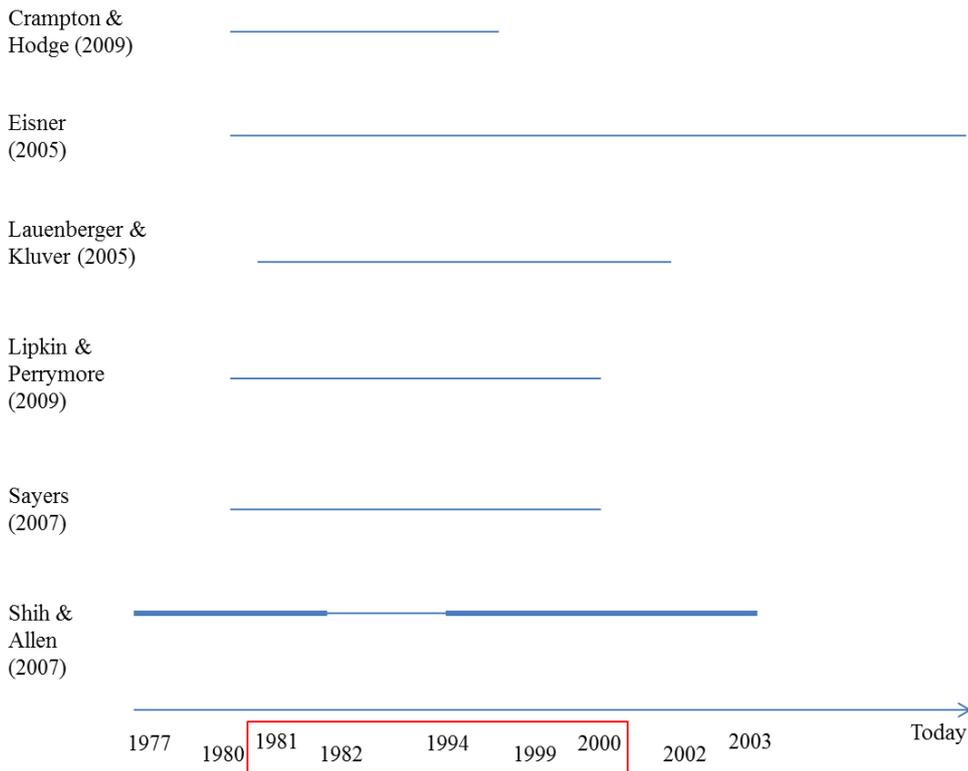


Figure 3 Definitions of the Y generation by year according to different authors. Area of consensus indicated by the red box (years 1981 – 2000).

When discussing this topic, grouping employees into generational groups is indeed helpful and provide meaningful insight into their behavioral patterns. When generalizing, one should always keep in mind that these considerations are fluid and should also anticipate expectations. (McGuire et al. 2007, 592–597.) These generational divisions may also only be valid in western countries as they have experienced relatively similar conditions in relation to economic and social issues. This research is therefore conducted using resources from western countries to attempt to keep the effect of cultural differences to a minimum as these differences may significantly affect the way in which generations are characterized. (Gripenberg, Niemistö & Alapeteri 2009, 1–4.)

The oldest generation has been named the Veterans, they were born prior to the Second World War and have experienced the Great Depression. These events have influenced the generation to be very civic minded and patriotic. They no longer have a large presence in the workforce, however, the reason why this group is still important is that they often remain very connected and influential. (Bell & Narz 2007, 56–58.)

The Baby Boomers grew up in a time of economic prosperity to value lifetime employment and company loyalty in order to gain respect and seniority (McGuire et al. 2007, 592-598). Their attitude towards employment could be summarized as ‘*work plus personal sacrifice will equal financial success*’ (Glass 2007, 98–102). This generation

group composes of at least thirty percent of the workforce and is the foundation of today's management (Bell et al. 2007, 56–58). The Baby Boomers have a strong work ethic and value personal growth, hard work and individuality. There is little need for feedback and companies can greatly benefit from their experience, stability and commitment. (McGuire et al. 2007, 592–598.) They will still remain as a large part of the work force as many of them have no plans to retire. They can be very ruthless in order to achieve their goals and have had to work hard for the positions they hold. (Eisner 2005, 4–6.)

Generation X considers the balance between work and family as highly important. This has stemmed from growing up with hard working Baby Boomer parents. This was also the first generation to experience high divorce rates, which may have affected them in a way that led them to become very family oriented. The X generation can be characterized as being optimistic, self-reliant and confident. They are not generally loyal to organizations and value education, independence and parenting. (Bell et al. 2007, 56–58.) In the work environment, this generation recognizes significance in participation, esteem development, team work and human relationships (McGuire et al. 2007, 592–598). They are also very entrepreneurial by nature. This may be a result of the independence and self-reliance that they have experienced from a young age. This generation produced the so called dot.com entrepreneurs (Eisner 2005, 4–6).

The most recent generation to enter the job market is the Y generation. This generation is known by a variety of names, these include but are not limited to the Nexters, the Echo Boomers, the Internet Generation, the iGeneration, the Generation Why and the Millennials. This group of employees is quite different in terms of values and expectations from the previous generations. This becomes apparent in the work place and is the focus of this research. (Lipkin & Perrymore 2009, 17.)

## **2.2 Characteristics of Generation Y**

The Y generation cohort is much more likely to take time off from academics, to pursue travel and non-career employment. They are often the product of divorced dual-income parents with high mobility and low commitment. (McGuire et al. 2007, 593.) This has allowed them to grow up with more financial freedom as well as independence. This generation assumes that they can be anything they want to be and value free time and energy. (Lipkin & Perrymore 2009, 17.) These goal and achievement oriented employees have put managers in a confusing predicament as they are often inexperienced in managing this new type of employee (Yeaton 2008, 68–70).

Generation Y is comfortable with diversity in relation to ethnicity, race and sexual orientation. They are highly computer savvy and tend to strive for immediacy and multitask. This can be a result of their short attention spans, however, they constantly attempt to work faster and more efficiently. (Bell et al. 2007, 56–58.) The value of professional development, clear support and direction is seen as very significant, nonetheless, flexibility and autonomy is simultaneously desired (McGuire et al. 2007, 593–599).

Collaborative decision making is seen as attractive and this generation wants fast-track leadership programs that recognize and reward their contributions to the organization. Issues that the older generations did not take into consideration such as corporate philanthropy and social awareness have become a way to attract and appease this newer generation. (Glass 2007, 98.) Overall, this generation wants to be a part of an energetic and innovative organization which truly appreciates them (Lowe et al. 2008, 45).

The literature on generation Y offers many characteristics that portray this generation. As there are inconsistencies regarding the characterization of Generation Y, table one illustrates the similar opinions of previous research in terms of the distinctiveness of this generation. As can be seen, the research does exhibit a number of similar themes. Most sources are in consensus with describing the Y generation as confident, educated and sociable, they also agree that this generation has a greater need to be supported in the organizations. This support need exhibits itself as a need to receive constant feedback and be supported by the management of the organization. Evidence of similar findings can also be seen in the other themes represented in table one, Eisner (2005), Lipkin & Perrymore (2009), Lowe et al (2008), McGuire et al. (2007) and Yeaton (2008) all agree that the Y generation can be characterized as being achievement oriented. Except for McGuire et al. (2007) all authors represented in table one also agree on the Y generation being confident and able to multitask well.

Table 1 Main characteristics of Generation Y.

	Crampton & Hodge (2009)	Glass (2007)	Eisner (2005)	Lipkin & Perrymore (2009)	Lowe et al. (2008)	McGuire et al. (2007)	Yeaton (2008)
<b>Achievement oriented</b>			X	X	X	X	X
<b>Confident</b>	X	X	X	X		X	X
<b>Educated</b>	X	X	X	X	X	X	X
<b>Multitasking</b>			X	X	X		X
<b>Need for feedback</b>		X	X	X	X	X	X
<b>Need for management support</b>	X	X	X	X	X	X	
<b>Sociable</b>		X	X	X	X	X	X
<b>Technologically savvy</b>		X	X	X	X		X

These characteristics surface in academic literature on this particular topic illustrated in table one. They are knowledgeable in technology, confident in themselves and their value, educated and highly social. The Y generation constantly craves feedback, are able to multitask very well and need the management in an organization to support them in their career goals. This table will be built on in further sections as the theoretical framework will be presented (Crampton & Hodge. 2009, 1–5; Glass 2007, 98; Eisner 2005, 4; Lipkin & Perrymore, 16–18; Lowe et al. 2008, 45–47; McGuire et al 2007, 592–595; Yeaton 2008, 68–73.)

### 2.3 Criticism to Generation Cohort theory

It is important to be aware of these criticisms to be able to understand generalizations within the research and the limits of generational cohort theory overall. It has been suggested that the Y generation is the first generation to vocalize their needs due to their increased confidence level, and that these needs are not as dissimilar from other generations as suggested.

Most of the research available is not longitudinal as these attitudes are measured at different points in the lives of employees which results in a variation in values between these generations. As the research is not longitudinal, it can be argued that the suggested generational differences relating to the workplace are in fact differences resulting from age. Meaning that a specific age group has similar needs which may be very dissimilar

from for example a significantly older age group. Therefore it cannot be assumed that all difficulties are the result of generational differences. (Eisner 2005, 4–6.)

Wesner and Miller (2008, 89-94) suggest in their research that Baby Boomers and the Y generation are not as different as has been assumed. This study is longitudinal and suggests five themes that characterize both generations. Firstly, education levels, both generations were the most educated generation when entering the workforce. Secondly, education was something that was encouraged by both parents of these two generations. Thirdly, the impact of new technology cannot be excluded. The Baby Boomers were the first generation to grow up with color television, which opened their world to vast amounts of information similar to the internet being a source of information for the Y generation.

The fourth theme in the study relates to company loyalty. According to Wesner & Miller (2008, 89-94), the baby boomer generation was more willing to change jobs than the previous generation. Allegiance to an organization is also an issue that managers are having with the Y generation in the workforce (Wesner & Miller 2008, 89–94). As these employees are not as loyal to an organization, managers need to understand them before recruiting them as a lack in loyalty may have a distressing effect on company performance due to the financial impact of recruiting, training and replacing these employees (Lipkin & Perrymore 2009; 58). Lastly, the meaningfulness of the work that these two generations are involved in is a high priority and both wish to develop themselves as well as their talents (Wesner & Miller 2008, 89–94).

There may be similarities between these generations, however they are not as similar to each other to be able to ignore the research and the problems involving generation Y. It can however be said that the size of the Y generation, its education level and technical skills parallel the impact that the huge Baby Boomer generation had when they were first entering the job market. (Eisner 2005, 4–6.)

### 3 MOTIVATION THEORY

#### 3.1 Motivation as a concept

An organization may have exceptional infrastructure, strategy, role systems etc., however for high levels of organizational effectiveness, employees must be motivated and perform. Motivation is an important concept because besides the monetary and physical resources an organization needs, people must be recruited to perform different organizational functions. Katz and Kahn (1966) suggest that there are certain patterns of individual performance that are required for an organization to be effective. These behavioral patterns are depicted in figure four. (Katz & Kahn 1966, 336–337.)

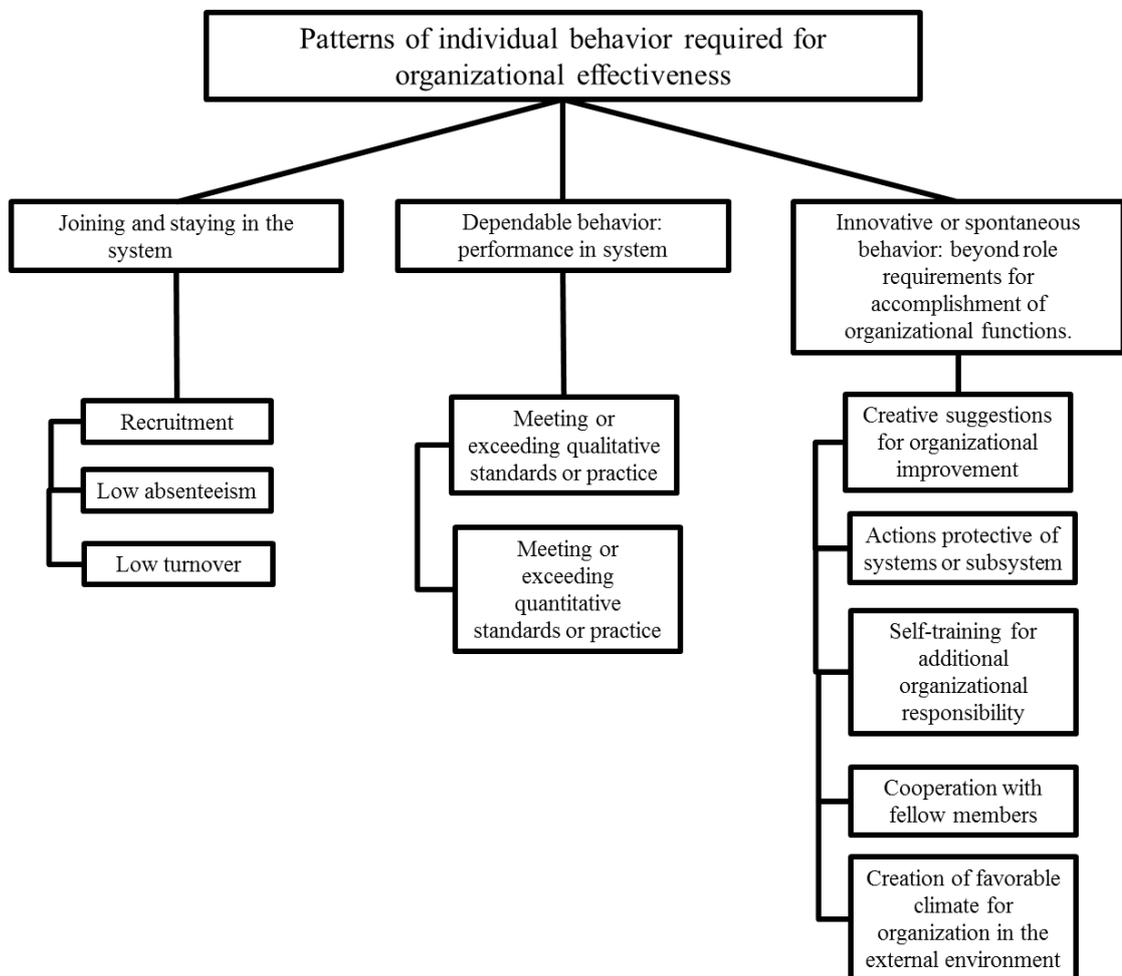


Figure 4 Patterns of individual behavioral patterns required for organizational functioning and effectiveness (Katz & Kahn, 1966, 337).

Figure four describes the types of behavior than an organization and effectively its management must stimulate in order to survive. Firstly, the organization must recruit its employees. An organization must have the human resources necessary to produce the types of results that the organization needs. Once the necessary personnel is recruited in the organizational system, they must also be stimulated to stay within the organization. Absenteeism may also be a problem, an employee must exercise regular attendance to confirm their belongingness to the organizational system. High turnover is very costly for an organization due to recruitment and induction costs and therefore the turnover rate needs to be kept low. (Katz & Kahn, 1966, 337–338.)

However, the physical presence of employees is in no way enough for organizational effectiveness. The second pattern of necessary behavior is reliable activity. Employees in organizations have roles that they must carry out. The results of these roles can be measured in qualitative and quantitative manners and must at least meet a certain minimum level. Qualitative measures of performance are more difficult to measure however the problem may be met by clearly defining an employees' role by observable characteristics and instructions of the management. (Katz & Kahn, 1966, 338.)

The third area of necessary behavioral patterns is innovative and spontaneous behavior. This refers to actions that are not necessarily defined in the organizational role of the employee. Employees are exposed to the everyday details of an organization that a manager may not be privy to and are an important source of innovativeness and creation in the organization. Co-operative relationships within organizational areas are also a source of great innovativeness and effectiveness. One employee may be much more competent in one function or offer a different view point which will produce a better, more effective and efficient result that if the problem was solved by a single individual. (Katz & Kahn, 1966, 338.)

One sub-activity that pertains to innovativeness and spontaneity in the organization is the desire to develop ones' own capability to perform their job, essentially becoming better. This may not be a requirement within the role of the job but employees are desired to prepare themselves to assume more responsibility within the organization. These behaviors are highly important in an organization and management must be able to motivate its employees to perform these roles. The last desired behavior pattern under spontaneous and innovative behavior is the creation of a favorable external environment. This can be accomplished by bringing positive information of the community outside of the organization which will affect for example, recruitment efforts in a positive way. (Katz & Kahn, 1966, 338–340.)

Motivation as a concept is very multidimensional and therefore difficult to understand. Motivation is primarily concerned with three factors. These are firstly, what energizes the behavior of humans. Secondly, what directs their behavior and thirdly, how

this behavior is maintained. These factors of motivation can be summarized as the drive, the direction and the orientation of action. (Porter & Steers 1991, 6–7.)

The drive is affected by the environment of the person. This drive is generally a sum of two influences. Firstly, the development of a need or desire and secondly the expectation that a certain behavior will lead to the fulfillment of the need or desire that has risen. The direction is determined by the goal of the person, what the person wants to achieve with their behavior. The orientation of the motivated behavior refers to the end result. Either the behavior has achieved the desired result or the person is forced to redirect their behavior towards an alternative direction. Motivation can be viewed as a chain of these events which results in higher performance if directed correctly. (Porter & Steers 1991, 6–7.) The chain of events can be seen in figure five.

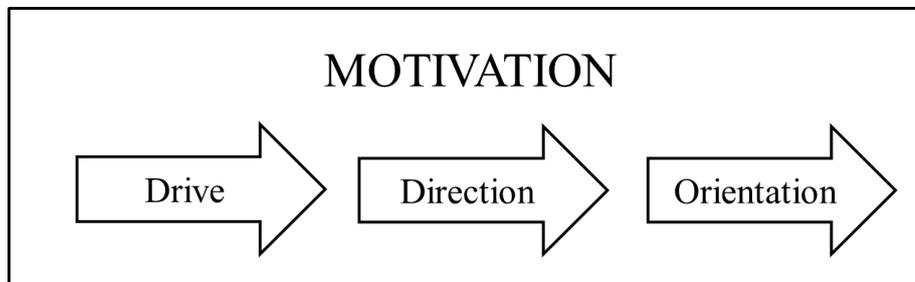


Figure 5 Motivation is a process starting from a drive to a behavior, the direction the behavior takes and the orientation of the behavior (Porter & Steers 1991, 6).

Motivation theory explores how a behavior is started, in to what direction and what the reaction of the behavior is. It has generally been said that the higher the motivation of an individual, the better the performance and this is why employers attempt to motivate their employees. It is however, not quite as simple, according to Vroom and Deci (1970, 229) there are two exceptions to the assumed positive motivation-performance relationship. These two exceptions are illustrated in figure six.

First, the law of diminishing returns has to be considered, meaning that at some point in time the productivity gained from extra motivation is no longer positive or becomes stagnant. If resources are allocated to motivate employees at the stage where the law of diminishing returns applies, resources are wasted and the overall performance of the organization suffers. There is a natural limit to how much the performance of one employee can be increased and once this point (or a point close to it) is reached, there is little reward to be gained by continuing to motivate this employee. (Vroom & Deci 1970, 229.)

Secondly, there may be an inverted U function relationship between motivation and performance, where low levels of motivation result in low performance however very

high levels of motivation also result in low performance levels. Therefore, the challenge for managers is to first, understand what their employees are motivated by, how to motivate them and also to what extent as too much motivation may affect a persons' rationale in a negative way. (Vroom & Deci 1970, 229.)

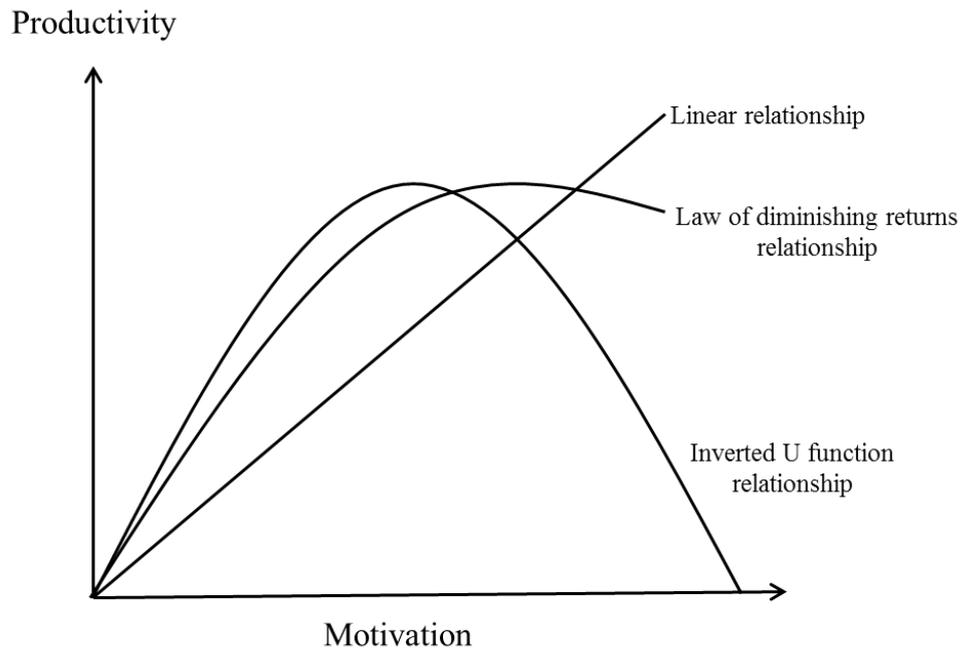


Figure 6 The three possible relationships between motivation and performance (Adapted from Vroom & Deci 1970).

It is important to understand that as increased motivation can lead to higher productivity, there is a limit that needs to be considered. The reason why a law of diminishing returns or inverted U function relationship may occur between motivation and performance is that a person may become counterproductive if they become too motivated and therefore having a negative effect on performance. (Vroom & Deci 1970, 229.)

For example, if a person is working as a house builder, they may be motivated to build many houses by offering them a bonus for every house they build. This type of increased motivation would likely have a positive effect on the performance of the employee. However, consider if this persons' job security is under threat by for example having a quota of houses that need to be built in order to keep their job. Then this person would be highly motivated if they wanted to keep their job but would however be likely to rush in the construction and maybe even cut corners to ensure that their quota is met. This scenario represents a rise in motivation resulting in lower performance.

It must also be understood that in order to motivate ones' employees to exhibit certain behavioral patterns explicated by Katz and Kahn (1966), managers must understand

the sources of an employees' motivation. As Porter and Steers (1991) explain, motivation is a result of drive, direction and orientation. The drive for the direction of the behavior may be different depending on the desired behavior. One type of motivation may produce a different drive than another and therefore a different orientation. Consequently, management must be able to motivate employees' in many ways to achieve all the desired behavioral patterns necessary for organizational effectiveness. (Katz & Kahn 1966, 340–341; Steers & Porter 1991, 6–8.)

The performance of a person in a job is considered to be a function of two variables. The abilities and skills to perform the job that they are assigned to as well as the motivation the employee has to complete this job. The overall performance of the employee is a product of these two variables and not necessarily the sum. Increasing the ability and skills of a motivated employee will yield a higher performance rate than increasing the skills and abilities of a less motivated employee. (Vroom & Deci 1970, 10.)

Motivation is an organizational issue as old as organizations themselves and motivation theory is infinitively vast subject. Two famous motivation theories introduced in the following sub-sections are that of Maslow and Herzberg which were first published in 1943 and 1966 respectively and still remain as the cornerstones of motivation theory. These theories attempt to address how organizations can motivate employees by understanding the basic human needs and how they relate to motivation. Lastly, a third theory is introduced. Vroom (1964) and later Lawler and Porter (1967) offer expectancy theory, a theory on motivation that encompass variables that specifically lead to higher performance levels.

### **3.2 Maslow's hierarchy of needs**

Maslow's theory of human motivation was first published in 1943 and is considered one of the cornerstones of motivation theory. Maslow was concerned with worth of individuals and he believed that individuals had the capacity to improve their quality of life. (Porter & Steers 1991, 33–34.) He explains human motivation of consisting of five levels of basic needs in a hierarchy. Each previous level needs must be met before the next level of needs emerge. (Kroth 2007, 8.)The following figure is an illustration of this theory.

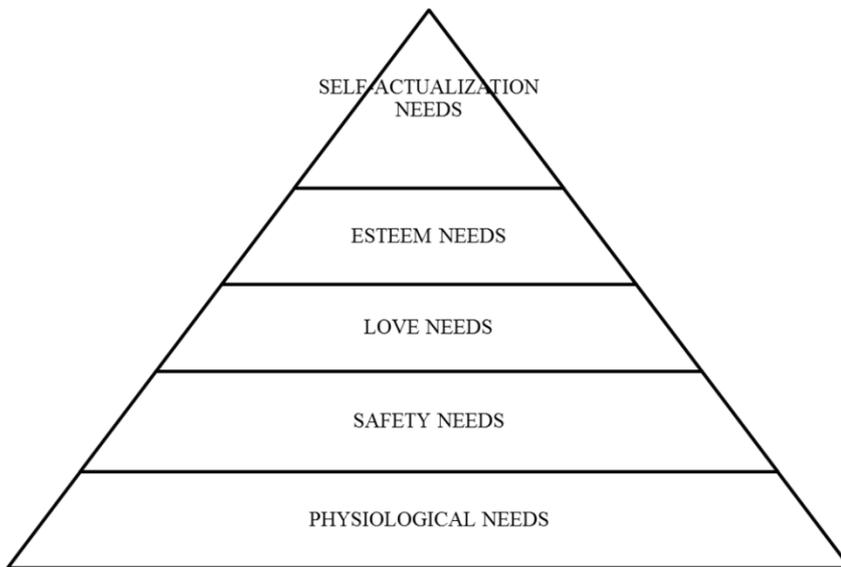


Figure 7 Maslow's hierarchy of needs. (Maslow 1970, 15–17).

Needs can be defined as a sense of disequilibrium in a person which can possibly trigger a consequent behavior (Porter & Steers 1991, 33–34). The base of this hierarchy represented in figure seven is the physiological needs. This a need for basic human survival, a need that must be met in order to stay alive such as access to food and water. When a person is for example experiencing a lack in a food source, finding more food becomes their only need. This person will think that if they would be in a situation where food is abundant, they would need nothing else. However when this basic need is met, new needs arise. (Maslow 1970, 15–17; Porter & Steers 1991, 33–34.)

The second level is the safety need which refers to physical safety such as security, shelter, freedom from fear, anxiety and chaos. In our relatively safe environment, these needs may no longer serve as motivating needs as they rarely exist. The need for safety may now be more representative of a stable employment relationship and a savings account. The need for safety is also dependent on a persons' personality as some people are more adaptable to new situations and surprising events than others. (Maslow 1970, 18–20.) The three remaining needs, i.e. love, esteem and self-actualization are more complicated in terms of meeting them as they are more ambiguous (vary with each individual). (Porter & Steers 1991, 33–34; Vroom & Deci 1970, 29.)

The third need level is called the love needs. This need refers to a persons' hunger for affectionate relationships and finding their own place in society. This need recognizes that humans are social beings and crave for social contact. These social contacts can refer to family, friends, work communities and other affiliations. (Greene & Burke 2007, 118.) These needs will emerge if the physiological and safety needs are being met at a sufficient level. (Maslow 1970, 20–21; Steers & Porter 1991, 33–34).

Once this need is met the forth need, esteem, arises. This refers to having self-respect and the respect of others. Feelings of self-worth and feeling necessary in the world are met when this level of needs are reached. (Greene & Burke 2007, 119) This need can therefore be classified in two groups. Firstly, a person has the desire to have qualities and traits such as being successful, powerful and confident to feel a sense of esteem from within. The second group is the desire to gain esteem from other people by acquiring a reputation, fame and prestige. (Maslow 1970, 21–22; Porter & Steers 1991, 33–34.)

The highest need which arises when all the other needs are met is called the self-actualization needs. This need can be summarized as '*what a man can be, he must be.*' When this need is met a person actualizes their potential. This need is the most complicated as it varies most dramatically with each individual. (Vroom & Deci 1970, 33.) The goal of this need is to better one's self (Greene & Burke 2007, 120). This is a complicated need to satisfy as the potential of a person may constantly grow and the need therefore will also then not be constant. Therefore, satisfying this need is a process and not an end-state of being. (Porter & Steers 1991, 33–34.)

All five levels of Maslow's needs are present within an organizational environment. Table two represents Maslow's hierarchy and the general requirements of meeting these specific needs as well as the corresponding organizational rewards or factors. Organizations should attempt to fulfill its employee's needs and will certainly find meeting lower level needs such as physiological and safety needs much easier to satisfy. Meeting higher level needs is undoubtedly more difficult and organizations will have to consider how to satisfy and motivate their employees. (Porter & Steers 1991, 35–36.)

Table 2 Applying Maslow's needs to organizational factors (Porter & Steers 1991, 35).

Need levels	General rewards	Organizational factors
<b>Physiological</b>	Food, water and sleep	Pay, pleasant working condition and cafeteria
<b>Safety</b>	Safety, security, stability and protection	Safe working conditions, company benefits and job security
<b>Love/social</b>	Love, affection and belongingness	Cohesive work group, friendly supervision, professional associations
<b>Esteem</b>	Self-esteem/respect, prestige and status	Social recognition, job title, high status and feedback
<b>Self-actualization</b>	Growth, advancement and creativity	Challenging job, opportunities for creativity, achievement and advancement

When each level of need is met to a satisfactory level, they are no longer motivators. A person in a sense forgets them when they do not have an immediate need for them. Maslow (1970, 22) stated that a *'healthy man is primarily motivated by his needs to develop and actualize his fullest potentialities and capacities'* A healthy man refers to a person that has met the other lower levels of needs and therefore self-actualization needs are the only needs not yet met by the individual and the only need that is also not stagnant. (Vroom & Deci 1970, 39.) All of Maslow's defined needs can however overlap. A higher need may emerge before a lower need is completely satisfied and higher level needs are met to a lower extent than lower level needs. (Porter & Steers 1991, 3–35.)

### 3.3 Herzberg's two-factor theory

Frederick Herzberg published the two-factor theory in 1959 and this has also become one of the most important content theories of motivation today. The two-factor theory is a designation of job satisfaction and a deduction of work motivation. (Miner 2006, 61). He explored two hypotheses:

1. Sources of positive and negative job attitudes are different.
2. There are long run versus short run differences in the factors and job attitudes related to job events. (Miner 2006, 63).

Job satisfaction can be defined in many ways. It can be regarded as the feeling of an employee towards their job. Job satisfaction as a concept presumes that the satisfaction or dissatisfaction of an employee toward their organization and the position that they hold influence the productiveness of the employee and therefore the productiveness of the organization as a whole. (Ikwukananne & Udechukwu 2009, 69–71).

Job satisfaction is composed of two elements, the job situation as well as the values and expectations of the employee. The job situation refers to the overall job conditions including the scope of the job, the responsibilities of the employee, decision making, level of stress, the hours the employee works etc. When these factors are positively matched with the employee, the job satisfaction felt by the employee should increase. (Torrington & Hall & Taylor 2005.) The other aspect of job satisfaction according to Torrington et al. (2005) is a more ambiguous concept. The values and expectations of the employee are determined of the individual personality of the employee as well as the life experiences that the employee has gone through.

Compared to motivation, relatively little is known about job satisfaction in terms of determinants and consequences. Motivation can be externally observed as it can be considered in terms of performance for example. Job satisfaction is an internal concept and is difficult to observe and may only be examined by employee comments. There has been relatively little research to support that job satisfaction results in better job performance. Job satisfaction is however a good measure of the quality of life in organizations and is therefore worth investigating and increasing. However job satisfaction has an effect on turnover and absenteeism within the organization which can be very costly and therefore the sources of both satisfaction and dissatisfaction must be understood. (Hackman & Lawler & Porter 1977, 39–40.)

Herzberg suggests that there are two basic needs that a person has. The first need is to avoid pain and the second is to grow psychologically. He conducted a study that explored the sources of job satisfaction and found out that some factors affected job satisfaction in a positive way but a completely different set of factors affected job dissatisfaction. (Herzberg 1987, 6; Kroth 2007, 8; Vroom & Deci 1970, 89.) These factors are listed in figure eight.

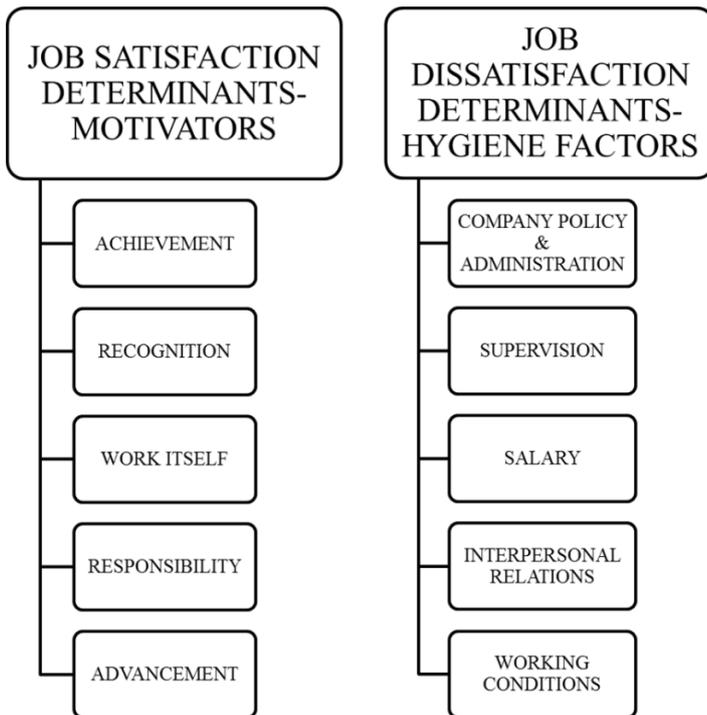


Figure 8 Herzberg's factors of job satisfaction and dissatisfaction (adapted from Herzberg 1987, 7–10).

Herzberg called the job satisfying factors motivators and the job dissatisfying aspects as hygiene factors. He realized that these two factors have dissimilar themes. The motivators seem to describe a person's relationship to what he actually does and the hygiene factors describe the environment in which the person works. The hygiene factors essentially prevent job dissatisfaction but do not have much to do with actually creating job satisfaction. The motivators on the other hand were realized to have a positive effect on performance and effort. (Herzberg 1987, 6–8; Vroom & Deci 1970, 89.) Essentially, Herzberg concluded that the job satisfaction and dissatisfaction are not opposites of each other. In fact the opposite of job satisfaction is no job satisfaction and the opposite of job dissatisfaction is no job dissatisfaction. (Milton 1981, 67). This relationship is shown in figure nine.

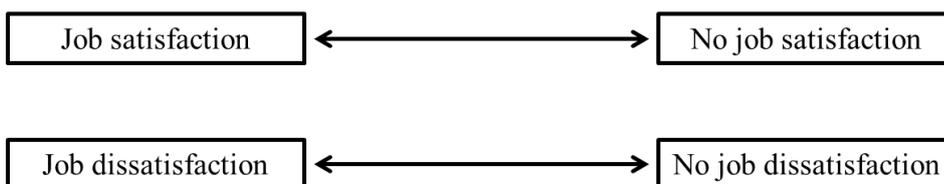


Figure 9 Illustration of Herzberg's conclusion that the opposite of job satisfaction is not job dissatisfaction but no satisfaction (Milton 1981, 67).

Essentially figure nine and ten together represent that Herzberg's motivators or job satisfaction determinants may create higher levels of motivation, job satisfaction and performance. However, satisfying an employee's hygiene factor needs does not result in higher levels of motivation but to lower levels of job dissatisfaction to a point where the employee experiences no job dissatisfaction at all. (Milton 1981, 67; Vroom & Deci 1970, 89.)

### 3.4 Expectancy theory

Expectancy theory suggests that employees, "*acting through self-interest, adopt courses of action perceived as maximizing the probability of desirable outcomes for themselves* (Isaac, Zerbe & Pitt 2001, 212)." Vroom (1970) initially suggested that an employee will choose a specific course of action stemming from a foundation of their personal perceptions, attitudes and beliefs to maximize pleasure and to minimize pain (Isaac et al. 2001, 214). Lawler and Porter (1967) further expanded on this model by building a theoretical framework that argues that motivation is the sum of two factors, the effort-reward possibility and the reward value. (Vroom & Deci, 256–258.)

The effort-reward possibility refers to the probability that a persons' effort will lead to an award. The award value refers to the value or attractiveness of the particular award to a person. (Vroom & Deci, 256–258.) Essentially, expectancy theory suggests that individuals are motivated when two conditions are met. The first condition is that effort by the employee will lead to a reward and the second condition is that this reward is valued by the employee. Both conditions must be met to motivate the employee as the relationship can be described as having the same characteristics as a multiplication. Even if an employee believes that effort will lead to reward but does not believe that the reward is of satisfactory level, his motivation will be zero. (Isaac et al. 2001, 215; Kroth 2007, 10)

Rewards can be both extrinsic and intrinsic in nature. With intrinsic rewards such as a feeling of accomplishment, persons' self-actualization needs can be met and higher effort-reward probabilities can be created. Extrinsic or tangible rewards are often more bureaucratic and expensive and therefore harder to implement, however, intangible or intrinsic rewards are much easier to facilitate in to the organization and by increasing the amount of intrinsic rewards such as recognition or responsibility, the effort reward possibility can be increased resulting in higher effort levels. (Vroom & Deci, 256–258.)

The value of the reward is also a factor that is easily influenced in the short run, and requires an understanding of what exactly motivates the employees in the organization. If the effort-reward probability is increased with rewards that have great value to em-

employees the effort or the motivation that the employees have can be significantly increased. The following figure is a representation of expectancy theory. (Vroom & Deci, 256–258.)

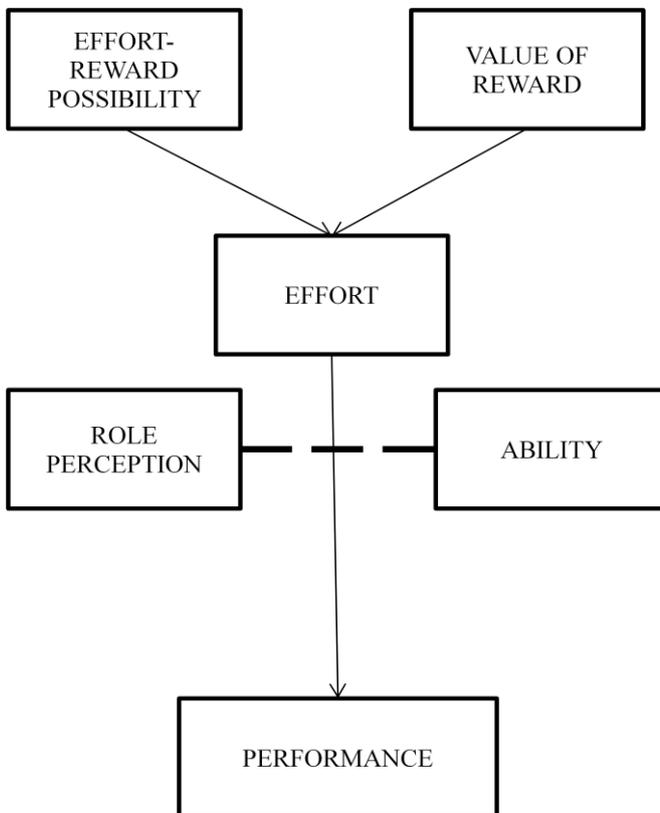


Figure 10 The relationship between effort and motivation (Adapted from Vroom & Deci 1970, 256).

As can be seen from the above figure, increasing the effort-reward possibility and the perceived value of the reward will lead to increased effort. However, increased effort will not automatically lead to better performance. Lawler and Porter expanded Vroom's (1970) original theory by adding two elements that need to be considered to complete the progression from motivation to effort and finally to higher performance. Two additional factors must be taken in to consideration; the employees role perception and ability. The role perception of an employee is defined as the direction in which the employee applies their efforts. Role perception can be seen as fitting, i.e. corresponding with what the employer expects from the employee or it can be inaccurate which can lead to decreased performance even with higher effort levels. (Isaac et al. 2001,212; Vroom & Deci 1970, 255–257.)

Role perception is however not static and can be influenced in the short run. Ability is defined as the persons' current power to perform. This factor includes matters such as intelligence, manual skills and but not limited to personal skills. The ability of an individual to perform their job does not vary greatly in the short run, therefore, effort or motivation does not lead to superior performance if an employee's abilities are not sufficient for the task. In order for the employee to achieve high levels of performance, all aspects of the expectancy theory need to be present. (Vroom & Deci 1970, 255–257.)

### **3.5 Synthesis**

The objective of this study is to understand how high levels of performance can be achieved by motivating the Y generation. Maslow (1943) explained that the highest need that a person has is the self-actualization need, and by understanding the Y generation's characteristics investigated in section two, they can be motivated to achieve their potential. Herzberg (1966) investigated hygiene factors and motivators. He suggests that job satisfaction is a function of intrinsic factors in an organization, in his study namely; achievement, recognition, the work itself, responsibility and advancement. Once Maslow's self-actualization needs and Herzberg's motivators are identified in terms of the Y generation, The expectancy theory can be used to increase performance.

Expectancy theory explains that effort or motivation is a result from the probability of effort leading to a reward and the value of the reward. The probability of effort leading to a reward can be increased by integrating more intrinsic rewards in to the organization and the value of these can be increased by understanding what these Y generation employees value as a reward. How to increase the probability of effort leading to reward and the perceived value of the reward specifically tailored to the Y generation is investigated in the next section.

## **4 ENHANCING PERFORMANCE BY CREATING GENERATION Y SPECIFIC MOTIVATIONAL SYSTEMS**

### **4.1 Identifying Y generation specific motivational systems**

Maslow discussed self-actualization as reaching a person's full potential and how fulfilling this need varies with people and a source of motivation (Maslow 1970, 15–17). Generational cohort theory suggests that a specific generation has adequately similar characteristics due to similar life experiences in their environment to be similar in their values and expectations (Glass 2007, 98). Certain generalization could then be made on what motivates a certain generation to better fulfill their self-actualization needs as employees in an organization. This section of this study will discuss the previously defined characteristics of the Y generation in relation to different motivation systems that can be implemented within an organization to improve performance. By understanding the Y generation and what rewards they value, these can be implemented in various systems of the organization to motivate these employees.

As the generations have different responses to motivational tactics, companies should offer diverse sets of motivational drivers to accommodate this. New mixes of motivators must be developed which in addition to traditional monetary compensation should integrate some less traditional systems that have been found to increase the motivation of employees belonging to the Y generation. (McGuire et al. 2007, 592–595.) The costs of some of these systems and methods range from nonexistent to minimal and should not be underestimated. They can have a substantial effect on the motivation of the employee which in turn positively affects retention rates as well as productivity and performance. (Messmer 1999, 16–18.)

Managers should become familiar with the knowledge required to make informed decisions relating to the organization developing an environment that supports employees wanting to become a part of it as well as staying in it (Baldonado & Spangeburg 2001, 99–101). Motivational systems found in four areas of an organization are introduced in this section, these areas include the HRM policies, internal training programs, communication systems as well as decision making policies of an organization which are represented in the following figure (Glass 2007, 98–102).

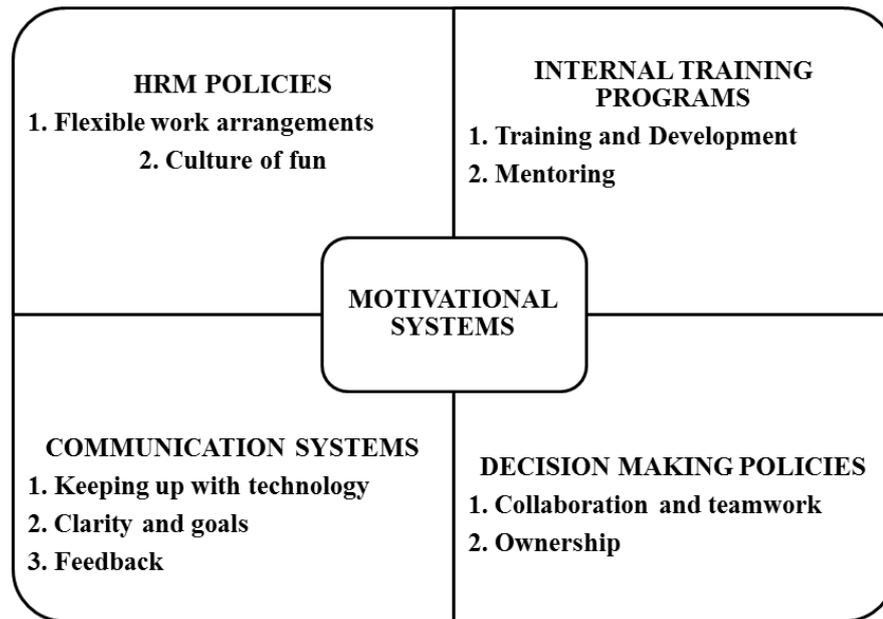


Figure 11 Motivational systems divided into four organizational areas (Glass 2007, 98–102).

Figure eleven clarifies these four areas where motivational systems can be implemented; HRM systems, Internal Training Programs, Communication systems and Decision Making Policies. The following section will introduce systems listed in the figure above to increase motivation among generation Y employees that can be implemented in these four areas of an organization. These specific solutions have been offered in the previous research on this topic to address the challenge of motivating the Y generation employees. How each of these alternative systems applies to the specific characteristics of the Y generation explained previously will be discussed in more detail.

## 4.2 HRM Systems

Human Resource Management systems are policies that are put in place for inducting, retaining and training of employees. These policies should be developed to the needs of the employees of an organization and therefore have a certain aspect of fluidity in them. (Glass 2007, 98–102).

### 4.2.1 Flexibility in work arrangements

One of the newer concepts that has improved the overall motivation of the generation Y employees is the institution of flexible work arrangements. Flexibility in the work place may be created by formal systems or by an unofficial culture of flexibility between the employee and the employer. A culture of flexibility can be created by the employer responding and supporting the individual needs to variations in traditional work structures. The figure below represents the characteristics of the Y generation that most relate (highlighted in blue) to flexible work arrangements as a motivator.

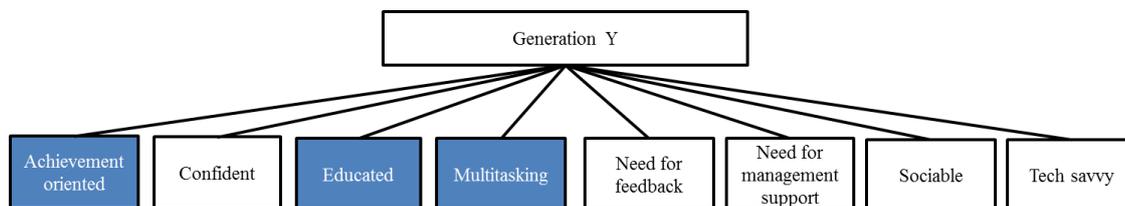


Figure 12 Generation Y characteristics addressed by flexible work arrangements (Adapted from Crampton & Hodge 2009, 1–5; Glass 2007, 98; Eisner 2005, 4; Lipkin & Perrymore, 16–18; Lowe et al. 2008, 45–47; McGuire et al 2007, 592–595; Yeaton 2008, 68–73).

Flexibility assists in the problem of the generation Y's questioning of the traditional work structure. As this generation is educated, able to multitask and achievement oriented, these arrangements can be very successful in improving the overall motivation of these employees. (Crampton & Hodge 2009, 1–5; Glass 2007, 98; Eisner 2005, 4; Lipkin & Perrymore, 16–18; Lowe et al. 2008, 45–47; McGuire et al 2007, 592–595; Yeaton 2008, 68–73.) Flexibility in working practices motivates the Y generation employee to work and also allows the employee to think in a way that may encompass broader ideas and better problems solving by not being confined more in a traditional work structure and way of thinking (Lipkin & Perrymore 2009, 133).

Being highly educated has conditioned the Y generation to meet the requirements of an academic institution without potentially having a strict routine and structure. They are able to meet what is expected of them with more freedom. The suggested characteristics of being able to multitask and being achievement oriented also allows these employees to manage with more flexible work arrangements. Many generation Y employees find the traditional work structure confining and can be motivated to be more productive by providing them with an environment that they are more comfortable with. (Eisner 2005, 4–6; Lowe et al. 2008, 45; McGuire et al. 2007, 592–594; Yeaton 2008, 68–73.)

Flexibility also supports the work-life balance of an employee by allowing some elasticity in the employee's time to arrange other aspects of their life (Baldonado & Spangeburg 2009, 99–101). Flexibility in the work place can even trump traditional incentive packages as the Generation Y employees are often characterized as working to live, not living to work. (Espinoza, Russch & Ukleja 2010, 50–51; Hewlett, Sherbin & Sumberg 2009, 72; Lipkin & Perrymore 2009, 131; Yeaton 2008, 68–73.) This type of asynchronization can be somewhat difficult to manage but can be a very powerful source of motivation and also help managers build loyalty in their employees (Messmer 1999, 16–18).

These arrangements can take many forms for example flexible working hours and/or places, flextime and professional development opportunities. Flexibility can be a great attraction feature for a company and can also be very effective if it is carried out in an organized manner. Flexibility in working places can be effective as technology allows being connected at all times and therefore may make Y generation employees question the need to work in a specific place at a specific time. (Lipkin & Perrymore 2009, 128; Tulgan 2009, 31.) Flextime for example provides employees with less strict hours, however, it is also important for the company to institute certain core hours as well, when all employees must be present (Bell et al. 2007, 56–58).

The expectations that Y generation employees have are shaped by their experiences and characteristics and as they are used to voicing these expectations, problems in the traditional workplace arise. The corporate world has been shaped by the older generations (Veterans, Baby Boomers and the X Generation) and difficulties in integrating the values of all generations in the corporations can have a negative effect on the overall satisfaction and motivation of the different generation employees. (Lipkin & Perrymore 2009, 129.)

Espinoza et al. (2010, 50–51) suggests that the Y generation is different from older generations in terms of attitude. The Y generation has the desire to be able to do what they want to do, when they want to do it. The general underlying assumption being that as long as they complete their work, office procedures such as traditional working hours are irrelevant. This does not however translate to a lack of control in the workplace, but a sense of autonomy which creates trust and confidence in the employee. Therefore, flexible work arrangements, be them official and structured or unofficial and sporadic, may be key in motivating this generation of employees to perform.

### 4.2.2 Culture of fun

The second HRM system proposed relates to the culture of the organization. Managers should create working conditions to suit the generation Y employees and create a sense of fun. The characteristics of the Y generation that related to a culture of fun as a motivator can be seen in figure thirteen highlighted in blue.

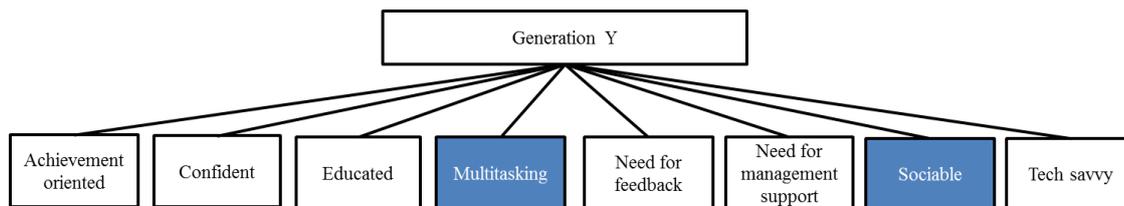


Figure 13 Generation Y characteristics addressed by a culture of fun (Adapted from Crampton & Hodge 2009, 1–5; Glass 2007, 98; Eisner 2005, 4; Lipkin & Perrymore, 16–18; Lowe et al. 2008, 45–47; McGuire et al 2007, 592–595; Yeaton 2008, 68–73).

These systems should also encourage social networking which is highly valued due to the generation Y employees' social nature (Baldonado & Spangenburg 2009, 99–101). Motivators can range from rewards, free food, casual dress day as well as the modification of the physical working space. Dedicated office space has lost some meaning and it should be viewed in a way to facilitate collaboration, team work and a sense of belonging and because of the Y generation employees' sociable nature, the work place should foster the creation of relationships and connections between employees. (Lipkin & Perrymore 2009, 152; Wesner & Miller 2008, 89–94.)

In addition to the obvious benefit of enjoying oneself in the workplace, a culture of fun can also have numerous functional results in the workplace. Espinoza et al. (2010, 77–78) suggest three added benefits that can be achieved by allowing employees to experience a sense of fun and games within the workplace. Firstly, an escape in to so called fun and games allows an adult to see new ways of thinking and also has a disinhibiting effect. Secondly, communication may become easier, deeper and more uncensored as a result of fun facilitated in the organizational culture. Thirdly, fun and games may also have an extremely positive effect on relieving the tensions and pressures of consuming work and therefore contributing to the efficiency and effectiveness of the organization.

### 4.3 Training programs

There are many different types of training that can take place within an organization. Training can be a course or a training session. Employees may be given time away from work to attend higher educational institutions. Training programs can vary in time as well as in depth. Mentoring programs also offer an alternative way for employees to develop and enhance specific skills. (Lauenberger et al. 2005, 16–20.) Both training and development opportunities as well as mentoring are discussed as way to increase Y generation motivation and performance.

#### 4.3.1 Training and Development

The Generation Y values development opportunities through training programs. These can be a very important source of self-fulfillment for the employee and also provide opportunities to grow within the organization which affects positively both employee and employer. (Baldonado & Spangeburg 2009, 99–101; Lauenberger et al. 2005, 16–20.) The figure below represents the characteristics of the Y generation that most relate (highlighted in blue) to training and development as a motivator.

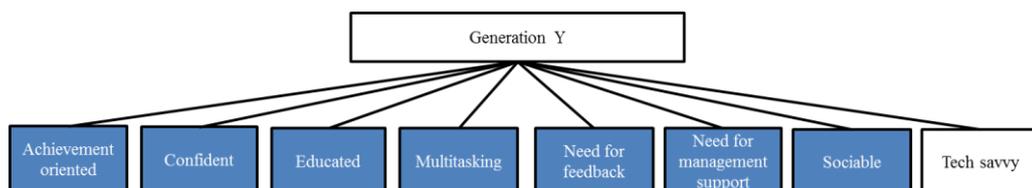


Figure 14 Generation Y characteristics addressed by training and development (Adapted from Crampton & Hodge 2009, 1–5; Glass 2007, 98; Eisner 2005, 4; Lipkin & Perrymore, 16–18; Lowe et al. 2008, 45–47; McGuire et al 2007, 592–595; Yeaton 2008, 68–73).

As can be seen from figure fourteen, training and developing employees relates to most Generation Y characteristics positively in terms of motivation. An organization should provide plentiful access to meaningful development opportunities. Employees should have the option to develop their skills as well as feel connected to each other and the organizational goals. These are factors that can be achieved by implementing systems within the organization that support these goals. (Sayers 2007, 474–480.)

These employees are educated which indicates that they value these opportunities as well as being able to benefit from them. They offer a chance to socially interact and form networks with colleagues. Once again, the ability to multitask can be indicative of the employees' ability to be able cope with a variety of responsibilities and tasks. (Crampton & Hodge 2009, 1–5; Glass 2007, 98; Eisner 2005, 4; Lipkin & Perrymore, 16–18; Lowe et al. 2008, 45–47; McGuire et al 2007, 592–595; Yeaton 2008, 68–73.)

Generation Y's confidence and achievement oriented nature may signify their awareness of the importance and benefit of these programs. These programs allow the employee to feel a sense of development and therefore a sense of moving towards their goals. The need for management support and the need for feedback can be said to, in some instances have a strong correlation. (Crampton & Hodge 2009, 1–5; Eisner 2005, 4–6; Glass 2007, 98; Lowe et al. 2008, 45–47; McGuire et al. 2007, 592–594.)

The generation Y employee wants to have management support in relation to achieving their goals in the organization and also want to be well informed of their progress. Training and development creates possibilities for the employee to reach their personal goals as well as creates an environment where the employee may receive feedback on their efforts. (Eisner 2005, 4–6; Glass 2007, 98–102; Lowe et al. 2008, 45; McGuire et al. 2007, 592–594; Yeaton 2008, 68–73.)

Management could also consider allowing generation Y employees to train older workers in for example technology as the younger generation is more familiar with this area. This will make the Y generation feel valued in the organization as well as enhance their skills. An employee can improve their emotional intelligence, training abilities and also increases their verbal communication. (Lipkin et al. 2009; 122.)

For this training to be effective, Sayers (2007, 480) suggests that it should be relevant, interactive, personalized as well as fun for the employee to benefit as much as possible from the program. Espinoza et al. (2010, 68–69) suggests that training opportunities are viewed as rewards by the Y generation. As rewards should be both incremental as well as long-term, opportunities for training and development can serve as long-term rewards of desired behavior and also a means to move up in the organization.

#### **4.3.2 *Mentoring Programs***

Training programs can however be expensive, a cheaper alternative could be the implementation of a mentoring program (Messmer 2003, 17–18). Mentoring happens when a senior employee takes the role of a mentor towards a junior employee. Mentoring differs from other training methods because it covers a larger area of the employee's abilities. As training focuses on a certain skill that is enhanced to increase performance,

mentoring deals with a wider range of issues. This type of relationship encompasses topics such as advice on how the industry/organization works, experience, knowledge and the mentee is given advice on their career. (Clifford & Thorpe 2007, 60; Miner & Crane 1995, 412.)

These relationships can be informal or formal and the choice of the mentor can be either strategic or voluntary (Clifford & Thorpe 2007, 61; Miner & Crane 1995, 412). Even informal mentor relationships should be monitored by the employer in order to be able to assess the effectiveness of the program and also because the Y generation employees will also seek this type of relationship individually (Messmer 2003, 17–18). The figure below represents the characteristics of the Y generation that most relate (highlighted in blue) to mentoring programs as a motivator.

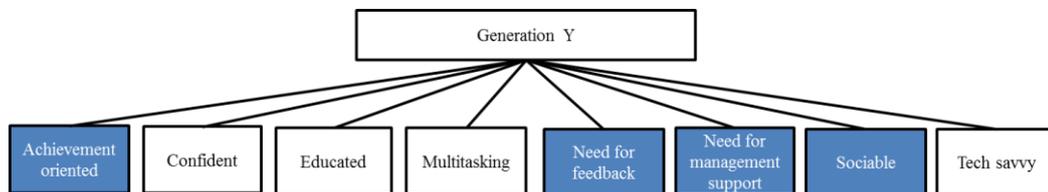


Figure 15 Generation Y characteristics addressed by mentoring (Adapted from (Adapted from Crampton & Hodge 2009, 1–5; Glass 2007, 98; Eisner 2005, 4; Lipkin & Perrymore, 16–18; Lowe et al. 2008, 45–47; McGuire et al 2007, 592–595; Yeaton 2008, 68–73.)

Mentoring addressed the Y generations sociable, achievement oriented nature and also provides feedback and management support to the employee. Mentoring programs have many positive outcomes that benefit not only the employee but also the organization. They support the career development of the mentee by having a more experienced employee guide them in the correct direction. As employees are inducted, mentoring communicates the values and behaviors of the organization to the new employee, enhances staff recruitment and retention. Generation Y employees respond very positively to this type of support and it is valued as an attraction feature in an organization. (Friday & Friday 2002, 152 – 156.)

The benefits of mentoring to the mentee include benefits from guidance, experience and the expert advice of their mentor to be able to achieve personal and professional goals. The mentor benefits from the relationship by often growing and learning from the fresh perspective of their mentee. The organization as a whole benefits due to the layered monitoring system that is created by mentoring relationships as well as the positive impact on retention, productivity and engagement of employees. (Lipkin & Perrymore 2009, 205.)

By structuring this type of relationship, the employee should recognize that the management of the organization is supporting them by creating an environment where they can achieve their goals. The relationship should provide individual feedback and a positive social element for the generation Y employee. (Crampton & Hodge 2009, 1–5; Eisner 2005, 4–6; Glass 2007, 98–102; Lauenberger et al. 2005, 16–20; Lowe et al. 2008, 45; McGuire et al. 2007, 592–594; Yeaton 2008, 68–73.)

An employee's motivation will increase as they gain a sense empowerment and belonging from the confidence the relationship may bring. The facilitation of knowledge transfer is a major benefit for the organization as well as the transference of intangible assets such as experience and knowledge which is difficult yet possible to achieve. (Friday & Friday 2002, 152–156.)

## **4.4 Communication systems**

The generation Y employee values communication very highly. They assume that everyone values each other's input and wants to know what they think. They want to be valued in word and deed as an individual and this should be communicated to the employee. (Lipkin & Perrymore 2009, 31; Sayers 2007, 474–481.) Generation Y needs clear instructions on what is expected of them and they thrive on feedback (Yeaton 2008, 68–73).

### **4.4.1 *Keeping up with technology***

Technology plays a very important role in the company and should be embraced, not only to accommodate generation Y but also due to the constant development of new technologies that can significantly increase the effectiveness and efficiency of an organization. Technology is no longer only a means to perform in an organization but can be viewed as a way to communicate with this generation as they are used to communicating virtually in their day to day lives. (Yeaton 2008, 68–73.) Figure sixteen illustrates the generation Y characteristics that relate to technology being a motivator, these are being tech-savvy, able to multitask and educated.

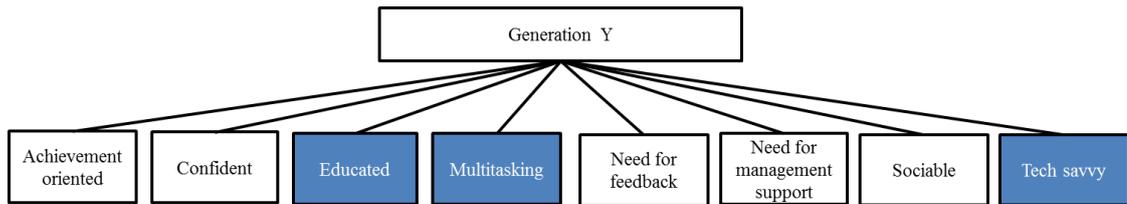


Figure 16 Generation Y characteristics addressed by keeping up with technology (Adapted from Crampton & Hodge 2009, 1–5; Glass 2007, 98; Eisner 2005, 4; Lipkin & Perrymore, 16–18; Lowe et al. 2008, 45–47; McGuire et al 2007, 592–595; Yeaton 2008, 68–73).

Generation Y employees expect access to modern technologies and are used to working with these resources available and will find poor access to technology as an undesirable feature in an organization (Eisner 2005, 4; Glass 2007, 98–102; Lauenberger et al. 2005, 18; Lowe et al. 2008, 45; Yeaton 2008, 68–73). Many organizations may have a negative attitude towards the level communication available to employees through technology such as instant messaging and certain websites, however as this generation is so familiar and capable of multitasking, this should not be a problem as long as some monitoring occurs. (Eisner 2005, 4–6; Lowe et al. 2008, 45; Yeaton 2008, 68–73.)

Over dependence can however become a problem, as using virtual communication can hinder the development of personal relationships which cannot be underestimated in the business environment (Yeaton 2008, 68–73). Lipkin and Perrymore (2009, 103) suggest that by over relying on virtual communication some misunderstandings can occur by for example not being able to hear the tone in which something is said as well as missing non-verbal cues which obviously are translatable in to the virtual world. The goal for managers should be to assist the generation Y employees to find and maintain an appropriate balance in their virtual communication and work. (Lipkin & Perrymore, 2009, 157.)

The Y generations affiliation with technology has little to do with having the latest and the greatest technologies but being able to communicate and find information in a way that they are used to. Their top priorities with having the necessary equipment are to be able to connect with whomever they want, immediate access to the information they need, customization of their information environment and the ability to be able to learn and collaborate with experts in real time. (Tulgan 2009, 50.)

Due to the education level and previous familiarity with technology, generation Y employees are used to learning to use novel technologies and therefore, updating older technology should become a much smoother process within the organization. The Y generation also have many ideas on how to streamline tasks and due to their technologi-

cal inclination, they may be able to assist the organization to perform more effectively. (Lipkin & Perrymore 2009, 106.)

#### 4.4.2 *Being clear and goal setting*

The Y generation can also be referred to as the ‘Why?’ generation as they are likely to question most things and become unmotivated if they are given no answers or the answers are not sufficient for them. They are achievement oriented employees that value the support of the organizations management. (Glass 2007, 98.) The following figure is an illustration of the Y generation characteristics which relate to being clear and goal setting as a source of motivation.

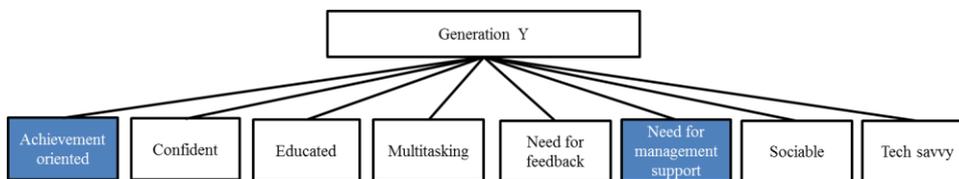


Figure 17 Generation Y characteristics addressed by being clear and goal setting (Adapted from Crampton & Hodge 2009, 1–5; Glass 2007, 98; Eisner 2005, 4; Lipkin & Perrymore, 16–18; Lowe et al. 2008, 45–47; McGuire et al 2007, 592–595; Yeaton 2008, 68–73).

By providing clarity to what is expected of the Y generation employee and making sure that they are aware of why these expectations exist, job motivation can be increased. Being clear and setting goals addresses the achievement oriented nature and need for management support of the Y generation employee as can be seen from figure seventeen. Any criticism on previous work needs to also be clear and explained in order to minimize dissatisfaction and ambiguity. (Yeaton 2008, 68–73.)

The generation Y employee wishes to know the specific importance of the jobs and projects that they are given. This gives them a sense of knowing the value of their work which in turn makes it worth doing. Requirements should be clearly defined to decrease levels of anxiety and frustration. Clear goals should also be implemented on the role to promote to motivate the employee without creating confusion and by creating structure as well as trust. (Tulgan 2009, 31; Lipkin & Perrymore 2009, 85; Yeaton 2008, 68–73.)

Lauenberger (2005, 20) suggests that a clear mission as well as vision statement would be an effective way to aid in the communication of what is expected from the

employees. These mission and vision statements can be created separately and specifically for the employee, the public as well as the organization and different levels.

Espinoza et al. (2010, 123) suggest that simply sharing information in an informal way can aid in the Y generations understanding of what they are asked to do and why they are asked to do it. By letting employees know what is going on in the company and at a supervisors level of responsibility, the Y generation employee will also gain a feeling of trust and a sense of partnership which have great potential to motivate the employee.

#### 4.4.3 Providing Feedback

Feedback is an issue that must be addressed. The need for feedback by the Y generation can be described as never-ending as it is a sign of management support as well as a provision to achieve their goals. As the older generations do not require constant feedback, this is often overlooked in the employee-manager relationship. (Woodward 2009, 45–48.) The figure below represents the characteristics of the Y generation that most relate (highlighted in blue) to providing feedback as a motivator.

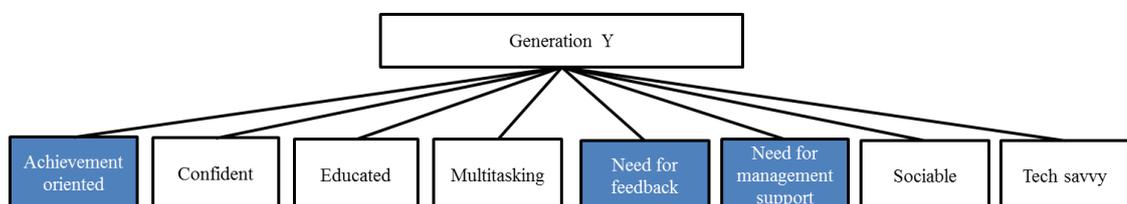


Figure 18 Generation Y characteristics addressed by providing feedback (Adapted from Crampton & Hodge 2009, 1–5; Glass 2007, 98; Eisner 2005, 4; Lipkin & Perrymore, 16–18; Lowe et al. 2008, 45–47; McGuire et al 2007, 592–595; Yeaton 2008, 68–73).

Feedback is a way for an organization to provide management support and direct the achievement oriented generation Y employees (figure eighteen). Feedback is seen as positive reinforcement by the younger generation but may be seen as criticism by the Baby Boomers, therefore, managers must keep this in mind when implementing new policies. (Glass 2007, 98–102.)

The Generation Y employees have grown up in an environment where they have received feedback from many sources. The parents of these children have generally been very supportive and even computer games provide instant feedback which may have

conditioned this cohort to feel this higher need for instant feedback. (Lipkin & Perrymore 2009, 84; Yeaton 2008, 72.) As mentioned earlier in regards to clarity, feedback needs to be constructive and specific for it to be effective. An employee must be able to build on the feedback they are given in order to perform better in the future (Messmer 1999, 16–18).

It may be difficult to satisfy the Y generations preoccupation with feedback, however it must be remembered that feedback is a tool to assist in the development of the employee as well as a means to translate that the employee has been heard. As the Y generation assumes that their ideas and thought are welcomed and this generation will engage their supervisors due to their need to contribute. (Espinoza et al. 2010, 77.)

Feedback should be a way to continually improve performance, it should be consistent and structured in a way that the employee knows that it is a tool to develop and not to criticize. Feedback could be referred to as performance management, it should be systematic, honest and positive in order to gain the most motivational and performance benefits. (Tulgan 2009, 137–138.) Even though, managers may feel that constantly giving feedback to their Y generation employees is exhausting, when these employees are commended and praised, their capabilities shine in the organization and their commitment is also strengthened (Lipkin & Perrymory 2009, 84).

## **4.5 Decision making policies**

The Y generation is most likely to respond to an inclusive management style which can also be very beneficial to the employers as these employees often look for ways of streamlining and improving existing processes (Yeaton 2008, 68–73; Lipkin & Perrymore 2009, 190–192). The Y generation was brought up with the notion that almost anything is appropriate to share and as mentioned, not being afraid to express their opinions. This type of open communication may not be disruptive and it allows the generation Y employee to feel a sense of belonging in the workplace. It does challenge traditional behaviors in organizations but can also benefit the relationship between the generation Y employee and their superiors. (Lipkin & Perrymore 2009, 157–159; 193.)

### **4.5.1 Collaboration and Teamwork**

Collaboration and teamwork works well for motivating generation Y as they are social, crave feedback, able to multitask and educated.. Generation Y are natural team

players and these teams provide them with encouragement, accountability and also recognize individual contributions. (Lipkin & Perrymore 2009, 81.) Recognizing generation Y's aptitude to function in teams can also be of great benefit to an organization, teams can perform tasks at a more rapid timeline and tasks can be allocated according to personal strengths and competencies (Lipkin & Perrymore 2009, 160-163). Interpersonal relationships are a top priority for the Y generation, collaboration and team work may become exceptional ways to foster motivation and performance with these employees (Lipkin & Perrymore 2009, 154). The figure below represents the characteristics of the Y generation that most relate (highlighted in blue) to collaboration and teamwork as a motivator.

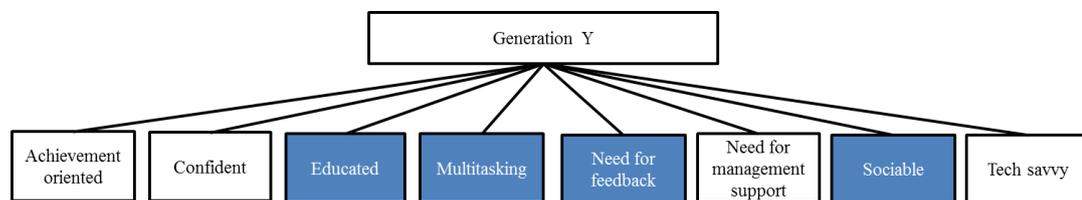


Figure 19 Generation Y characteristics addressed by collaboration and teamwork (Adapted from Crampton & Hodge 2009, 1–5; Glass 2007, 98; Eisner 2005, 4; Lipkin & Perrymore, 16–18; Lowe et al. 2008, 45–47; McGuire et al 2007, 592–595; Yeaton 2008, 68–73).

Team work and collaboration is viewed as a very valuable and necessary activity in an organization and can be very beneficial in terms of the performance of the organization. Teams are quite often responsible for generating ideas and bringing them up to higher levels of management in the organization. Individuals are often not as influential as teams. Organizations are moving to the trend of offering complete solutions to customers and teams can be a highly valuable resource in creating these solutions. Many products and services may need a variety of employees from different areas within the organization to become practical and teams offer an effective environment for this type of assignment. (Trompenaars & Hampden-Turner 2004, 135–137).

Teams are formed either by managers or they may self-organize. As the organizational environment gets more complicated, upper management becomes less qualified in addressing issues from ground operations. Teams must be monitored, however a balanced level of autonomy must also be given to the team to allow them to explore alternative routes in their problem solving process. These teams should however not be homogenous as teams with similar members often take parallel roles and tend not to be as successful. Even though generation Y employees are especially adept for team work,

members of other generations should also be encompassed in to these teams to offer additional perspectives. (Trompenaars & Hampden- Turner 2004, 138–142.)

Team work skills stem from exposure to many collaborative projects that the employees have been familiarized with during their educations. The increased levels of instant communication via new technologies have also made collaboration and team work much simpler and less costly in terms of organization. (Yeaton 2008, 68–73.) One way to engage the Y generation employees and also potentially benefit the organization greatly is to set up teams of Y generation employees working on projects not necessarily in their job description. Generation Y employees are vocal about their ideas and may be able to bring a fresh perspective in an area they are not as familiar with. This gives the employee an opportunity to develop skills and interests and simultaneously allowing them to feel valued and appreciated. (Lipkin & Perrymore 2009, 141.)

Generation Y employees are very sociable and value networking within and outside of the organization. These collaborative relationships can create situations where the employees can receive feedback from their colleagues and allow for multitasking opportunities. These environments can have a substantial positive effect on how the employee views their position within the organization and have a direct positive affect on motivation. (Glass 2007, 102.)

#### **4.5.2 *Giving ownership of tasks***

The last proposed system or solution to address the specific generation Y characteristics to create an improved sense of motivation is by giving these employees ownership of their tasks. Ownership is given by allowing the employee to feel responsible for a certain task or a series of tasks and trusting the employee to make decisions individually within a preset realm of the organization. Generation Y employees are confident in their own skills. They dislike micro management and view responsibility as something that is a display of trust which also functions as a motivator and creates better performance. (Lipkin & Perrymore 2009, 30.) The figure below represents the characteristics of the Y generation that most relate (highlighted in blue) to giving ownership of tasks as a motivator.

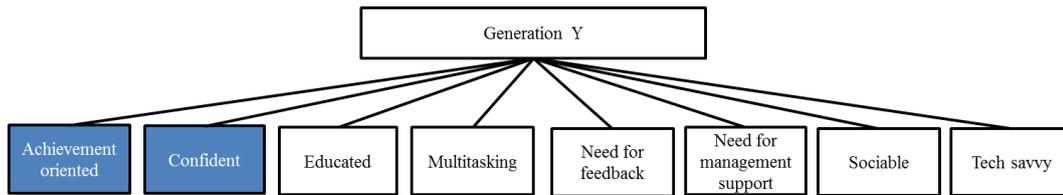


Figure 20 Generation Y characteristics addressed by giving ownership of tasks (Adapted from Crampton & Hodge 2009, 1–5; Glass 2007, 98; Eisner 2005, 4; Lipkin & Perrymore, 16–18; Lowe et al. 2008, 45–47; McGuire et al 2007, 592–595; Yeaton 2008, 68–73).

Due to their confidence and orientation towards achievement as can be seen from figure twenty, generation Y employees often view as having ownership of a task as a way to display their skills and a way to achieve their goals (Baldonado & Spangeburg 2009, 99 – 101). When a generation Y employee is given ownership of a project, they gain a sense of value which empowers the employee. Empowerment, trust and responsibility are concepts that are highly valued within this generational cohort and significantly increase the levels of motivation and performance. (Messmer 1999, 16–18.)

By giving these achievement oriented employees responsibility, their confidence and sense of value in an organization will increase. This allocation of responsibility should be organized in a way of incremental promotions, giving them responsibility little by little in a steady way. This will make them feel valued and give them a sense of advancement in the organization. (Austin & Crocker & Meier 2010, 74; Lipkin & Perrymore 2009, 90.)

Martin (2005) suggests that the Y generation views responsibility and ownership as a tool to bring out their skills and capabilities and not by all means as something to be avoided. This generation of employees may also not only request more responsibility but in fact demand it. This stems from a need to grow and the need to know that they are trusted to do their jobs and to do them well. Responsibility is something to be relished. (Martin 2005, 39–40; Martin 2008, 19.)

Ownership for Generation Y may encompass a variety of variables, they include control of resources, exercising of power, authority to make decisions and the autonomy to take action. All these variables should be clearly defined as this employee will always crave more. In general, the more concrete the guidelines are, the greater the feeling of ownership will be. The employee has to have a clear vision of how far their ownership allows them to make decisions and should incrementally be given more ownership as they prove to be successful to keep up their motivation and in turn, increase performance. (Tulgan 2009, 133–135.)

## 5 RESEARCH DESIGN

### 5.1 Research Approach

The purpose of this research is to examine the views and expectations of generation Y employees in terms of what motivates these employees in the workplace and create improved performance. A qualitative research approach is used in investigating this purpose. Qualitative research is used to understand complex issues such as the behavior, views, beliefs, opinions and processes of people. (Bailey, Hennink & Hutter 2011, 8-10) There are three main purposes of qualitative research; exploratory, descriptive and explanatory. (Hesse-Bieber & Leavy 2011, 10–14; Lewis et al. 2007, 133–134.)

Exploratory research attempts to consider a phenomenon which needs more researching. This approach can be described as a fluid and evolving process attempting to understand something problematic to measure. Conducting exploratory research may well mean that the researcher will have to change the directions in the research due to unforeseen and novel insights gained. Descriptive research attempts to describe an aspect of a phenomenon. An accurate view of the research subject is necessary prior to starting the research process in descriptive research as the goal is to accurately describe a person's, an event's or a situation's profile. (Hesse-Bieber & Leavy 2011, 10–14; Lewis et al. 2007, 133–134; Malhotra & Birks 2006, 62.)

Finally, explanatory research then attempts to explain this aspect of social life. Qualitative research allows for an understanding of how meaning is assigned to our experiences and how this meaning molds our attitudes and beliefs. This type of research attempts to establish a causal relationship between two or more variables. A qualitative approach is most appropriate for this type of research, linking generational cohort theory to motivation and performance improvement. (Hesse-Bieber & Leavy 2011, 10–14; Lewis et al. 2007, 133–134; Malhotra & Birks 2006, 62.) Interview forms can be differentiated in terms of the interaction between the interviewer and the informant being interviewed. This differentiation can be seen in figure twenty-one.

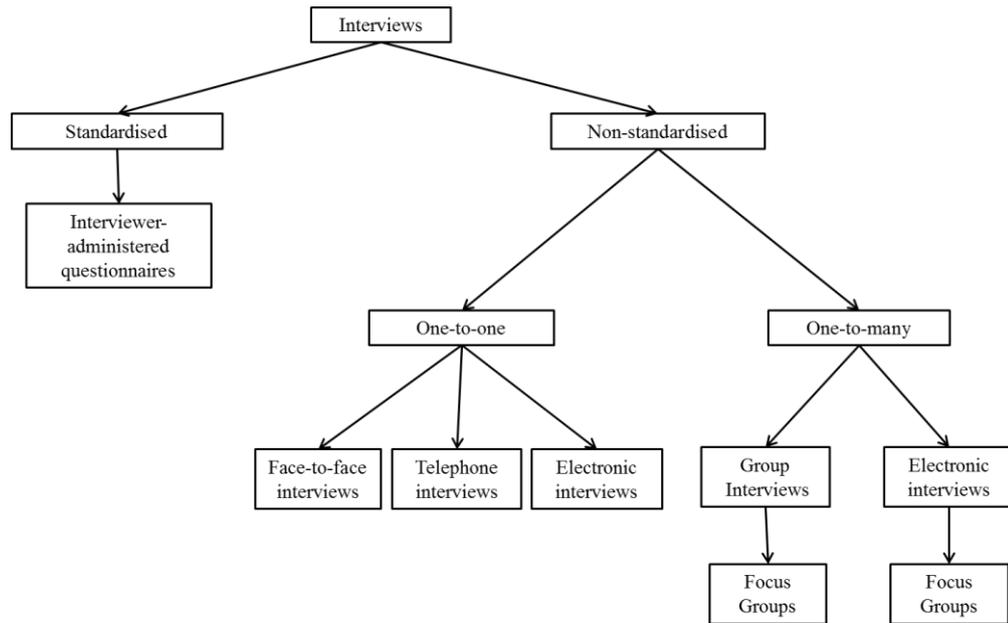


Figure 21 Different forms of Interview techniques (Lewis et al. 2007, 313).

Standardized interviews (also known as structured interviews) are based on predetermined set of interview questions. These structured interviews are referred to as interviewer-administered questionnaires. This type of interview is used for quantitative research. Non-standardized interviews (also known as unstructured interviews) are informal. They are designed to explore a theme in-depth and there is not a predetermined and fixed set of questions to be asked. These interviews can either be conducted on a one-to-one basis or a one-to-many basis. (Lewis et al. 2007, 312–313.)

One-to-one interviews can be conducted in three ways in relation to the type of interaction between the interviewer and the interviewee. These types include face-to-face interviews, telephone interviews and electronic (via the internet or intranet) interviews. One-to-many interviews are conducted either in a face-to-many manner of a group interview or in an electronic manner via the internet or intranet. These types of interviews are generally focus groups. All these different types of techniques have a specific purpose. As stated before, standardized interviews are used to collect quantitative data and non-standardized interviews are used to gather qualitative data. (Lewis et al. 2007, 312–313.)

## 5.2 Data Collection

Focus groups are interactive discussions with multiple preselected individuals focusing in a specific issue. They are moderated in an unstructured and free manner. The interac-

tive nature of this research method allows for deeper insight in to the issue due to the group dynamic. Members of the group may prompt ideas from the other members that may have not been thought of in an individual in-depth interview. Focus group discussions are particularly useful in gaining a variety of views about the issue in hand and understanding typical behavior in the study population. (Bailey, et al. 2011 136–138; Hesse- Bieber & Leavy 2011, 163; Malhotra & Birks 2006, 160.)

In exploratory research where all issues related to the topic may not have yet been identified, focus groups are particularly efficient as they allow the researcher to identify the key issues from several participants (Bailey, et al. 2011 136 –138; Hesse- Bieber & Leavy 2011, 163). The participants have been screened before to ensure that they are unfamiliar with each other and have certain characteristics relevant for the research. The moderator attempts to provide a comfortable environment and facilitates discussion and the expression of opinions from the focus group members. (Marshall & Rossman 2011, 149–150). The focus group has one significant difference from an in depth- interview in terms of the data that can be gathered. The group effect refers to the dynamic within the group that is generated. This dynamic produces conversation and data that would not be produced with in- depth individual interviews as less conversation and therefore probing occurs. (Hesse-Bieber & Leavy 2001, 170–171; Malhotra & Birks 2006, 61.)

The interviewer or moderator can have a role that is either high or low in involvement. If the moderator takes a highly involved role, the conversation is very structured and the moderator clearly defined the perimeters of the discussion. Of the moderator takes a less involved approach, the moderator guides the interview but allows the conversation to steer in the direction the group members take it. The moderator will have an interview guide to help guide the conversation and prompt discussion topics. It is however not a structured interview guide as a group discussion will be more fluid. The moderator had two roles. First, to keep the group within the boundaries of the topic and to ensure that the data collected is not too far from the original purpose of the interview. Secondly, to generate interest and encourage discussion without leading the group towards a certain opinion. A discussion can be prompted by the help of the moderator that the group might otherwise not consider. (Lewis et al. 2007, 340.) The strengths and limitations of group interviews are depicted in the following table.

Table 3 Strengths and limitations of focus group discussions (Bailey et al. 2011, 166).

Strengths	Limitations
<b>Social setting:</b>	<b>Skill required:</b>
Replicates social interaction Naturalistic setting Comfortable and enjoyable	Requires skilled moderator Less controlled environment Need comfortable environment
<b>Suitability:</b>	<b>Group dynamic:</b>
Useful for exploratory, explanatory and evaluative research Suitable for group activities Suitable for mixed method research	Some participants may dominate Influence of social pressure Hierarchies may develop Less confidential Few issues discussed
<b>Group environment</b>	<b>Data and analysis</b>
Large volume of information Identify a range of views Limited researcher influence Participants identify issues Identify new issues Issues debated and justified	Responses not independent Not suitable for individual level data Large volume of data Data analysis complex and time consuming Can be costly

As can be seen from the table above, the first set of strengths relate to the social setting of a group interview. A group interview replicated normal social interaction, the setting is naturalistic and should be comfortable as well as enjoyable. These social strengths allow for the gathered data to be as factual as possible. Secondly, group interviews are suitable for quantitative research as they are more fluid and less structured than other types of interviews. They are useful for exploratory, explanatory and evaluative research. Suitability for group activities and mixed method research are also strengths of group interviews. (Bailey et al. 2011, 166.)

The last set of strengths in table three speak to the group environment these interviews are held in. Group interviews are an efficient way to receive a large volume of information. They are useful to identify a range of views as more than one person is interviewed simultaneously. Due to the interviewer's role as a monitor that guides the interview, the researcher influence is limited. Participants identify the issues they feel

are important and new issues that the interviewer may not be aware of may arise. Group interviews are also a very good means for issues to be debated and justified. (Bailey et al. 2011, 166.)

Table three also explains the three main sets of limitations to focus groups. Firstly, focus groups need moderator skills to a higher extent than other interview methods. The environment is less controlled and it also has to be made comfortable. The interviewer must create this type of comfortable environment while also be able to moderate the discussion. The second set of limitations pertains to the group dynamic of the interview. Some of the participants may be more vocal and dominate the discussion. The influence of social pressure may restrain some group members from speaking out their opinions and may lead to hierarchies. As this type of interview is less confidential as it is not private, some issues may not come to light and because of many group members, only a few issues may be discussed. (Bailey et al. 2011, 166.)

The last set of limitations are present in the data and analysis of the group interview. Due to the presence of a group of individuals, the responses are not independent. Group members influence their peers even if it is unintentional. This method is not suitable for individual level data and the large volume of data gathered may also become a problem. Analyzing group interview data is also time-consuming and complex as the discussion may become long and multifaceted. Due to their time-consuming nature and complexity they can also be very costly. (Bailey et al. 2011, 166.)

The group interviews were conducted using the operationalization table and the underlying themes about the characteristics of the Y generation and the proposed solutions to increase motivation and performance from the literature review. Table four represents the main theoretical frameworks used in this study and how they relate to the interview themes.

Table 4 Group interview operationalization table.

Purpose of the study	Research questions	Theoretical framework	Interview themes and questions
<p><b>To define generation Y in terms of their specific characteristics according to generational cohort theory and to understand how performance can be enhanced by finding ways of increasing motivation.</b></p>	<p>What are Y generation characteristics?</p>	<p>Generational cohort theory</p>	<p>Identifying similar characteristics in focus group participants.</p>
	<p>What motivational systems organizations can form to motivate Y generation employees and in turn, create better performance?</p>	<p>Generational cohort theory Maslow's hierarchy of needs Herzber's two-factors theory Vroom's expectancy theory</p>	<p>Focus group perceptions on motivation in the workplace.  Previous experiences and future aspirations.</p>

The interviews were conducted as three small groups during March 2011. The participants were men and women between the ages of nineteen and twenty-seven at the time of the interview. The participants were chosen to fit particular preset criteria. They needed to be a part of the Y generation fitting in with the pre-stated area of consensus (born between the years 1981-2000). It was also decided that all participants would be university educated as this would eliminate differences in opinion stemming from different educational backgrounds.

All members of focus groups were recruited from the Turku School of Economics by convenience sampling. Two of the focus groups had Finnish backgrounds and one was comprised of three participants from overseas (the UK, USA and Ukraine namely). An international group was chosen to be able to discuss and analyze if there are differences in the results due to culture, if generation cohort theory applies across cultures.

The first focus group had four members, the second and third groups had three members. Four members were intended to take part in each focus group, however one member from the second and third groups cancelled last minute and a replacement could not be found in time. The first focus group members were born in 1985, 1985, 1984 and 1983. The second focus group members were born in 1984, 1983 and 1983. The third focus group members were born in 1983, 1991 and 1986. The background information of the participants of the focus groups can be found in Appendix 3.

The interviews were videotaped and conducted at the Turku School of Economics in one of the conference rooms. The participants were offered tea and coffee and some informal discussion took place before the camera was turned on to allow the participants to relax. It was stated that the video was only to be seen by the moderator and participants were encouraged to speak freely what came to mind. Participants were asked to fill in a questionnaire before the start of the interview. The questionnaire asked their ages and nationalities. In addition, they were asked to fill in the first three things that they could think of that would motivate them in the work place. The purpose of the questionnaire was to map out the relevant facts about the participants (age and nationality) as well as see what they thought to be motivating factors.

The focus group was conducted using the central topics and themes of the study. They were told that the focus of the interview was to find out what would motivate them in the workplace. The participants were asked direct as well as open ended questions however, the aim was for the moderator of the focus group to guide the discussion and not to overpower it. The focus group interview guide that was used can be found in Appendix one.

As stated previously, the participants were encouraged to discuss amongst themselves as much as possible. If a certain important theme from the study had not been discussed by the end of the interview, this theme would be brought up by the moderator in order to get a comprehensive understanding of the opinion of all the relevant themes of the participants. The interviews were recorded, saved and transcribed for the analysis of the material. The interviews were analyzed in relation to the central topics and themes of this study.

### **5.3 Data Analysis**

Data analysis consists of four steps. Firstly data preparation, this is the step where the focus group interviews were transcribed. All three focus group interviews were transcribed within a week of the interviews. The first and third focus group data was also translated in to English by the moderator. The second step, data exploration, consists of allotting the interview data into relevant themes. For the purpose of this study, these themes are the four motivational systems discussed preciously; HRM systems, communication systems, training and development and decision making systems. General comments on motivation were also isolated from the interviews. Thirdly, data reduction takes place as unrelated comments made by the focus group are discarded. The last step in data analysis is data interpretation where the data is analyzed by the pre-set themes. (Hesse- Bieber & Leavy 2001, 302–305; Malhotra & Birks 2006, 206.)

The motivation theories presented in section three allows for an understanding of what motivation is and how increased performance can be increased by motivating employees in the correct way. The Y generation characteristics presented in section two function as a basis to allow for the identification of Y generation specific motivational systems organizations can implement. By understanding these characteristics, an organization can increase the perceived value of effort leading to reward and the value of the reward itself.

The motivational systems presented in section four are found in these four areas of the organization; HRM, communication, training and development and decision making systems. By implementing these motivational systems, higher motivation is achieved. If the role perception and the ability of the employee are in order, this will lead to increased performance. The focus group interviews were conducted in an attempt to see whether these proposed motivational systems do in fact increase motivation in the Y generation and in turn increase their performance within an organization.

#### **5.4 Trustworthiness of the research**

Reliability refers to *'the extent to which your data collection techniques or analysis procedures will yield consistent findings'*. It can be evaluated by the following three questions: (Lewis, Saunders & Thornhill 2007, 149.)

1. Will the same results be reached if the procedure is repeated?
2. Whether other observers will observe the same subjects?
3. Is the data and its analysis transparent?

There are four threats to reliability defined by Lewis et al. (2007) Firstly, errors that occur due to studying research participates in a setting that is varying from their normal behavior patterns may lead to subject or participant error. An example of this would be studying student motivation before and after exam week. These two points in time would probably result in different answers. This type of error should however be eliminated by studying subjects in the same point of time of situation. In this study, the focus groups were all interviewed at the same time, during the same week and at the same place in an attempt to control this threat to reliability. (Lewis et al. 2007, 149.)

Secondly, subject or participant bias may occur when the research participants are given imprecise answers or responses to distort the research findings. This could result from for example employees being reluctant to answer questions about their workplace in a truthful manner for fear of negative consequences. This threat was reduced by trying to make the focus group feel as comfortable as possible by offering them refresh-

ments and by letting them know that the interview is informal as well as anonymous. (Lewis et al. 2007, 149.)

The third type of error is called researcher error which refers to errors made by the observer. This type of error may result from the researcher being unqualified or even something as trivial as being hungry. This type error is difficult to manage as in this case, the moderator was inexperienced and body language for example can be interpreted in a different way by different researchers. (Lewis et al. 2007, 149–151).

The last error is researcher bias, this occurs due to the differences with interpreting data among different researchers or the researcher providing imprecise results in order to misrepresent the information gained by the research. This type of error may be decreased by having more than one person go over the data collected. However, due to time and for example money constraints, this was not possible in this study and resulted in observer biased. The way that the data was analyzed by the observer may have been significantly different than by another observer. (Lewis et al. 2007, 149–151.)

The goodness of qualitative research is evaluated by its trustworthiness. The trustworthiness can be determined by the credibility, dependability, conformability and transferability of the research. (Marshall & Rossman 2011, 39.) With credibility the goal is to demonstrate that the inquiry was conducted in a way that the subject was appropriately identified and described. The boundaries and limitations of the study are set. Transferability is a measure of whether the findings will be useful to others in similar situations with similar research questions. (Marshall & Rossman 2011, 251–253.)

Dependability pertains to showing how the researcher plans for changing conditions in the object of the study and changes in the design of the study by a deeper understanding of the setting. Conformability refers to the way in which qualitative researchers correspond to the traditional concept of objectivity. This concept refers to the findings of the study being able to be replicated by another person or study and to demonstrate the impossibility of this. (Marshall & Rossman 2011, 251–253.)

The trustworthiness of this study was attempted to be achieved by taking into consideration the potential downfalls with credibility, transferability, dependability and conformability. The potential errors that occurred in this study are mainly due to time constraints. This became evident firstly when the focus groups were recruited as there was not enough time to recruit members to replace the members that cancelled last minute. Time was also a factor in the actual interviews as some discussions had to be cut short in order to be able to go through all interview themes. The video recorded interviews were then transcribed and watched again in attempt to get the most realistic view of the interview. However, this step in the data analysis is vulnerable to observer bias which could have been decreased by allowing another observer to go through the data.

Although, this research is vulnerable to bias from the observer, a focus group interview was the most efficient way to get the most information and discussion on the topic. There is no reason to believe that the focus group participants did not speak their mind as the information given would have no harmful effect on their lives. The analysis of the data is done by using many quotations, this reduces the effect of the researchers own opinion on the reader of the study.

This type of study would benefit from a higher amount of focus groups as these three groups only encompassed the opinions of ten people. One of the groups was all female which may have also affected the discussion. The international group was held in English which was not the mother tongue of one of the participants. The different cultures of the international group may also have had an effect where generational differences may be due to cultural differences. The age range of this group was also the highest however, all members are a part of the Y generation.

The interviews would be difficult to duplicate as the interview guide was only there to assist in covering all themes. The interviews were all different and the emphasis varied with each group. Some themes were discussed at length in one group and ignored in another. This type of study would benefit from homogenous groups where views and opinions could more clearly be credited to generational attributes. Also it would be highly interesting to be able to study this phenomenon between different cultures, whether or not it holds through cultural barriers.

## 6 ANALYSIS AND DISCUSSION

The discussion from the three focus group interviews are analyzed according to the themes presented in the figure below (also presented in section 4.1). Firstly general comments and feel of the groups are discussed. Secondly, responses to each theme are separately discussed and the focus groups are compared to each other.

### 6.1 General comments on motivation from focus groups

Although the focus group interviews were conducted to record the opinions of the group members about the specific motivational systems introduced in section four, the participants were also asked general questions regarding for example job motivation, job satisfaction, salary and their general views on the workplace. The conversation was not restricted and the role of the interviewer was only to direct and prompt the conversation about the specific topics of interest. The following is a discussion on the general comments made by the focus groups not directly relating to the proposed motivational systems. The group members were told that the theme of the interview is work motivation and everyone was at first asked what they would find most motivating in the workplace. The focus group members were asked to write these down on a piece of paper. This was done to ensure that the focus group members were not influenced by their peers. The top three motivators were then discussed right at the beginning of the interview to ensure that the future direction of the discussion would not interfere with these initial answers. The interview guide and detailed information on the focus group participants can be found in appendices one and three.

#### 6.1.1 *Focus group 1*

Focus group 1 comprised of four participants (GP1-4) born between the years 1983 and 1985. Two participants were male (GP2 and GP4) and two were female (GP1 and GP3), all participants were currently students at the Turku University and were born in Finland. (See Appendix 3 for detailed group participant information) The discussion was lively, although GP2 was relatively quieter in the beginning than the other group participants. By the end of the discussion, all group members were equally contributing to the conversation. The interview was recorded and took place in an interview room at the Turku School of Economics. This interview took one hour thirty minutes and was the longest discussion of the three focus groups.

As previously mentioned, all of the group participants were asked to identify what they thought would motivate them at the beginning of the conversation. These top three motivators by each participant are presented in the figure below.

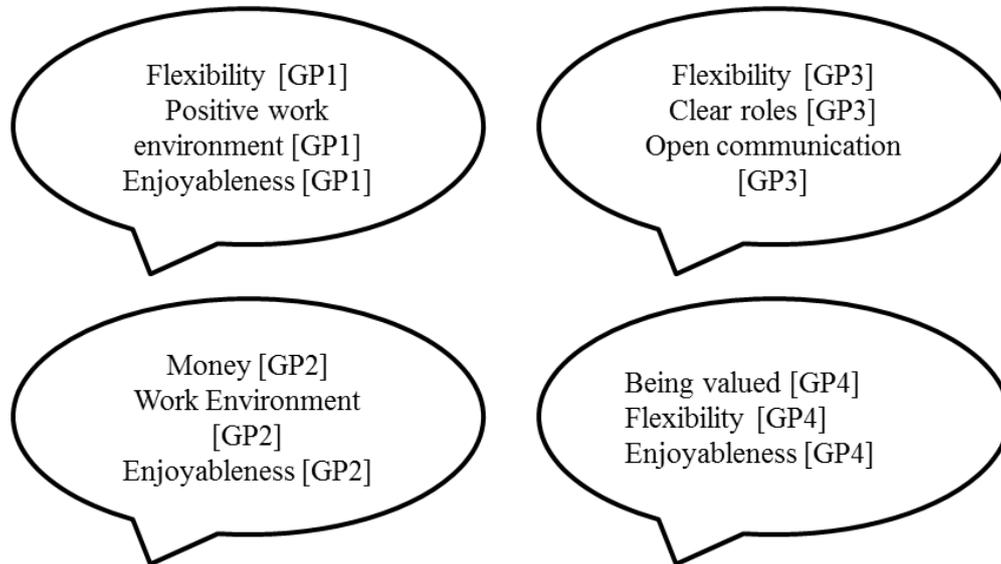


Figure 22 The top three motivators of the first focus group that were identified at the beginning of the discussion.

The first group participant (GP1) identified flexibility, positive work environment and enjoyableness as her top three motivators (see figure twenty-two). This clearly shows that the most important factor that she considers to motivate herself is being able to balance her work life and personal life well and therefore flexibility is her number one motivator. GP1 felt that as long as she is enjoying herself at the workplace and views it in a positive way, she would be motivated to do her job. However, these statements do not speak to what exactly would contribute to an enjoyable and positive work environment. Nevertheless it is clear, that the atmosphere in the workplace contributes significantly to her levels of job motivation.

Group participant one made it clear in the discussion that she wanted to be viewed as an individual. She characterized herself as “*efficient and easy to approach*”, her role in the organization being the “*person that everyone asks for advice from*”. She strongly values flexibility and individuality in the workplace and as she was asked how she views the modern work environment, she commented:

*“Before, people committed, now it feels like everyone has one foot out of the door all the time”*

She seemed to be anxious due to the unsteady nature of the work environment relating to turn-over. This suggests that GP1 values stability and continuity in her work environment which contradicts the non-committal nature of the generation Y employee suggested by the vast majority of literature on this subject.

During the discussion on salary and what her thoughts were on monetary compensation as a motivator, she replied;

*“If I had a choice between a job I like with less pay than a job I hate with more pay, I would choose more pay for a short time but in the long run, a job environment I enjoy is much more important.”*

It became clear from the discussion that GP1 values intrinsic factors such as enjoyableness and flexibility more than extrinsic factors such as high salary. She did however admit that she would find a bonus on top of her salary very motivating. Getting a basic salary and then receiving a bonus for a “*job well done*” would motivate her and also she felt that this type of compensation is also fairer to employees as extra effort would result in rewards.

GP1 also commented that receiving an income that satisfies you personally can be a motivator, however receiving less than you are satisfied with is demotivating. This suggests that salary is more a hygiene factor than a motivator. Increasing this Y generation employees’ income may not result in higher levels of motivation, however, she would be demotivated if she did not earn what she perceives as fair compensation for her efforts.

Group participant two (GP2) was the only participant who identified monetary compensation as a top motivation factor. He valued money as his number one motivator. This member of the Y generation clearly ranks his salary as his most important motivator. His other two motivators, the work environment and enjoyableness are intrinsic factors which coincide with the Y generation characterizations previously presented.

GP2 was very confident on being able to get a high salary and getting paid well was somewhat of an assumed reward;

*“When you choose a profession, you choose the pay grade as well. And if you get an education in this field [business administration] you should automatically be satisfied with what you are paid”*

Even though he felt that an education is a guarantee for a satisfactory level of income, he was very motivated by a commission based reward system. If he were given the choice, he would choose a commission based salary. He did also specify that in this

type of arrangement, the goals of the commission need to be realistic and feel achievable. However, in addition to GP2's perceived value of money as a motivator he also stated that;

*“When I take a job for money, my strengths are my determination and performance. I work hard. But if I also enjoy myself, I also want to develop professionally and I want the company to develop and grow as well, and that's where I'll put in extra effort.”*

It seems that a high income would not bring out the best performance of this Y generation employee. In the short term, GP2 would be willing and motivated to work for a high salary in a job that he felt was otherwise unpleasant. He would not commit to this type of situation in the long-term, therefore it seems that even though GP2 identified money as his number one motivator, it would not amount to high performance levels in the long run.

GP2 commented that he values *“trust and responsibility”* most in his employer. He seemed to be extremely confident in his skills as well as noncommittal to a specific organization. He admitted that;

*“I commit to goals and my job and assignments in a company but not in the way that I'll be there forever.”*

This type of attitude presented by GP2 suggests that this generation is indeed less committed to organizations in the long-run.

Group participant three (GP3) identified flexibility, clear roles and open communication as her top three motivators. She seemed less concerned with the overall enjoyableness of the work environment and more focused on her role in the organization. She did also comment on the work-life balance:

*“You have to find a job that you enjoy, that you get back something from your work. Work is a part of life and there needs to be a balance.”*

This is where flexibility is a motivator, that she feels that she can achieve the right balance between her professional and personal life. Her other top three motivators, clear roles and open communication relate to being able to be efficient in the workplace. Developing communication for example in terms of clarity in roles and the general openness of all communication in the organization are ways to decrease the levels of anxiety

and frustration of the employee and in turn increase their performance by empowering them.

This group participant seemed to be the most eager employee and was very interested in discussing this topic. She characterized herself in the following way:

*“I bring positive enthusiasm; that things matter and I try and find the best way. Indifference is the worst, I want the best out of me and others and that is achieved by supporting each other. I feel that my strengths are communication and negotiation skills.”*

The value that she puts on communication was evident on many of her comments in the discussion. She felt that having a job automatically means that you are a part of a team.

*“I find the work community and atmosphere really important, that the atmosphere is supportive and that people help each other. And also that people remember to thank each other.”*

She expressed that nothing gets done when employees do not work together and therefore, for her open communication was highly valued as well as expected.

In addition to developing herself, being able to express herself openly is highly important to GP3:

*“Loyalty and commitment comes from finding a job where you can develop yourself, where you enjoy being, be able to learn more and express yourself”*

In regards to income, she feels that:

*“Money can do harm to your motivation when you don’t get enough. But when I’m happy with what I’m making, I don’t think about it, I focus on everything else.”*

This suggests that for GP3, income seems to be more of a hygiene factor than a motivator. A commission based salary would also not increase her levels of motivation. She said that she would find a commission based reward system unnerving and that she would prefer a sense of stability in this area. She did however recognize that it may be a source of higher motivation for other people.

Group participant four (GP4) identified being valued, flexibility and enjoyableness as his top three motivators. He seemed very concerned about how the employer views him. His number one motivator was to be valued by the organization:

*“The most important thing to me is that the employer respects and values me as an employee, my knowledge, education, experience and everything, as a person, that I am not just a machine there to do a job.”*

GP4 felt that he brings many ideas in to the company and that often was not heard or appreciated. This obviously creates a negative environment and due to these past experiences, being valued ranks as his top motivator. Flexibility and enjoyableness are his second and third most important sources of motivation, these speak to the significance of the work-life balance and are intrinsic sources of motivation.

Although this group participant feels that he is motivated by intrinsic sources, he was most interested in commission based salaries. He identified himself as a risk taker and therefore would be most motivated by this type of arrangement.

*“At some point being on commission or having a really good salary will take away from your personal life and create stress, and that’s not worth it.”*

His general view on salary was that once the satisfactory level has been reached, the meaning of income becomes less important. He seems to value his work-life balance but is also willing to work harder with a commission based salary which would take away from his free time but only to a certain point. GP4 values a high salary but in regards to overall life satisfaction, *“salary doesn’t matter as long as you like your job.”*

These four group participants shared many sources of motivation. Group participants one, three and four identified flexibility as a top three motivator. This seemed to highly coincide with this generations need to sustain a good work-life balance. Group members one, two and four listed enjoyableness in their top three motivators and a positive work environment was also agreed upon by group members one and two. (See figure twenty-two) This gives a general idea of what this generations employees value and assume to motivate them.

Group participant one seemed to be the most traditional member. She valued flexibility and individualism and found the level of turnover in todays’ workforce as source of anxiety. This was in stark contrast to the views of GP2 as he was clearly comfortable with not committing to an organization. Group participant three and four shared similar

opinions on being valued in the organization as well as open communication within the organization.

Group participants one and three were less interested in monetary compensation than group members two and four. Group member two was the most confident in his skills and GP4 identified himself as the risk taker. This difference between the members might be due to the fact that group members one and three are women and group members two and four are men as gender differences may be a factor to be considered here. Both group participants one and three identified stability as an important factor. Group participant three was most concerned with collaboration and role clarity. The overall feeling of this group seemed to be that the participants are motivated by flexibility and enjoyableness. They crave to be valued members of the workplace and seem very confident in their own potential contribution and performance.

### **6.1.2 Focus group 2**

Focus group two comprised of three participants (GP1-3) born between the years 1990 and 1981. Two participants were female [GP1 and GP2] and one was male [GP3], all participants were currently exchange students at the Turku University. (See Appendix 3 for detailed group participant information) All group participants contributed to the discussion. The interview was recorded and took place in an interview room at the Turku School of Economics. This interview took one hour and had the most variance in regards to age and ethnicity.

As previously mentioned, all of the group participants were asked to identify what they thought would motivate them at the beginning of the conversation. These top three motivators by each participant are presented in the figure below.

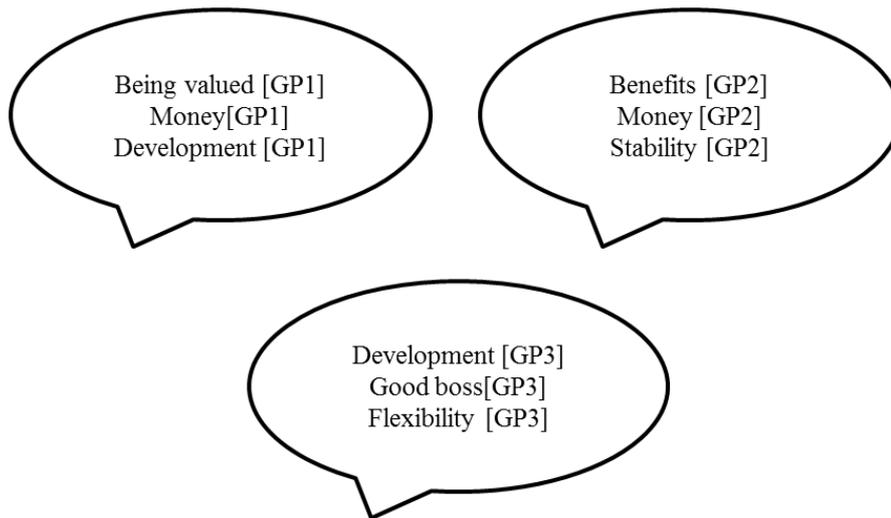


Figure 23 The top three motivators of the second focus group that were identified at the beginning of the discussion.

The first group participant (GP1) identified her top three motivators as being valued, money and development opportunities (see figure twenty-three). She was the youngest member of the group and was very concerned about how organizations treat their employees:

*"I want a company to care about their employees, to put them first. I feel that if the employees aren't happy or in a good position, they won't be able to perform their tasks. Basically the boss needs to be approachable and nice, also caring about the employees."*

GP1 seemed to crave a sense of value and her responses tended to be from a more individual basis rather than seeing the workplace as a collaborative agent. She also seemed to find the movement of employees between organizations as something expected.

*"The world now is so interconnected and fluid. There's a lot of transfer within companies just because it's so easy and natural in a way. A lot more flexible than it used to be."*

GP1 craved development opportunities and also listed money as one of her top motivators. She seemed very money oriented and income appeared to have a large effect on her motivation:

*“If you have a so called big position then there can’t be too much money. I’m the type of person that tries to save as much money as I can and I don’t think there will ever come a time where I feel like I’m earning too much.”*

Group participant two (GP2) identified benefits, money and stability as her top three motivators (see figure twenty-three). These obviously speak to a more extrinsic sense of motivation. She expects that a higher level education ensures that she should be rewarded. She also values stability which to her is a measure of the level of support she receives from the organization.

*“I find the benefits that the organization offers very important, and also the reputation. How the employee is supported and whether or not I feel secure in my position.”*

She was quite short with her answers and it seemed that these motivators very obvious to her and should be for everyone else as well. Her view on a satisfactory salary level was; *“the more you earn, the more you spend.”* However, she would spend the extra income earned on travelling and other “fun” activities. She expects a high level education to bring her a high income in an organization with employee benefits and stability.

The third focus group participant (GP3) identified development, a good boss and enjoyableness as his top three motivational factors. These motivators are intrinsic in nature and therefore it is more difficult to pinpoint their actual origin. He listed development as his most important motivator and he verbalized to how important and enjoyable it is to constantly learn at his work.

*“I think that our generation is more open to learning new things because we have been brought up in a way where constant learning is the norm.”*

His second motivator was listed as “a good boss”, this is somewhat hard to understand but seems that GP2 was speaking of the importance of open communication and support in the organization.

*“My boss has to be approachable, I want to be able to talk about issues and not walk around avoiding him. I want to be guided and also offer guidance. I hope that my boss would help me understand things but I def-*

*initely don't want someone that's going look over my shoulder all the time."*

This group participant was not very interested in money but was able to offer some guidelines that he would be satisfied with. He feels that there is definitely a limit where too much is too much but wants to get paid more than someone doing a job less valued than his and more than someone not working as hard as he is. He seems to a very equalitarian view to monetary compensation. However, he did recognize that he might change his mind if for example he had a family to support.

### 6.1.3 Focus group 3

Focus group three comprised of three participants (GP1-3) born between the years 1984 and 1982. All group participants were female (GP1-3), all participants were currently students at the Turku University and all were also Finns. (See Appendix 3 for detailed group participant information) All group participants contributed to the discussion. The interview was recorded and took place in an interview room at the Turku School of Economics. This interview took one hour and was the homogenous in relation to the participants' ages, genders and origins.

As previously mentioned, all of the group participants were asked to identify what they thought would motivate them at the beginning of the conversation. These top three motivators by each participant are presented in the figure below.

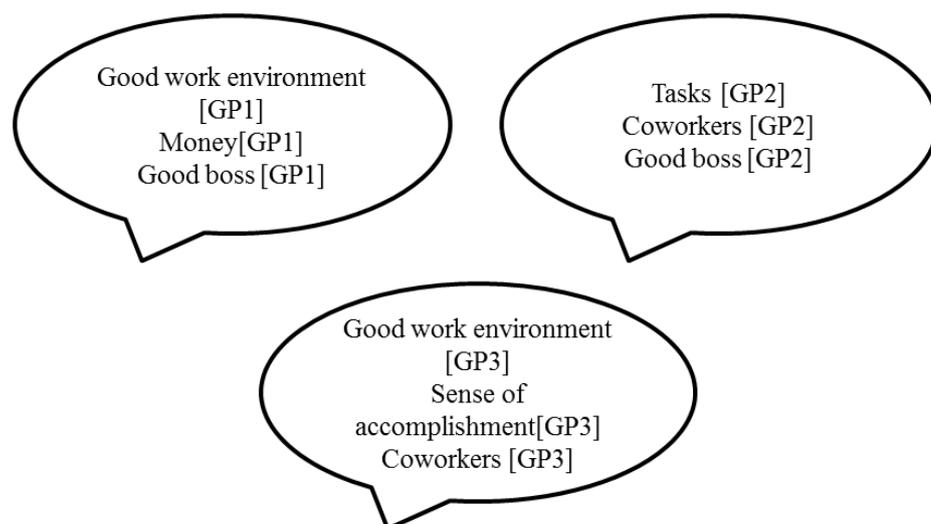


Figure 24 The top three motivators of the third focus group that were identified at the beginning of the discussion.

The first group participant (GP1) identified a good work environment, money and a good boss as her top three motivators (see figure twenty-four). When asked about her ideal work environment, she spoke of a “*good feeling, guidance and great atmosphere*”. Although she listed money as her second most important motivator, she seemed quite disinterested in the topic and went on to say;

*“Money isn’t very important to me right now because I don’t make a lot of it. I guess when you get used to a certain standard of living it would be difficult to go back from that. In Finland, the minimum is enough to live on so I’m not really worried about it yet.”*

It seems as though income does not motivate her, at least at the moment. When asked about what motivates a person in a job, money might seem as a natural motivator and this might be the reason why GP1 identified it as a motivator for her. However, as the discussion on motivation continued, the significance of money seemed to diminish and therefore she came to explain its actual irrelevance to her current situation.

Her third motivator was a good boss. For GP1 this relates to someone that can organize the employees in a way that everyone is able to do their jobs. This relates to setting clear roles for employees. She emphasized fairness and the smoothness of the daily routine.

*“If there is a certain goal that needs to be met, that the boss has organized everything in a way that the employees can concentrate on their jobs without being stressed by things that aren’t their responsibilities.”*

GP1 has very strict notion of roles in the organization and that everyone has a specific area as well as level of responsibility. She characterized herself as very independent when working and inferring from the discussion, she seemed to value the individual above the team.

Group participant two (GP2) identified her tasks, coworkers and a good boss as her top three sources of motivation (see figure twenty-four). Guidance and fairness in the organization were very important factors for her and she also explained that she is most demotivated by being given a task but not the means to complete it. What she found most motivating was the actual tasks that her job compiled of. For her, this was the most important aspect of the work environment as these tasks were what she was there to complete.

*“I’m working part time at a job with a woman that is about to retire. In the beginning, she had a lot of trouble with me coming in and messing up her routines by doing things differently. For me it was really frustrating*

*because I could see that some things could be done differently, there was an easier way but she wouldn't accept any change."*

The second and third identified sources of motivation are her coworkers and boss, this clearly highlights the importance of interpersonal relationships within the workplace. When questioned about the meaning of income, she simply responded: *"In the long run, money is definitely not the most important thing."*

Focus group member 3 (GP3) identified a good working environment, a sense of accomplishment and her coworkers as the most important motivators. She valued guidance, a great atmosphere and interesting tasks in the workplace.

*"When I get a job, I don't even necessarily know what the salary is, I apply because I want that particular job and don't really care what it pays" If it interests me, the minimum is enough. I'm sure I'll care more in the future but I think that experience gives you a better salary so I'm fine waiting."*

When questioned about what would demotivate her, she responded;

*"I become unmotivated when I'm given too much to do, when I'm alone and also when I don't have coworkers that I like."*

All her motivators and what she valued were factors relating to the atmosphere and her personal feelings towards her work. Her sources of job satisfaction and motivation were clearly intrinsic and stemmed not only from her work environment but also from her individual sense of accomplishment.

#### **6.1.4 Comparison of the three focus groups**

The general feeling of the three focus groups did not vary immensely. There were some differences between the groups but there were also differences within the groups. However, by generalizing, the first focus group was most concerned with flexibility in the work place, work-life balance and enjoyableness in the workplace. The second focus group was most interested in monetary compensation and being able to develop their professional skills. Focus group three members placed emphasis on the work environment and were more specific as to what constitutes enjoyableness in the workplace. This group was not at all concerned with salaries and compensation.

## 6.2 HRM systems

The two HRM policies to improve generation Y work motivation that were introduced in section 4.1 were flexibility in work arrangements and a culture of fun. The Y generation characteristics that support these motivational systems are achievement orientation, education, sociability and the ability to multitask. (Crampton & Hodge 2009, 1–5; Glass 2007, 98; Eisner 2005, 4; Lipkin & Perrymore, 16–18; Lowe et al. 2008, 45–47; McGuire et al 2007, 592–595; Yeaton 2008, 68–73.)

The reasoning behind the flexible work arrangements according to the literature is that this generation will be more innovative by not being confined by more traditional workplace structures (Lipkin & Perrymore 2009, 133). As discussed previously at length, the academic history of highly educated generation Y employees has taught them to be able meet goals without being strictly regulated (Eisner 2005, 4–6; Lowe et al. 2008, 45; McGuire et al. 2007, 592–594; Yeaton 2008, 68). Flexibility also allows for being able to control the work-life balance which has been found to be more important to this generation than previous generations (Hewlett et al. 2009, 72; Yeaton 2008, 68–73; Lipkin & Perrymore 2009, 131).

A culture of fun speaks to the more sociable nature of the Y generation employee. This facilitates social networking and allows for the workplace to be a better establishment for forming professional as well as social connections. A sense of belonging can be created by making the workplace feel less confined to the work side of the work-life balance. (Lipkin & Perrymore 2009, 152; Wesner & Miller 2008, 89–94.)

The following is a discussion on the comments made by the focus groups directly relating to HRM systems, namely flexible work arrangements and a culture of fun as motivating factors in the workplace. The participants were asked if these types of systems would motivate them to perform better in the workplace. The groups were also encouraged to provide real-life examples pertaining to the specific motivation systems. If the group felt that a certain topic was not decidedly motivating, it was pushed aside to direct the discussion back to more motivating topics.

### 6.2.1 *Focus group 1*

After the general discussion on motivation and what each group participant valued in employers, the group was questioned if they viewed flexible work arrangements and a culture of fun as something that would motivate them to perform better in their jobs.

The key comments relating to these two HRM systems are presented in the figure below.

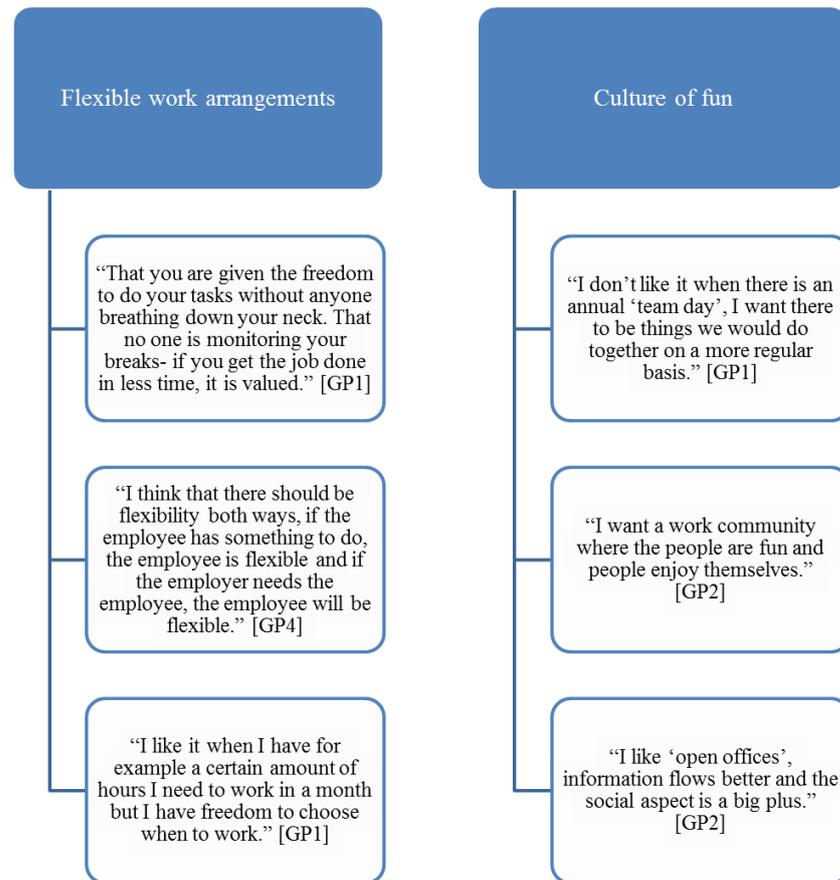


Figure 25 Key comments from focus group one members relating to HRM systems.

Focus group member one (GP1) listed flexibility as her number one motivator in the beginning of the discussion, therefore it was safe to assume that she would find flexible work arrangements as a highly attractive and motivating feature in an organization. Her opinions were quite strong and this seemed to be the topic that she was most passionate about. From the figure above, she commented on preferring a work environment where her input is measured in productiveness and not in the actual time she puts in. She became quite frustrated with the idea of someone watching over her in terms of how she uses her time (see figure twenty-five). GP1 also explained that a flexible work arrangement functions both ways;

*“If the employee is flexible to you, you want to be flexible for the employer.”*

Group participant two, three and four (GP2-4) agreed with the general consensus of preferring flexible work arrangements which can be inferred from figure twenty-eight. GP4 also concluded that flexibility is a mutually inclusive concept and as an employee he; “...*would be much more motivated to put in extra effort when I know that I can even things out in the future.*” The opinions of all participants were very clear and homogenous, it was concluded that these types of flexible arrangements were extremely motivating and the topic was quickly closed due to this strong consensus.

The theme of a culture of fun was not reacted to as powerfully as theme of flexible work arrangements. All group participants agreed that they valued a work environment where everyone enjoys themselves, however the concept of fun never came through strongly from the discussion. As can be seen from figure twenty-eight, GP1 would incorporate a higher sense of fun in her work teams by spending more time with her coworkers during her personal time. She would prefer a less formal work environment.

GP2 also agreed with wanting a work environment where people are fun and are enjoying themselves. He also commented that he would prefer (see figure twenty-five) an open-office rather than a traditional office. His reasoning was that this creates better communication as well as a social aspect in the work place. Whether or not a culture of fun would create motivation is unclear from this focus group discussion. It can be said that these types of arrangements are viewed in a positive manner and may be a source of job satisfaction for these focus group members.

It is nonetheless clear that this focus group members value enjoyableness as an important motivator which was made apparent from the general discussion at the beginning of the interview. However, the type of enjoyableness meant by these group members may well be created by other factors rather than trying to cultivate a culture of fun.

### **6.2.2 Focus group 2**

After the general discussion on motivation and what each group participant valued in employers, the group was questioned if they viewed flexible work arrangements and a culture of fun as something that would motivate them to perform better in their jobs. The key comments from focus group two relating to HRM systems; flexible work arrangements and a culture of fun are presented in the figure below.

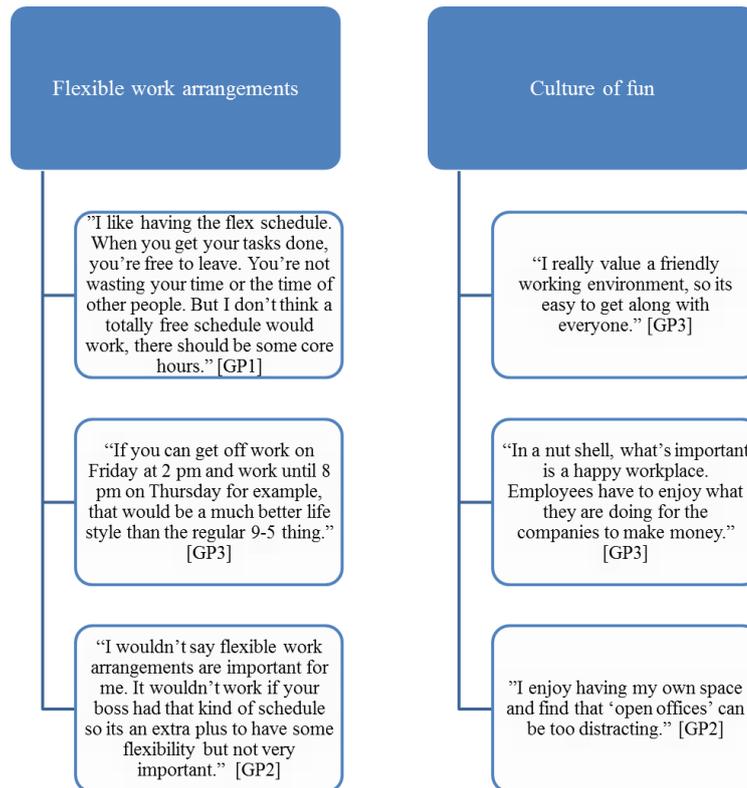


Figure 26 Key comments from focus group two members relating to HRM systems.

Focus group two responded somewhat conservatively to the idea of flexible work arrangements. Group participant one appeared to be highly motivated to perform and admitted to preferring a flexible schedule (see figure twenty-six) however, she seemed to view this type of an arrangement as a time-saver and not necessarily a source of increased motivation. She was instantly critical of the effect of a flexible schedule on the overall productiveness of the organization. She did however tell us about a situation where in hindsight, flexibility could have at least decreased her job dissatisfaction:

*"I worked for a company as an assistant, one of my tasks was to greet potential clients that came in with appointments. But no one was scheduled to come, I was still expected to sit there in case someone turned up. No one ever did, and I also had nothing else to do. I didn't have enough work. It was very frustrating but I never questioned it."*

Group participant three was instantly excited from the prospects of more flexibility in the work environment. However, he also appeared not to have given this much thought prior to this discussion. He suggested working late on Thursdays and leaving work earlier on Friday as the type of arrangement he would like to have which would motivate him (see figure twenty-six).

Group participant two was very disinterested in flexible work arrangements (see figure twenty-six) and dismissed the idea as an *“extra plus”*. The response from this focus group was not very enthusiastic and flexible work arrangements would probably not drastically increase their motivation to perform better. Group member three was the most responsive to this system of increasing motivation, however, his prior absence of consideration of the subject might speak to its incremental effect on his motivation as well.

Motivating employees by creating a culture of fun was also not responded to with great enthusiasm. GP3 made a point of saying that he *“really values a friendly working environment”*. He felt very strongly that a company cannot be profitable if the employees do not enjoy themselves (see figure twenty-six). However, enjoyment is not necessarily achieved by creating a sense of fun in the workplace. Certainly, embedding fun in the organization’s culture could increase the levels of enjoyment in the organization however, getting along with one’s coworkers seemed to be the greatest source of enjoyment. Group participant two had a strong opinion on open offices and informal workplace settings. She felt that open offices for example were too distracting for her and needed her own space to perform well.

### **6.2.3 Focus group 3**

After the general discussion on motivation and what each group participant valued in employers, the group was questioned if they viewed flexible work arrangements and a culture of fun as something that would motivate them to perform better in their jobs. The key comments from focus group three relating to HRM systems; flexible work arrangements and a culture of fun are presented in the figure below.

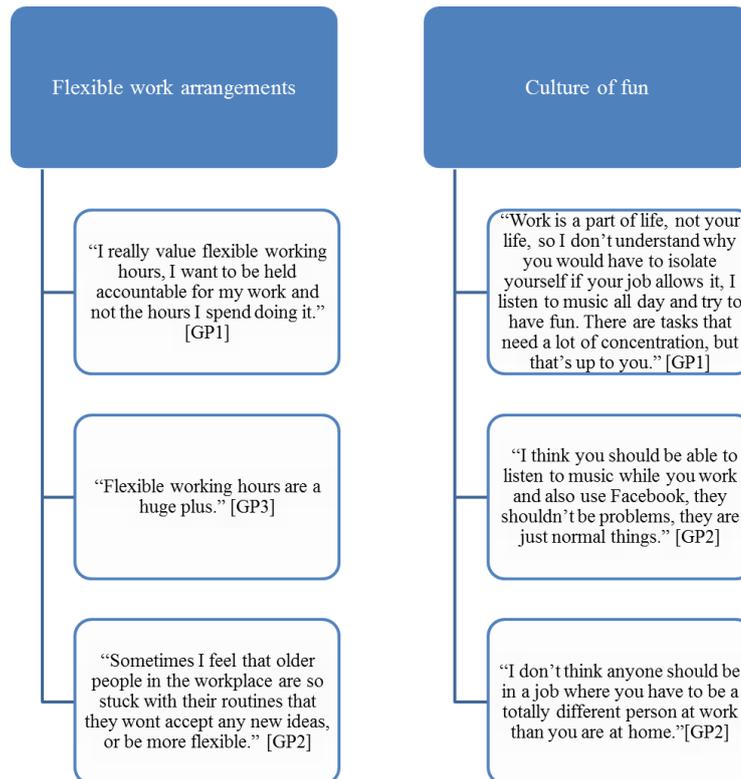


Figure 27 Key comments from focus group three members relating to HRM systems.

The key comments from the focus group relating to flexible work arrangements are listed in the figure above. Group member one would be very motivated by flexible work arrangements, she was of the opinion that her work should be observed by her performance and not the time she spends doing it. GP1 related flexibility with trust;

*"There needs to be a sense of flexibility and trust in you as an employee to be able to do your job."*

Group member one thought that at her current job, as long as she gets her work done well, she is then free to adapt to situations and tasks the way she sees best. Group participants two and three agreed that flexibility is a significant motivator. Group participant two felt that her role in the workplace should also be more flexible in terms of how things get done. There should be more room in how she completes her assigned tasks. (See figure twenty-seven) Group participant two gave an example of a situation where she was expected to be flexible but did not get anything in return:

*"I once had a boss that would routinely call me on my days off and ask me to come to work, I didn't really have a choice as I knew I was the only*

*one available. My boss was very nice about it but I was never given any opportunities for flexibility. I was happy to be needed but in the long run, it was very frustrating because I felt like I couldn't say no and also got nothing in return."*

Group member three responded to flexible work arrangements very positively and explained that in her current job, flexibility works very well and is a significant motivator for her:

*"The last job I started, my boss immediately told me that she was not paying me for my time but my contribution to the company. This immediately had a huge impact on my motivation and also made me feel valued as a professional."*

The culture of fun discussion was not vast. Group participant one admitted that she tries to have fun in the workplace, that her job should not consume her, she incorporate a sense of enjoyment in her workday by for example listening to music. Group participant two and three agreed with GP1. However, the sources of fun that these participants had were individual and did not speak to an overall culture of fun in the workplace. GP2 made it clear that she did not want to lose herself in the professionalism of the workplace. (See figure twenty-seven)

*"I wouldn't apply for a job where I felt that I couldn't be myself."*

All participants spoke to the importance of being able to listen to music when appropriate and using social media such as Facebook in the office. Coworkers and the social aspect are highly important which became clear from the general discussion on motivation sources. GP2 explained that for her, not liking her coworkers would be a very important source of demotivation because coworkers are essentially what makes a job fun.

#### **6.2.4 Comparison of the three focus groups**

Focus group one and three had very similar views on flexibility and a culture of fun. Flexibility was discussed as highly motivating and very attractive in an organization. Both groups responded to a culture of fun by relating it to overall enjoyableness and pleasant work environment. Focus group two were much more conservative in relation to flexible work arrangements. They seemed to be able to appreciate flexibility but it did

not seem to rate high on their sources of motivation. The concept of a culture of fun seemed to be as foreign to this group as it was to groups one and three. This may be due to a lack of experience where an organization has implemented this type of environment. However, from these discussions, it is not evident that a culture of fun would directly affect motivation and performance in a positive way.

### **6.3 Training programs**

The two training programs to improve generation Y work motivation that were introduced in section 4.2 were training and development as well as mentoring. The Y generation characteristics that support these motivational systems are achievement orientation, confidence, education, sociability, the ability to multitask and the need for both management support and feedback. (Crampton & Hodge 2009, 1–5; Glass 2007, 98; Eisner 2005, 4; Lipkin & Perrymore, 16–18; Lowe et al. 2008, 45–47; McGuire et al 2007, 592–595; Yeaton 2008, 68–73.)

Training and development allow generation Y employees to grow and are source of self-fulfillment (Lauenberger et al. 2005, 19–20; Baldonado & Spangeburg 2009, 99–101). Training programs allow employees to develop their professional skill set as well as network and connect with one another (Crampton & Hodge 2009, 1–5; Eisner 2005, 4; Glass 2007, 98; Lowe et al. 2008 45–47; McGuire et al. 2007, 592–595; Yeaton 2008, 68–73). In addition to providing professional growth, training and development also increase the level of feedback and management support each employee receives. As these generation Y needs can be more costly to the organization in regards to time, motivating through training and development can be a highly mutually beneficial tool to the employee as well as the employer. (Crampton & Hodge 2009, 1–5; Eisner 2005, 4–6; Glass 2007, 98–102; Lowe et al. 2008, 45; McGuire et al. 2007, 592–592.)

Messmer (2003; 16–17) suggests mentoring programs as a cheaper alternative to training and development as the only cost is the time of the mentor and the mentee. There are many benefits to mentoring and it can be a more personal and wider approach to training and development programs. These benefits include receiving a better perspective on the organization and on how the industry works. The emphasis is not on training and developing a specific skill set, but understanding the organization in full and being able to anticipate what is expected from success at the organization. (Clifford & Thorpe 2007, 60; Miner & Crane 1995, 412.) The following is a discussion on the comments made by the focus group relating to these two types of training programs; training and development as well as mentoring. The participants were asked what their

thoughts were on these subjects and whether or not they would view them as ways to motivate.

### 6.3.1 Focus group 1

The following figure represents the key comments made by the group relating to training and development opportunities as a means to increase motivation. Mentoring was not discussed as none of the members had experience or strong opinions on the effect of mentoring on their motivation and performance in an organization.

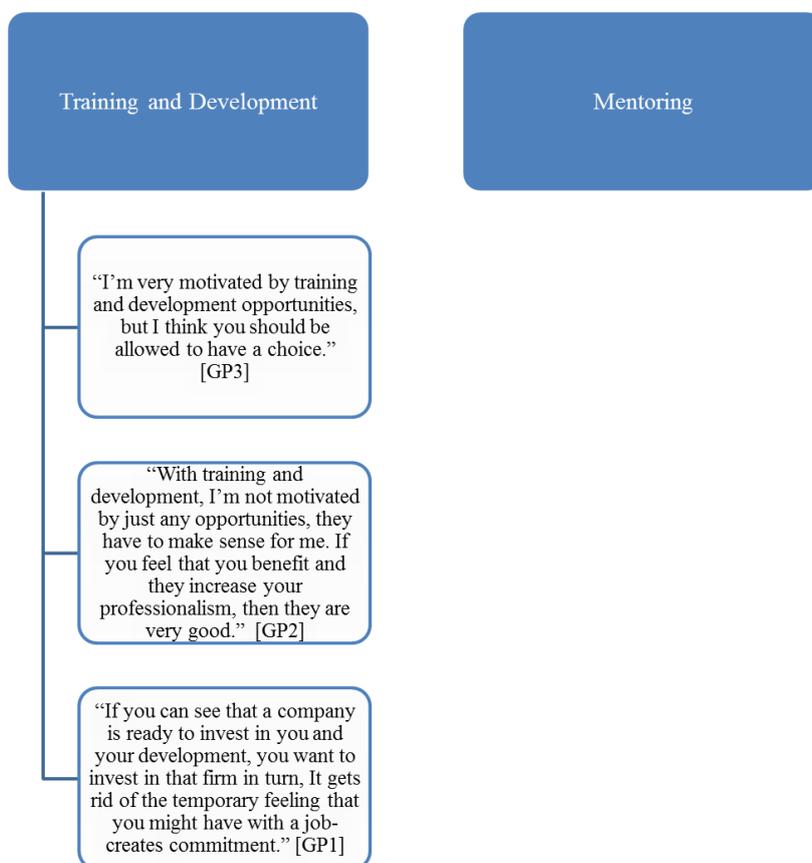


Figure 28 Key comments from focus group one members relating to training programs. There were no comments on mentoring programs.

All group participants had positive reactions to training and development creating motivation. Group participant one was of the opinion that when a company invests in an employee, it creates a sense of value and commitment. Group participant two made a point of explaining that he would only be motivated by training and development opportunities that he felt would benefit him professionally in his view. Group participant

three was also motivated by training and development but stressed the point that it needs to be voluntary. (See figure twenty-eight) Group participant four agreed with all of the other group participants and summarized his thought as; *“I always want to learn, develop and learn more.”*

From the general comments made by GP2, it can be inferred that he is the most non-committal of the group participants. This came to light as he commented that he viewed changing jobs as something than can replace training and development.

*“The companies where people enjoy being, have committed employees and a low turnover. If you find a job with development possibilities that you enjoy, it definitely creates commitment. But for me training and development opportunities to move up aren’t so important because I can always change jobs.”*

Group participant one’s opinions were in stark contrast to GP2, she explained that the training and development are one of the first things that she wants to know about when she is applying for a position because it directly relates to her opportunities to achieve a higher position.

*“When you start a job, I want to know what T&D opportunities are available so I know if there’s a possibility to move up in the company.”*

In GP1’s case, it was established in the general discussion that she valued commitment very highly and training and development would increase her commitment and motivation to perform within the organization. Group participant three was not only interested in the training and development opportunities that an organization offers but also wants to be able to independently search for possible training and development opportunities unknown to the organization.

*“It’s really important for the company to invest in me and also to trust me that I am able to identify what training and development opportunities are beneficial to me professionally.”*

All participants were clearly interested and recognized training and development as a motivation system in the organization. Even though, GP2 dismissed the idea of training and development being necessary to move up professionally, he did admit that training and development is necessary if a company wants to keep turnover low. This motivational system was clearly something that this group had considered previously because

in addition to their interest, they all had some concerns on how the actual training and development systems were implemented. Mainly referring to being voluntary and making sense on an individual professional level.

### 6.3.2 Focus group 2

The following figure represents the key comments of focus group two relating to training and development as well as mentoring on motivating.

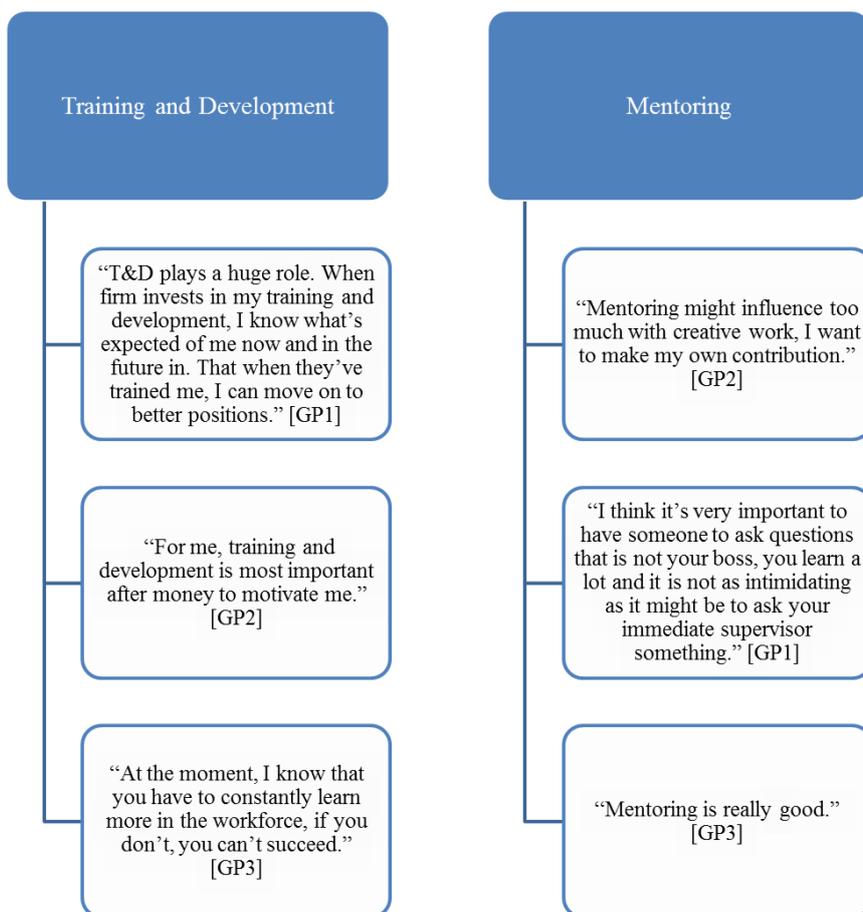


Figure 29 Key comments from focus group two members relating to training programs.

The overall reaction to training and development by this group was positive. Group participant one saw training and development opportunities as straight route to a better position. For her, it decreases anxiety by her a sense of knowing what is expected of her now and in the future. Group participant two responded to training and development as a motivator by declaring that it is the second most important motivating system for her

after income. Initially, in the general discussion she ranked benefits, money and stability as her top motivators.

It was expected that these views would change in the course of the discussion as new ideas were discussed. If her number one motivator is in fact her income, it makes sense that training and development would come second as it is a straightforward way to move up in an organization and receive a promotion. (See figure twenty-nine) She continued to explain her reasoning:

*“Future prospects would motivate me; that I can develop as a person and within the company. I want to know for sure that if I contribute I will get a reward, any kind of reward for example like training or more education. Then I want to stay in the company even if I can get a better salary somewhere else. When you know that by staying in this company, you will learn more and become more professional then you also know than you can compete for even higher salary and position.”*

Group participant three did not view training and development as voluntary in any way, for him it was not a question of developing professionally to be able to move up in an organization but as something necessary to be able to succeed at any level. (See figure twenty-nine) For him, training and development is expected and essential and might not seem as an additional system to be motivated by.

The concept of mentoring was not discussed in much length. Group participant one highly valued having someone ask questions from without having consult your immediate supervisor. However, this role would be able to be filled by any coworker if there is a culture of open communication in the organization. Group participant three thought mentoring would be *“really good”* but had no deeper thoughts on the issue. Group member two responded to the concept of mentoring negatively. She thought that it could possibly restrict her own innovativeness and felt that her own individual contribution would suffer. (See figure twenty-nine)

### **6.3.3 Focus group 3**

The following figure represents the key comments of focus group three in relation to training programs in relation to motivation.

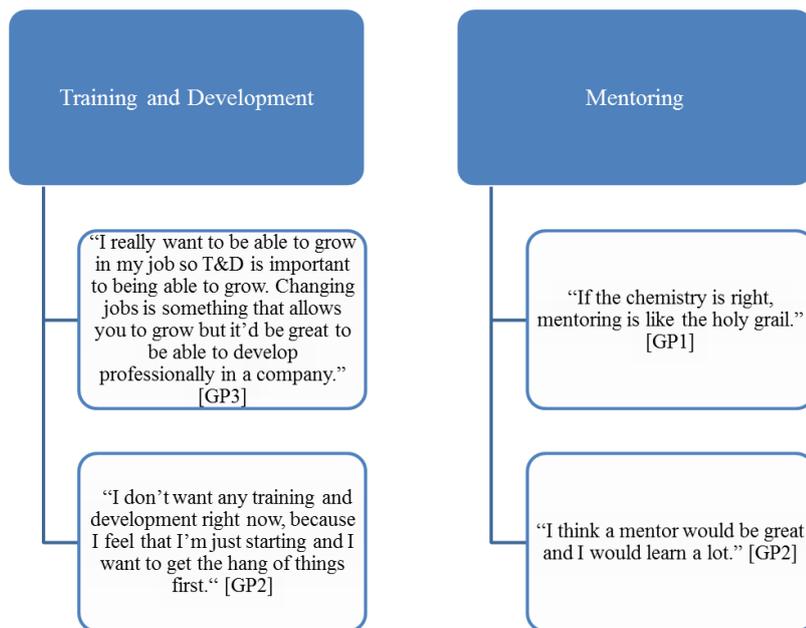


Figure 30 Key comments from focus group three members relating to training programs.

This focus groups view on training and development was quite contradictory. Group participant two was not at all interested in training opportunities as she felt that she was just completing her studies and did not want to be overwhelmed with additional training and development. Her views on the issue were very short-term in nature and she had clearly not considered future opportunities to develop professionally. (See figure thirty)

Group participant three recognizes the importance of training and development to be able to move up in an organization, however she also feels that changing jobs accomplishes the same thing. Therefore, training and development might not be a motivating factor for her, as she sees ways around it. She does value the possibility to develop within one organization. (See figure thirty)

In addition to the obvious professional growth, training and development may also be an important way to network with professionals in the same industry. Group participant one expressed:

*“Training and development is highly important because many industries are changing rapidly, it is not only a way to keep up but also make new connections.”*

GP1 also recognized the role of training and development in retention as well as commitment to a position.

*“Even though one of my previous jobs was temporary, I still got to take part in all the T&D opportunities relevant to my position. It made me feel like I was really important and valued even though I knew I wasn’t going to be there long. It was like an all-inclusive company policy. I really felt committed because they were investing in me.”*

She seemed to be the most motivated by training and development, both in the long-run of her career as well as in the short-run for growing in her current position.

Mentoring was responded to very positively among this focus group. Both group participants two and three felt that they could learn from a mentor which would greatly benefit them in their chosen careers. Group participant one was most excited about the prospect of having a mentor. She was conscious of the chemistry between mentor and mentee having to be right but if the relationship functions well, she would be most motivated by this type of arrangement. GP1 viewed mentoring as being more motivating than training and development opportunities. She explained that a personal and exclusive relationship between a mentor and her would increase her performance abilities to a much greater level than simply generic training and development systems available to all or most employees. (See figure thirty)

#### **6.3.4 Comparison of the three focus groups**

The opinions of the three focus groups in relation to training programs and motivation varied greatly. Focus group one was clearly motivated by training and development but was also concerned with being able to have the best fit individually. Focus group two related training and development to promotions and more money, they saw a positive linear relationship with monetary compensation and training and development. Focus group three was least motivated by training and development when comparing to the first two groups.

Mentoring was not discussed at all by focus group one. Focus group two had no experience with mentoring but would react positively to such an opportunity. Whether or not this would create motivation is hard to say. Focus group three was very enthusiastic when presented with the idea of mentoring programs, valuing it higher than more traditional training and development opportunities. However, the lack of experience with mentoring was apparent in the discussion.

## 6.4 Communication systems

The third motivational system introduced in section four was communication systems. Three important methods for motivating generation Y were discussed, these include keeping up with technology, clarity and goals as well as feedback. These three communication systems relate to the following Y generation characteristics; achievement orientation, educated, able to multitask, tech-savvy and the needs for feedback and management support. (Crampton & Hodge 2009, 1–5; Glass 2007, 98; Eisner 2005, 4; Lipkin & Perrymore, 16–18; Lowe et al. 2008, 45–47; McGuire et al 2007, 592–595; Yeaton 2008, 68–73.)

Keeping up with technology to some degree is of course necessary in the modern work environment to be able to compete efficiently and effectively. However, due to the tech-savvy nature of the Y generation employee, it is suggested that outdated technology is demotivating. It could also be advantageous to the organization to take advantage of not only their skills in this area but also their vast knowledge on other perhaps better alternatives. (Lipkin & Perrymore 2009, 106.)

Clarity and goals refers to being clear on what is expected from the employee, why the tasks assigned to them are important as well as setting clear goals that can be achieved. This can be achieved by clearly defining requirements and by for example setting clear goals to achieve promotions. This in turn creates structure and trust which decrease anxiety and frustration. (Yeaton 2008, 68–73.)

Giving feedback was the last communication system introduced. One of the more stressed aspects of the Y generation employee is specifically their need for feedback however unfortunately this may easily be overlooked in the relationship between the employee and the supervisor. There are many ways in which the amount as well as the content of feedback can be improved which was discussed previously when introducing the various communication systems to improve motivation. (Woodward 2009, 45–48.)

The following is a discussion on the comments made by the focus groups relating to the three communication systems to improve motivation. The participants were asked whether they thought these systems would motivate them and whether they had any specific examples relating to these topics.

### 6.4.1 Focus group 1

The following figure is a representation of the key comments relating to the communication systems proposed to increase motivation. Keeping up with technology, setting clear goals and roles as well as feedback are discussed.

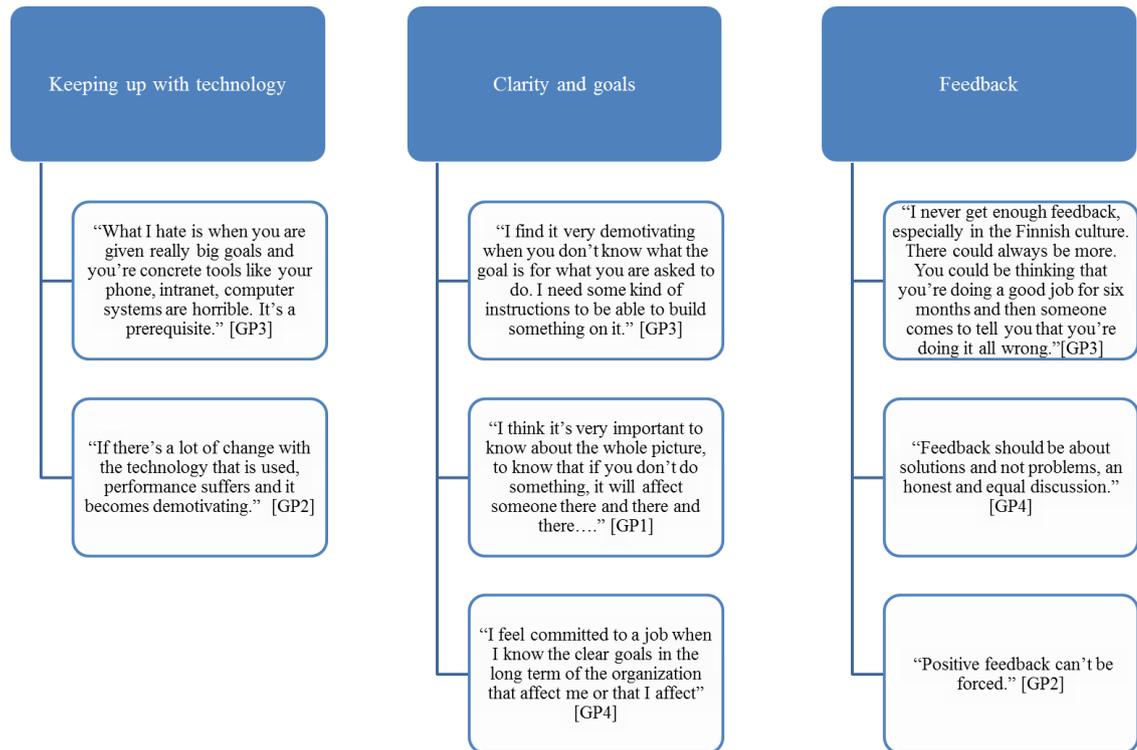


Figure 31 Key comments from focus group one members relating to communication systems.

Keeping up with technology was the first motivation system that was discussed. The focus group seemed somewhat confused about this issue being a source of motivation. To all participants, a standard level of acceptable technology was a prerequisite and did not seem to create motivation. Group participant three stated if she were given a task that required a certain level of technology that she was not given, she would be highly dissatisfied. Group participant two added that he equates technology with income. A certain level is expected however improving on technology past the required standard would not increase his motivational levels. (See figure thirty-one)

As technological advancement is highly rapid, updating and changing information systems also became a discussion point. All participants were confident within their skills of being able to learn new computer systems for example but group participant two added:

*“If there is a lot of change with the technology that is used, performance suffers and it becomes demotivating.”*

The group did not feel that keeping up with technology or offering advancements to employees would be a successful motivational system and all group members also agreed that having an unsatisfactory level of technology at their disposal or having to constantly change technologies would be demotivating. Group participant one shared an

experience where the acceptable level of technology was not met and created demotivation and poor performance:

*“I worked for a recruitment agency and one of my tasks was to take pictures of the potential candidates. I was given a camera that worked with batteries and was broken. The battery latch had to be taped closed and it rarely worked. I felt that it was embarrassing for me as well as the company. I ended up not taking any pictures because I felt that I was not given the appropriate tools to complete the task.”*

Being clear when setting tasks and goals prompted a strong consensus of their importance in an organization. Group participant three listed clear goals and open communication as two of her three top motivators in the general discussion:

*“Communication, both ways is the most important thing.”*

She felt that she is highly demotivated when she is unaware of the final goal to which she is contributing to. Being told the expected end result would steer her in the correct direction and would boost her motivation and performance levels. Group participant one regarded that being able to understand where exactly her work affects other parts of the organizations as highly important. Knowing the consequences of her performance and efforts would motivate her personal effectiveness and motivate her to perform to the best of her abilities. Group member four was not only motivated by being aware of the broader goals of the organization but for him, it also created commitment. (See figure thirty-one)

Feedback by far provoked the strongest reaction of communication systems in this focus group. Not only was the amount of feedback discussed but also the quality. All participants felt that they were not getting enough feedback from their current or past employers. Group participant three felt that the lack of feedback might be due to the Finnish culture and felt that someone might be doing badly for a substantial amount of time before their methods were corrected. (See figure thirty-one)

Group participant four stressed the importance of feedback being a discussion where solutions are created and not only a way to either compliment or criticize the employee.

*“Feedback needs to be like an open talk about your development. Not just right and wrong. For example, a monthly coffee break with your superior about how everything is going.”*

Group participant two pointed out that sometimes positive feedback may seem to be forced. He explained that as many managers may realize the importance of giving employees positive feedback, the feedback should still be constructive. (See figure thirty-one) Group participant three also agreed with GP2, that the content of the feedback is highly significant:

*“The style of feedback matters a lot, an intelligent boss gives you feedback in a way that you also get skills and develop.”*

Group participant one stated that she *“needs a lot of feedback, not just negative feedback.”* She had also experienced a situation where her immediate supervisor lacked the skills to be able to provide employees with constructive feedback:

*“The team leader I had at my last job would only smile when he found out that I had made a mistake and gets to tell me, we had no positive feedback at all. If the manager is ‘not present’ and only gives negative feedback- that is highly demotivating.”*

All group participants not only craved more feedback but also felt that the content and context of the feedback they have had given could be improved. The group was not anxious about receiving negative feedback, given that the feedback is constructive and they would be able to develop from it. Not getting any or only negative feedback was felt to be very demotivating. Feedback should be routine, constructive and lead to higher levels of motivation and performance.

#### **6.4.2 Focus group 2**

The following figure is a representation of the key comments relating to the communication systems proposed to increase motivation by focus group two. Keeping up with technology, setting clear goals and roles as well as feedback are discussed.

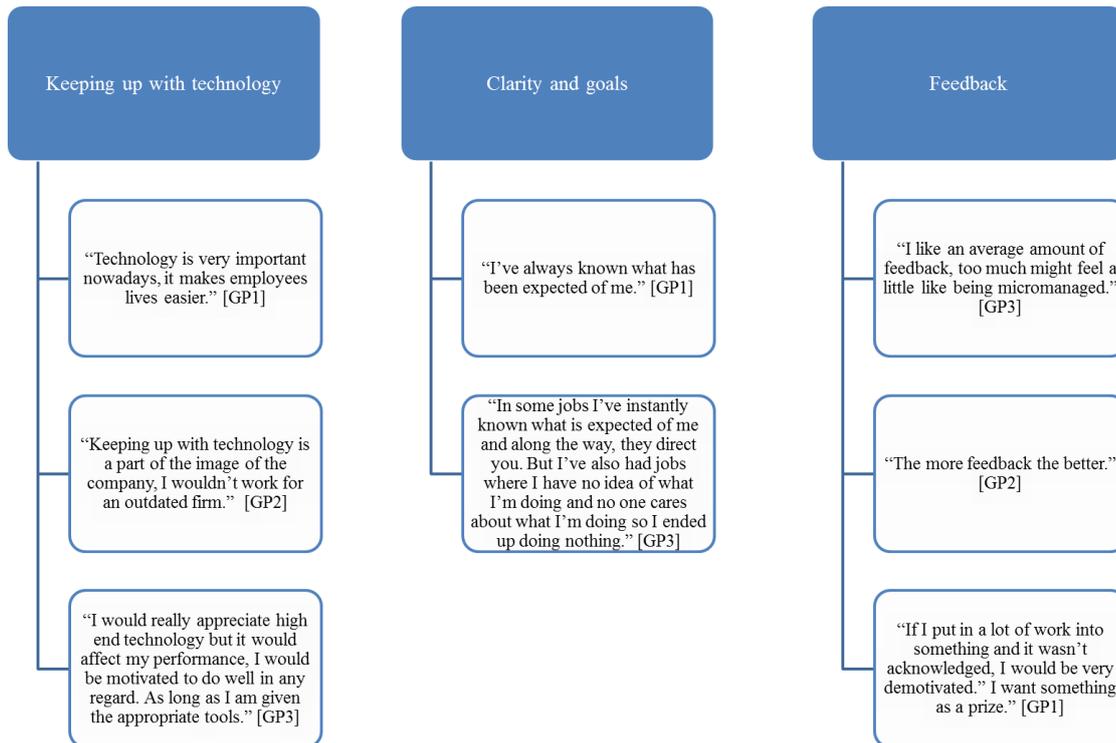


Figure 32 Key comments from focus group two members relating to communication systems.

This focus group did not react to keeping up with technology in a way that would suggest that it would be a motivator for them. Group participant one felt that technology makes the lives of employees easier. She continued to explain that:

*“If by having really good facilities, you could do your job much better, then of course I’m motivated to take full advantage of the technology at hand but it doesn’t affect your job performance.”*

She would do her job as well with or without advanced technological opportunities. Technology for her is a way to be able to perform but would not by itself motivate her. She did also discuss how a lack of technology can create job dissatisfaction.

*“I once worked as a receptionist and we didn’t have any internet, I never understood why and in my down time I would have liked to be able to take advantage of it. I never realized before that there are places that aren’t connected to the internet and for me, it was a source of job dissatisfaction but I also don’t think having it would have motivated me.”*

Group participants two's opinion was more radical than her peers. She stated outright that she would not work for a firm that did not have the standard of technology that she viewed as appropriate. Group participant three appreciates technology but also stated that it would not affect his motivation and he would perform regardless. (See figure thirty-two)

In regards to clarity and goals, group participant one was very confident, she felt that she has always known what has been expected from her in the workplace. She values support from her employee:

*“Basically the boss needs to be approachable and nice, also caring about the employees. I want to work somewhere where people communicate.”*

GP1 equates a caring and communicative boss as a way to feel secure in her position. By having a supervisor that supports her, she is able to function well in her position and knows what is expected of her. Group participant two recognizes the importance of clear tasks, however, she has also not experienced problems in this area. Group participant three clearly explains that he has had jobs where he has known what has been expected of him. His goals have been clear and he has been directed along the way to achieve his objectives in the workplace:

*“When you have questions, you need to know who to ask. It's a process.”*

He realizes that there is a progression in achieving and performing by being able to ask questions and openly communicate with coworkers and supervisors. He has also had experiences he has not known what has been expected of him. These situations have led to his performance being minimal. (See figure thirty-two) The correlation between clarity of goals and motivation seems to be positive and creates higher performance with this focus group.

Feedback as a motivator was discussed and all three participants of the group recognized its importance. Group participant two clearly states that the more feedback she receives, the better. Group participant one recognizes feedback as a reward, she is willing to work hard but would find it difficult to accept her work not being recognized. (See figure thirty-two) Group member two also explains that she would be highly demotivated if her efforts were not acknowledged:

*“What would kill my motivation? Trying my best and putting an effort and it would just be accepted and everyone moved on. I want some kind*

*of reward to feel appreciated and needed. This is a part of feedback and very important to me.”*

Group participant three was the only one that did not clearly state a need for more feedback, he would feel micromanaged if he were given much feedback. (See figure thirty-two) He did, however, state that he finds communication and being able to ask questions very important and sees these as alternatives to direct feedback. The reason for his lesser need for feedback, compared to his group participants might be that he was clearly older and had the most experience in the workforce. Both group participants one and two were starting out in the workforce which may influence their needs and views on feedback.

### 6.4.3 Focus group 3

The following figure is a representation of the key comments relating to the communication systems proposed to increase motivation by focus group three. Setting clear goals and roles as well as feedback are discussed. Keeping up with technology was not discussed as it was not recognized as a motivator or an issue that was important to this focus group.

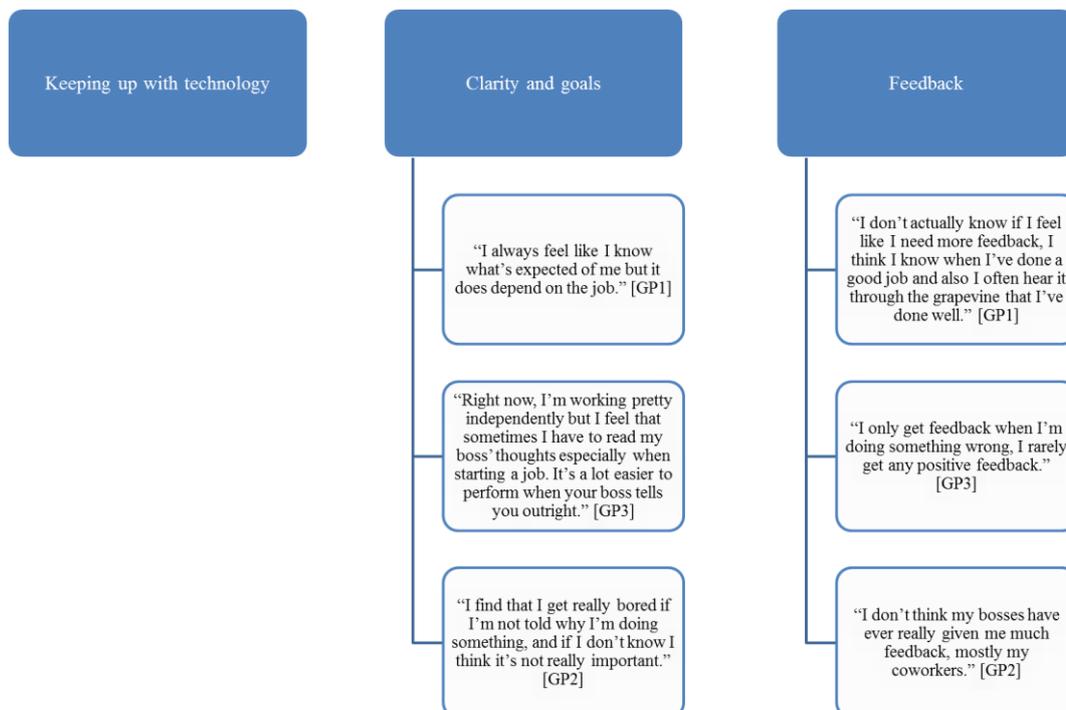


Figure 33 Key comments from focus group three members relating to communication systems. There were no comments on keeping up with technology.

The discussion about clarity and goals was more focused on starting a new job rather than a long term perspective with this focus group. Group participant one felt that she always knew what has been expected from her and has never felt the need more clarity. (See figure thirty-three) She explains:

*“I think that introducing someone to a new job is always difficult but I feel like I’ve had enough information given to me but I also ask a lot of questions so that helps.”*

Group participant two explained that she would become demotivated if she did not know the reasons behind her assigned tasks. She would not appreciate their importance unless it was clearly explained to her:

*“When I was interning I had no idea why I was doing what I was doing so I wasn’t really interested in the end result.”*

Group participant three feels as though sometimes she has to be a ‘mind reader’ to be able to perform her roles. If she were given goals that were not explained clearly, her tasks may become meaningless to her. She appreciates outright clarity and direction from her supervisor. She continues to explain:

*“Sometimes I feel really stupid asking questions that everyone assumes I already know”*

Group participant two had also similar experiences with a disconnect between what she had been taught and what her supervisor thought she had been taught:

*“Generally, I have always felt that I needed a better induction, I asked once about it and they said that they had a list on what they had to introduce me to, and they had gone through all of them. We never talked about it again.”*

Clearly this focus group felt that their largest issue with clarity and goals are at the induction phase in an organization. Noticeably, communication is the key to ensure that the employer knows if the employee has a clear vision of what is expected of them. Open communication also allows for the employee to investigate any discrepancies they she may feel in their role within the organization.

Generally, this focus group felt that the level or quality of feedback they receive is low. Group participant one feels that she does not require more feedback, however, she does explain that she receives feedback from unofficial sources such as her coworkers regardless. She gives feedback to her coworkers and admits that naturally positive feedback is always nice to hear. (See figure thirty-three)

Group participant three states that she has never received any positive feedback from her supervisors but from her coworkers. She hopes for more feedback in the future as she recognizes it to be a great way to develop. Group participant two agrees with GP3 and explains:

*“I’ve gotten some negative feedback but it has always turned in to positive feedback so I definitely know that all kinds of feedback is really important and would want more.”*

Although group participant one does not feel that she would benefit from more feedback from her supervisors she feels that working in a team accomplishes the same results:

*“I feel like I get constant feedback from my coworkers and they are there so I can ask questions and advice when I feel that I need to.”*

Group participants two and three would prefer to receive more feedback, both recognize the importance of positive and negative feedback in terms of developing personally. GP2 makes a point of explaining that she also values and is motivated by feeling like the employer takes into consideration the needs of the employee and treats them as individuals. Communicating is highly important to all three members of this group, however, group members two and three seem to have a more difficult time in expressing their needs to the employer.

#### **6.4.4 Comparison of the three focus groups**

Focus group one thought of technology as a prerequisite to be able to function in the workplace. After considering keeping up with technology, they came to the consensus that it would not increase their motivation. Focus group two agreed that keeping up with technology was not a motivator but seemed to think that it was a more important image issue to the company than other focus groups. Focus group three had no opinions on keeping up with technology and it was not even considered as source of motivation.

Focus group one came to the strong consensus that clear goals are highly important in regards to motivation and performance. Focus group two had not suffered from unclear goals in their previous experiences but did also confirm a positive correlation between clear goals and motivation. Focus group three concentrated on the induction process and did not necessarily consider goals in the work place but the discussion became more focused on initial role clarity and learning.

Feedback was highly important for focus group one, they craved more and were also conscious of the quality of the feedback. Focus group two viewed feedback as more as a reward for good performance and negative feedback was not given much thought. There was also not a consensus with the group. Focus group three admitted that feedback was important but seemed to be less concerned than focus group on the level of quality if the actual feedback offered in the organization.

## **6.5 Decision making policies**

The fourth motivational system was related to the decision making policies of an organization, specifically collaboration and teamwork and giving ownership of tasks. These relate to the sociable, multitasking, feedback craving, confident, achievement oriented and educated characterization of the Y generation. (Crampton & Hodge 2009, 1–5; Glass 2007, 98; Eisner 2005, 4; Lipkin & Perrymore, 16–18; Lowe et al. 2008, 45–47; McGuire et al 2007, 592–595; Yeaton 2008, 68–73.) Ways to facilitate open communication among employees as well as giving them a sense of ownership within their own tasks can be great methods to increase motivation levels and performance (Lipkin & Perrymore 2009, 190–192; Yeaton 2008, 68–73).

It is suggested that Y generation employees are natural team players and teams can be an exceptionally good way to address some of the specific generation Y needs in the workplace such as feedback and support (Lipkin & Perrymore 2009, 81). Teamwork is not only valuable but also indispensable in some instances and recognizing the Y generation employees' competence for working in this type of environment can substantially increase performance levels in an organization (Lipkin & Perrymore 2009, 160–163; Glass 2007, 102).

Giving ownership of tasks refers to giving the employee the responsibility to complete task without constraining them with constant micro-management. Ownership and responsibility create trust and may motivate the confident Y generation employee to show their skills and also create a sense of achievement and advancement within the organization. (Baldonado & Spangeburg 2009, 99–101; Lipkin & Perrymore 2009, 30.) However, giving ownership and responsibility to employees must always be planned

and done in an incremental way to avoid overwhelming the employee which may lead to increased levels on anxiety and in turn, function as a demotivator (Lipkin & Perrymore 2009, 90). The following is a discussion on the comments made by the focus groups relating to collaboration and teamwork as well as ownership and how increasing the levels of collaboration and ownership affect motivation and performance of these Y generation employees.

### 6.5.1 Focus group 1

The following figure is a representation of the key comments relating to the decision making policies proposed to increase motivation by focus group one. Collaboration and teamwork as well as giving ownership of tasks are discussed.

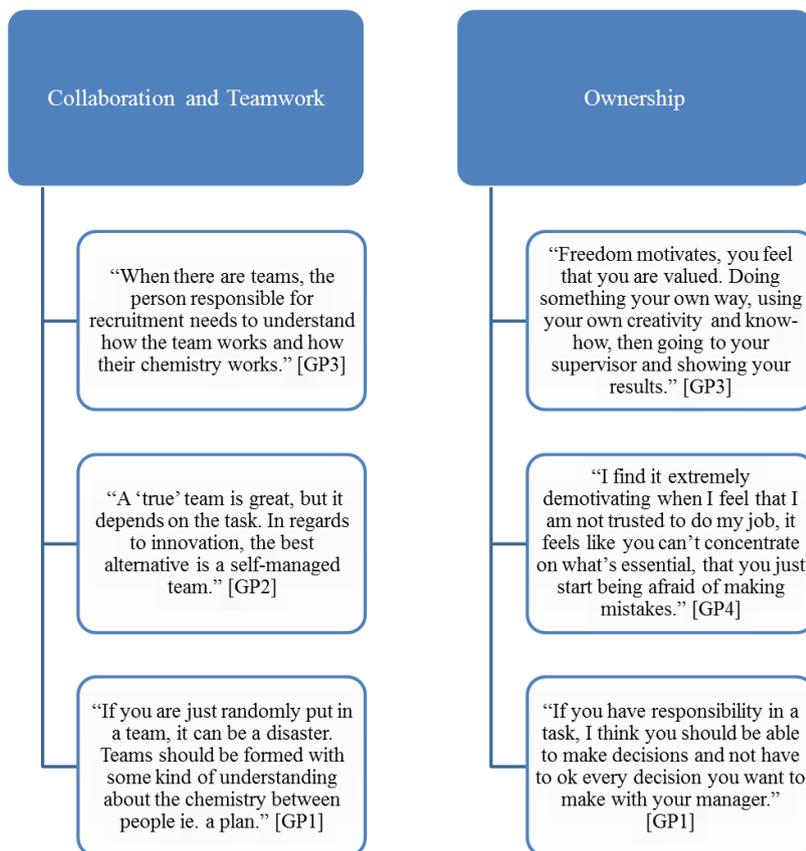


Figure 34 Key comments from focus group one members relating to decision making systems.

All focus group participants clearly expressed that they would rather work in teams than individually. However, all participants also raised concerns about the functionality of the team. Group participant one recognized that a team that is formed randomly, without

a specific plan for its functionality may be very unproductive. Group participant two was also conscious about the team dynamic and proposed that a self-managed team was the greatest source of innovation within the organization. Group participant three stressed the importance of the experience the person forming the team has. The team needs to be formed by someone who has an understanding of teams in general and the individuals placed in the team. (See figure thirty-four)

All of the group participants also agreed that if a team is functional and organized well, it can be source of high performance. Group participant three elaborates on her own view.

*“Teams are the best sources of innovation, everyone’s thoughts and ideas get weighed in. I find that it’s very important in a team for everyone to have their own roles. There doesn’t need to be a leader but all members are given a goal and a purpose. Everyone knows why they are in the team.”*

Group participant three also presented an example of a situation where the team she was placed in did not function well:

*“In my experience in a team, there was an older employee who never accepted any of my ideas and I tried to explain to my manager that it crushes any creativity in the job for me. It is very important that the manager gets involved in issues, and if there is a problem, then it gets solved and not only talked about.”*

Although group participant two was in favor of self-managed teams, the other participants in the focus group agreed that many problems within teams could be solved by active supervision by a manager. Intrapersonal relationships within teams and conflicts within them should not be left for the employees to resolve. Group participant four also agreed that team supervisors should be well acquainted with team members to be able to recruit additional members and not affect the dynamic of the team culture negatively. Group participant two offered an example of a team situation that motivated him:

*“I once had a job where I was a part of a team, we met every week and one by one each one of us filled everyone else in on what we had been doing that week. This was done one by one to make sure everyone got a chance. The information flowed freely and I thought it was a great environment.”*

In regards to ownership relating to ones tasks, the group shared the view that having control as well as ownership over tasks is a great source of motivation. Group participant three equates being given ownership with being valued as an employee. She wants the freedom to be able to use her own creativity and know-how freely to complete her work. Group participant four feels that being overly supervised is the same as not being trusted which for him, results in not being able to perform to his potential as it creates anxiety and fear of making mistakes. (See figure thirty-four)

Group participant one feels that she should be able to make her own decisions and not have to ask permission from her manager in every decision that she makes. All group participants felt that being overly controlled and not being given ownership of tasks and executing them is highly demotivating. (See figure thirty-four) Group participant three also explains that when freedom is given to an employee to complete tasks, the employee is also taking more responsibility and would motivate them to perform better. She does however recognize that too much freedom and ownership may also have a detrimental effect as there always needs to be something to '*grab on to*'.

### **6.5.2 Focus group 2**

The following figure is a representation of the key comments relating to the decision making policies proposed to increase motivation by focus group two. Collaboration and teamwork as well as giving ownership of tasks are discussed.

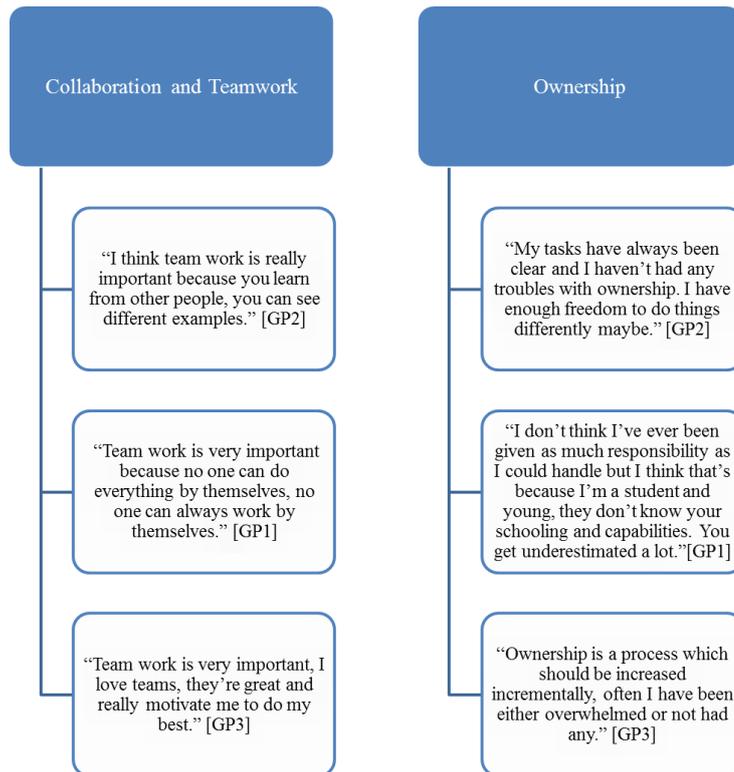


Figure 35 Key comments from focus group two members relating to decision making systems.

Focus group two responded to teamwork and collaboration as a highly desirable way to work. All group participants recognize not only the beneficial aspect of team work but also the necessity of having teams in the workplace. Group participant two stressed the biggest benefit of teams as being able to learn from other employees and be able to discover other solutions to problem solving and innovation. Group participant one felt that team work is absolutely essential as no one employee can work completely individually at least in her own experience. Group participant three admitted that teams are a high source of motivation for him and he functions better when working in one (see figure thirty-five).

The reaction to ownership as a motivator was not as homogenous as was the response to teamwork. Group participant two felt that she had always been given ownership and the freedom to complete her tasks in a manner that she felt was appropriate and that the level of ownership she had been given was also suitable for her professional skills. Group participant two was clearly frustrated as she felt that she had never been given enough ownership or responsibility in her tasks. She obviously craved more and was willing and able to function at a professional level that she had not been given the opportunity to. She felt that as a student and a young adult, she is being underestimated and felt that this was a source of demotivation for her. (See figure thirty-five)

Group participant three was more cautious when approached by the subject. He felt that having a sense of ownership was very important however, it should be given incrementally to employees in order not to overwhelm them. In his experience, he has had jobs where he has been given too little as well as too much ownership with his tasks. He does however explain further:

*“But in terms of rules and regulations, I find them to be a really big downfall with enjoyment and productivity. I really appreciate my freedom to choose what is right, to figure it out myself when it is concerning my job and I don’t see any reason why something is regulated.”*

Group participant one also agreed with group participant three as she also explained that being given more responsibility and challenges incrementally would be a good way to keep an employee’s motivation high. Group participant three also recognized that it is difficult to find a balance with each employee in terms of ownership. It requires close interaction to be able to determine what the appropriate level of responsibility an employee has to maximize performance and keep the employee motivated.

### **6.5.3 Focus group 3**

The following figure is a representation of the key comments relating to the decision making policies proposed to increase motivation by focus group three. Collaboration and teamwork as well as giving ownership of tasks are discussed.

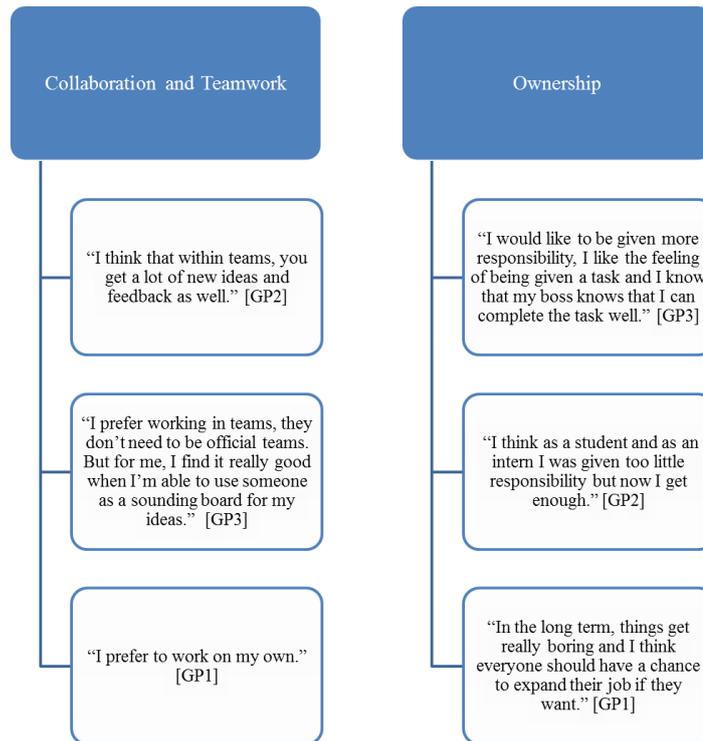


Figure 36 Key comments from focus group three members relating to decision making systems.

Focus group three was familiar with teamwork in the workplace. Group participants one and two seemed to be motivated by teamwork and collaboration, however group participant one preferred working alone. Nevertheless, she also valued collaboration and unofficial team work as aspects that would motivate her. She makes a strict distinction between official and unofficial teams and prefers to be individually accountable for her work (see figure thirty-six):

*“I think that it depends a lot on the team, whether it works well or whether I work well in it. I prefer working on my own but having coworkers there constantly so I can ask for feedback and advice.”*

Group participant two values teams highly as a source of motivation and recognizes their role in bringing out new ideas, innovation and feedback. Group participant three also prefers working in teams, however, she also made distinction of preferring unofficial teams but was not opposed to official ones:

*“I really enjoy unofficial teams, they form organically and I feel that the contributions of these teams and their performance is higher than official teams as they are voluntary. The roles tend to be more fluid and less hi-*

*erarchical in unofficial teams which results in a more enjoyable work environment for me.”*

Teams represent a sounding board for her and also serves as a direct source of feedback. She values being able to communicate her ideas and teams are the perfect environment for her to receive and reciprocate her ideal level of open communication.

Ownership as a motivator was responded to quite compliantly by this focus group. The overall feeling behind each participant's opinions was that it was a subject that they could not necessarily affect individually. Group participant three would like more ownership and responsibility and is motivated by the feeling of being trusted to complete a task. Group participant two's previous jobs had been internships and she felt that she was not given enough ownership, however, she gave the feeling that she might not have wanted more as they were all temporary. In her current permanent job, she had been given more which she is enjoying and is motivated by.

Group participant three simply states that all employees should be given the opportunity to expand their jobs and be given more responsibility if they so wish. However, she did not have a strong opinion on ownership as a motivator and also explained that:

*“At my current job I'm new, so the amount of responsibility I'm given is enough because everything is new and exciting.”*

#### **6.5.4 Comparison of the three focus groups**

Focus group one viewed teamwork and collaboration as a positive motivator but were all weary of the chemistry. Being in a functioning and organized team would have a positive effect on motivation and performance, however, the focus group was also aware of teams that were unproductive. Focus group two was also highly motivated by teams and more concerned with learning from others and very appreciative of collaboration in the workplace. Focus group three felt that teams were a source of feedback. Focus group member one was not inclined to teamwork but did however find collaboration as motivating.

In regards to ownership, the first focus group clearly equates ownership with trust. Being trusted in an organization was a high source of motivation for this group. Focus group two was more cautious on this subject than focus group one, they did find ownership motivating but all members had had very different experiences and a clear consensus was not agreed upon. Focus group three clearly felt that ownership was something

that each employee should have the opportunity to expand but were the least anxious to receive more in their current positions.

## 7 CONCLUSION AND SUMMARY

The diversity of the modern workforce in relation to generations has brought new challenges for organizations. It is important for managers to be able to motivate employees in a way that creates high performance. It has been forecasted that the percentage of over sixty- five year olds in the population of Finland will increase at an accelerated rate in the future which will create a large demand for generation Y employees. (Statistics Finland, 2009.)

The purpose of this study was to investigate the characteristics of the Y generation as defined by current literature and to identify specific motivational systems to increase performance. The main generation Y characteristics that were identified included; achievement oriented; confident; educated; multitasking; having a need for feedback; needing management support; sociable and tech-savvy. (Crampton & Hodge. 2009, 1–5; Glass 2007, 98; Eisner 2005, 4; Lipkin & Perrymore, 16–18; Lowe et al. 2008, 45–47; McGuire et al 2007, 592–595; Yeaton 2008, 68–73.)

After identifying the specific Y generation characteristic and proposed motivational systems from literature, three focus groups were held to gain an understanding whether these systems would indeed not only increase motivation but also provide a catalyst for better performance. High levels of performance only occur within organizations when the motivational environment corresponds to the specific employees within the organization. By understanding what the process of motivation and the value given to rewards by the employees, performance expectations can be met or even exceeded. (Isaac et al. 2001, 223.)

The motivational systems that were proposed were found HRM systems, training and development systems, communication systems and decision making policies of the organization. However, it imperative for the organization to not only motivate the employee but also ensure that the employee is aware of their individual role within the organization and have the ability to be able to complete the role that is assigned to the employee. (Vroom and Deci, 1970, 256.)

The HRM systems proposed were flexibility and a culture of fun. The focus group discussions implied that flexibility is a great source of motivation for this generation. It is seen as a very attractive feature in an organization and is also a source of commitment for the employee. The results from the focus group suggest that by implementing flexible policies especially in relation to working hours, motivation can be dramatically increased. A culture of fun was not viewed as motivational however, this may be due a lack of experience in an organization cultivating this type of culture. Although, enjoya-

bleness in general as a motivator ranked very high with most if not all focus group participants and should not be underestimated as a source of increased performance.

Training and development systems included training programs and mentoring. Training programs did seem to have a motivational effect on the members of the focus group however, this may also be due to the assumption that training and development will automatically lead to better position. As some of the focus group members would equate the effect of training programs with changing jobs, the motivating value of training could somewhat be assumed to be the outcome of having an organization support the individual employee. The inexperience of the focus group participants in relation to mentoring made it impossible to draw any conclusion on the effectiveness of mentoring programs on motivation and performance.

Communication systems included keeping up with technology, clarity and goals as well as feedback. Keeping up with technology was mostly viewed as a hygiene factor and motivating by offering the latest technologies would seem to be ineffective. Clarity and goal setting was viewed as not necessarily motivating but lack thereof was viewed as highly demotivating. Ensuring that employees had a clear view of their tasks, goals and the effect they individually had on the organization was viewed as a prerequisite to be able to perform. As the literature on generation Y and motivation suggests, the need for feedback from these focus groups could be characterized as never ending. Managers should be aware of giving especially their generation Y employees enough constructive feedback in attempt to ensure that these employees are comfortable and efficient in their individual roles in the organization.

Decision making policies included collaboration and teamwork as well as ownership. It was quite clear from the focus group discussions that this generation was very used to working in teams and acknowledged their many benefits. Teamwork and collaboration fosters the social needs of this generation and would motivate these employees, however, it is also important to recognize and implement support systems for these teams as they should not be allowed to function without some control. Ownership as a motivator was a concept that most if not all focus group participants craved, the trust and responsibility given to these employees creates a highly motivated environment to perform to the best of each employees abilities.

Although not all of the proposed motivational systems were found to have the desired effect in the focus group decisions all focus group participants identified themselves as having all of the proposed generation Y characteristics and much of the literature held up in the discussions. It is highly imperative that managers do not only attempt to motivate their employees but also attempt understand the underlying thought process of why a certain aspect or system is motivating.



## REFERENCES

- Austin, Stephen – Crocker, Mitchell – Meier, Justin (2010) Generation Y in the Workforce: Managerial Challenge. *The Journal of Human Resources and Adult Learning*, Vol. 1, 68–78.
- Bailey, Ajay – Hennink, Monique – Hutter, Inge (2011) *Qualitative Research Methods*. SAGE Publications Ltd. London.
- Baldonado, Arthur – Spangeburg, Janice (2009) Leadership and the future: Gen Y workers and two-factor theory. *Journal of American Academy of Business*, Vol. 15(1), 99–103.
- Bell, N. – Narz, M. (2007) Meeting the Challenges of Age Diversity in the Workplace. *The CPA Journal*, Vol. 77(2), 56–59.
- Clifford, Jackie – Thorpe, Sara (2007) *Workplace learning & development. Delivering competitive advantage for your organization*. Kogan Page Limited. United States of America.
- Crampton, S. – Hodge, J. (2009) Generation Y: Unchartered Territory. *Journal of Business and Economics Research*. Vol. 7(4), 1–6.
- Eisner, S. (2005) Managing Generation X. *S.A.M. Advanced Management Journal*. Vol. 70(4), 4–14.
- Espinoza, Chip – Rusch, Craig – Ukleja, Mick (2010) *Managing the Millenials. Discovering the Core Competencies for Managing Today's Workforce*. John Wiley & Sons, Inc, Hoboken, New Jersey.
- Friday, E. – Friday, S. (2002) Formal Mentoring, is there a strategic fit? *Management Decision*. Vol. 40(2), 152–157.
- Glass, Amy (2007) Understanding generational differences for competitive success. *Industrial and Commercial Training*. Vol. 39, N. 2, 98–103.
- Greene, Lloyd – Burke, George (2007) *Beyond self-actualization*. Texas State University. JHSA, 116–128.
- Gripenberg, P. – Niemistö, C. – Alapeteri, C. (2009) Changing work and life values among Finnish business graduates: A comparison of attitudes towards expatriate assignments between 1994 and 2008. The 20<sup>th</sup> Biannual NFF Conference, “Business as Usual”. Finland, 1–16.
- Hackman, Richard J. – Lawler III, Edward, E. – Porter, Lyman, W. (1977) *Perspectives on Behavior in Organizations*. McGraw-Hill, Inc. Unites States of America
- Herzberg, F. (1987) One More Time: How to Motivate Employees? *Harvard Business Review*. 5–16.

- Hesse-Biber, Sharlene – Leavy, Patricia (2011) *The Practice of qualitative research*. Second Edition. SAGE Publications Inc. United Kingdom.
- Hewlett, S. – Sherbin, L. – Sumberg, K. (2009) How Gen Y and Boomers Will Reshape Your Agenda. *Harvard Business Review*, 71–76.
- Ikwukananne and Udechukwu (2009) Correctional Officer Turnover: Of Maslow's hierarchy and Herzberg's Motivation Theory. *Public Personnel Management*. Washington, Vol. 39(2), 69–82.
- Isaac, Rebert – Zerbe, Wilferd – Pitt, Douglas (2001) Leadership and Motivation: The Effective Application Of Expectancy Theory. *Journal of Managerial Issues*. Vol. 13. N. 2, 212–226.
- Katz, Daniel – Kahn, Robert L. (1966) *The Social Psychology of Organizations*. John Wiley & Sons, Inc. Unites States of America.
- Kroth, Michael (2007) Maslow- Move Aside! A Heuristical Motivation Model for Leaders in Career and Technical Education. *Journal of Industrial Teacher Education*. Vol. 44, 5–36.
- Lamm, Eric – Meeks, Michael (2009) Workplace fun: the moderating effects of generational differences. *Employee relations*. Vol, 31, N. 6, 613–631.
- Lauenberger, D. – Kluver, J. (2005) Changing Culture: Generational Collision and Creativity. *Public Manager*. Winter 2005/2006, Vol. 34(4), 16–21.
- Lewis, Philip – Saunders, Mark – Thornhill, Adrian (2007) *Researching methods for business students*. Fourth edition. Person Education Limited. England.
- Lipkin, Nicole – Perrymore, April (2009) *Y in the work place*. Managing the “me first” generation. The Career Press, Inc. NJ.
- Lowe, D. – Levitt, K. – Wilson, T. (2008) Solutions for Retaining Generation Y Employees in the Workplace. *Business Renaissance Quarterly*. Pasadena. Vol. 3(3), 43–57.
- Malhotra, Naresh – Birks, David (2006) *Marketing Research. An applied approach*. Updated second European Edition. Pearson Education Limited. England
- Marshall, Catherine – Rossmann, Gretchen (2011) *Designing qualitative research*. Third Edition. SAGE Publications Inc. United Kingdom.
- Martin, Carolyn A. (2005) *From high maintenance to high productivity: What managers need to know about Generation Y*. Industrial and Commercial Training. Emerald Group Publishing, Limited, UK, 39–44.
- Martin, Carolyn A. (2008) GETTING HIGH ON GEN Y: How to Engage the Entitlement Generation. *Career Planning and Adult Development Journal*, 19–22.

- Maslow, H. Abraham (1970) *Motivation and Personality*. Third Edition Harper & Row Publisher Inc. New York.
- McGuire, D. – By, R. – Hutchings, K. (2007) Towards a model of human resource solutions for achieving intergenerational interaction in organizations. *Journal of European Industrial Training*, Bradford, Vol. 31 (8), 592–608.
- Messmer, M. (1999) Retaining your valued employees. *Strategic Finance*. Vol. 81(4), 16–18.
- Messmer, M. (2003) Building an effective mentoring program. *Strategic Finance*. Vol. 84(8), 17–18.
- Milton, Charles R. (1981) *Human Behavior in Organizations. Three levels of behavior*. Prentice-Hall, Inc. United States of America.
- Miner, John B. (2006) *Essential theories of Motivation and Leadership*. M. E. Sharpe Inc. United States of America.
- Miner, John B. – Crane, Donald P. (1995) *Human Resource Management. The Strategic Perspective*. HarperCollins College Publisher. United States of America.
- Porter, Lyman W. – Steers, Richard M. (1991) *Motivation and Work Behaviour*. McGraw-Hill. United States of America.
- Sayers, Richard (2007) The right staff from X to Y. Generational change and professional development in future academic libraries. CAVAL Collaborative Solutions. *Library Management*. Australia. Vol. 28, N. 8/9, 474–487.
- Shih, W. – Allen, M. (2007) Working with Generation- D: adopting and adapting to cultural learning and change. *Library Management*. Vol. 28(1/2), 89–100.
- Statistics Finland, Tilastokeskus – Väestöennuste 2009 – 2012 <[http://www.stat.fi/til/vaenn/2009/vaenn\\_2009\\_2009-09-30\\_tie\\_001\\_fi.html](http://www.stat.fi/til/vaenn/2009/vaenn_2009_2009-09-30_tie_001_fi.html)>, retrieved 13.3.2009.
- Statistics Finland, Tilastokeskus – Väestö iän mukaan vuosina 1875–2009 <[www.stat.fi/til/vaerak/2009/vaerak\\_2009\\_2010-03-19\\_tau\\_003\\_fi.html](http://www.stat.fi/til/vaerak/2009/vaerak_2009_2010-03-19_tau_003_fi.html)>, retrieved 13.3.2009.
- Torrington, D. – Hall, L. – Taylor, S. (2005) *Human Resource Management. Sixth Edition*. Prentice Hall, England.
- Trompenaars, Fons – Hampden-Turner, Charles (2004) *Managing people across cultures*. Capstone Publishing Ltd. England.
- Tulgan, Bruce (2009) *Not Everyone Gets a Trophy. How to Manage Generation Y*. Jossey-Bass, United States of America.

- Tulgan, Bruce (2009) Managing in the 'New' Workplace. *Financial Executive*. Vol.25, N. 10, 53–56.
- Vroom, Victor – Deci, Edward (1970) *Management and Motivation*. Penguin Books Ltd. United Kingdom.
- Wesner, M. – Miller, T. (2008) Boomers and Millennials have much in common. *Organization Development Journal*. Vol. 26 (3), 89–96.
- Woodward, D. (2009) Generation next. *Director*. Vol. 62(8), 44–48.
- Yeaton, K. (2008) Recruiting and Managing the 'Why?' Generation: GenY. *The CPA Journal*, New York, Vol. 78(4), 68–72.

## APPENDIX 1      FOCUS GROUP QUESTIONS

1. What do you value in your employer most?
2. Educated, sociable, multitasking, confident, achievement oriented, having a need for feedback, need for management support and technologically savvy. Do you identify?
3. What do you think would motivate you in work?
4. What do you feel is un-motivating?
5. What do you think about the rules in your work place? What would you change if you could?
6. Would you be interested in Training and Development opportunities? What kinds?
7. Do you think that you know what is expected of you at work?
8. What about responsibility? Are you given too much? Too little?
9. What about team work? Ideas?

## APPENDIX 2      FOCUS GROUP PRE INTERVIEW DATA GATHERING

1. First name
2. Nationality
3. Year of birth
4. Gender

Can you write three things that motivate you in your current/last/any job?

- 1.
- 2.
- 3.

## APPENDIX 3 FOCUS GROUP PRE INTERVIEW DATA GATHERING

	Year of Birth	Gender	Nationality
<b>Focus Group 1</b>			<b>All Finnish</b>
GP1	1984	Female	
GP2	1985	Male	
GP3	1983	Female	
GP4	1985	Male	
<b>Focus Group 2</b>			<b>International</b>
GP1	1990	Female	UK
GP2	1986	Female	USA
GP3	1983	Male	Ukraine
<b>Focus Group 3</b>			<b>All Finnish</b>
GP1	1983	Female	
GP2	1984	Female	
GP3	1983	Female	