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# **Job Satisfaction and Employee Motivation: Case Generation Z**



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## **Abstract**

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The aim of this thesis was to find out what are the most important motivational factors affecting job performance and employee satisfaction in the case of Generation Z (18-28 years old young people). This thesis is research-oriented, explaining this generation's values and how employers can meet these expectations.

The work begins with a theoretical framework based on literature, articles, research results, and international sources. The part is focused on the concept of motivation and job satisfaction; who belong to Generation Z, and what are their values and expectations.

The second part consists of quantitative research in which 96 students of Kajaani University of Applied Sciences between 18-28 years old were asked to answer 18 questions about key factors influencing their motivation and job satisfaction. The findings cannot be taken as results of the opinion of the whole Finnish population, although the authors believe that this is the very first step to a company's management of motivating and keeping Generation Z satisfied as employees.

People in Generation Z were born directly at the time of technology where all information is readily available. They routinely use electronics and expect the environment to be modern and easy to use. This young generation is living in a situation where they have a wide diversity of professions – the ability to choose is much bigger than it used to be some years ago.

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## 1 Introduction

### 1.1 Study background

It is crucial nowadays to keep track of people who are one of the most important assets for companies all around the world, which is building, maintaining and making the company's successful presence on the global market. The role of the HR department in the organizational structure of a company might reflect how a company's management approaches all the human resources and the overall understanding of appreciating colleagues and subordinates.

Usually, large companies that have a well-structured organization system and several departments are very careful and thoughtful towards the HR department because the value of large companies consists of not only the equipment and facilities but mostly the people who are involved in every process during workdays. Although many companies would succeed in attracting young employees who will be successful and efficient at work, here comes the challenge which not every company fully understand: how to retain young employees more known as Generation Z who is efficient on duty and motivated to work in the company?

The secret key for being a successful company is well-motivated employees, which make the difference. Employees have a direct impact on the company growth and mostly depend on the profit and overall performance. Companies can achieve successful overall performance only by combining the efforts of employees and management.

According to Donnelly (1992), there are three main responsibilities for organizational management:

- Planning the work by determining the quality and quantity of production
- Organizing the work by finding out every tool, way and sense to make a product or service
- Controlling the work by picking and teaching right individuals, supervising their overall performance and evaluating the results

However, as it seems there is no mentioning about the motivation of employees. A well-motivated worker and employee engagement overall has been called a significant part of the "holy grail" of Human Resource by numerous HR specialists. If workers are well-motivated, they are

active, full of desire to make something better and ready to move forward. Moreover, all managers would like to have energetic employees looking forward to doing their best at work and help the company grow. That is why it is so important for companies to motivate their employees and keep them satisfied with the job.

The success of any company is described by the behavior of people in there. Each employee is different, full of own issues and advantages, positive and negative vibes, various life experiences and visions on life and therefore all employers should see and treat each worker as a unique human being. (Ivancevich & Matteson, 1990)

## 1.2 Generation Z

Since the current research is built on the observation of motivational tools on generation Z, it should be explained precisely who they are. Generation Z, is also known as post-millennials, homelanders, or the Silent Generation. Those future employees were born with the smartphones in their hands and they are used to Google everything which is unknown to them and could not imagine a life without likes and reposts online. The first representatives of this generation are now graduating and entering the labor market, so even if now you do not have any Z's as employees now, be sure they are on their way to you.

Typical characteristics of Generation Z are every day and every hour active usage of tablets, VR, and 3D reality. A person of generation Z is often referred to as Digital Human. Generation Z is interested in science and future technologies. It is supposed that generation Z will bring new innovations to the technical engineering, biomedicine, and robotics. It is common to count this generation is going to be economical and eco-friendly. Generation Z spend 10.6 hours engaging with online content every single day, at the same time, millennials spend 8.5 hours. Millennials spend an average of 5.2 hours a day consuming content on their phones, compared to 5.9 hours for Generation Z (Hebblethwaite, 2018).

In 1990th American scientists, William Strauss and Neil Howe invented a generational theory, as also known as Fourth Turning theory or Fourth Turning and it described a theorized recurring generation cycle in the American history. According to this theory, people of the same generation have the same values, habits, and views, and the change of generations is going on approximately every 20 years.

Each of generation was given a name. The second half of the last century, to change generation X in the 1980s came generation Y-millennials, the newest generation now is generation Z, also called as post-millennials.

Some say that people who were born after 2000 belong to generation Z; others think that post-millennials were born in the middle of 1990 and later. If the count was began in the middle of 1990, then the oldest Zs are now a little bit over 20. This is the first generation, which does not know life without the Internet, and which has been raised surrounded by technologies.

This young generation is living in a situation where they have a wide diversity of professions – the ability to choose is much bigger than it used to be some years ago. Since the choice is so broad, youngsters can possibly change jobs every half a year. Moreover, now it is more uncomplicated than ever to migrate to other countries and find a suitable job there-especially for business and IT-business graduates. Also, there is a possibility of not working at all- some can survive with social payments.

Post-millennials will soon go to the worldwide labor market, so it is wise to know the strong sides of this generation:

- Search of information

Generation Z is the fastest among other generations to search data quickly and effectively using different tools. Often so great, that others do not take them in consideration and loose information race, because the one who has the information runs the world.

- Technical skills

Generation Z is ready to use and discover and moreover recommend the most modern tools and technologies. They could teach employers to use all possible services to analyze all existing social networks of the world, open the way to deep online-marketing and content control, about which you have not even heard yet.

- Talent and creative thinking

Nowadays, it looks like youngsters around 20 years old are reading classic literature and understand the art no less than previous generations and could follow and lead conversations even better than 40 years old people.

### 1.3 Research motivation

The idea of conducting this research came during practical training by noticing the high rate employee turnover in Company A. The leading group of employees was presented by just graduated and students, both trying to find a suitable place after making the first steps in the labour market. However, it was so noticeable that those employees, who mostly belonged to Generation Z, were not satisfied with the job, although the salary was on the average rate for this market segment and it became the basis for this research.

During a conversation with managers and current and ex-employees of company A, it was decided that the question belongs to the field of Human Resource Management. Their task is to motivate employees and to define how satisfied they are with the job and what is adequate level of job satisfaction for Generation Z at work. Although Company A refused to be a commissioning party for the research, the questions were still not answered.

After finishing all main courses, the authors, located in Finland, faced this problem again when applying for work and working in Finland. It becomes clear that people of the age group 18-28 have a sure way to be motivated and have their own standards for job satisfaction level nowadays.

Even though the topic of employee motivation has been widely researched, the authors suppose that many employers do not take in account that now the young and talented employees stepping now in the labour market need other. Companies do not regard it as a big issue, but now Generation Z is only starting to join organizations, in 10 years over 50% of the companies' employees could belong to Generation Z, which higher management must guide and retain.

Many researchers claim that money is not the most important factor to motivate employees. However, it is still one of the critical factors. This research is conducted to find what it means to be motivated and satisfied with work when you are 18-28 years old and after that to create a guide for managers on how to fulfill the requirements of young employees.

The research was conducted to explore the topic of employee motivation and job satisfaction and find the essential motivational criteria for people at the age between 18 to 28, who belongs to Generation Z. The idea was to make sure that Frederick Herzberg's model and opinion regarding money is not the best motivational factor that applies to Generation Z.

**Research objectives** are the following:

- Apply Herzberg's and Maslow's theories of motivation to research among students of Kajaani University of Applied Sciences at the age between 18 and 28 years old
- Compare the results of theoretical assumptions and the conclusions of an analysis coming after the research has been conducted
- Measure the levels of satisfaction and discover critical factors of motivation for Generation Z
- Present research findings for companies' management on how to improve employee motivation and fulfill the requirements of job satisfaction for Generation Z

The **research problem** is to understand the factors that motivate generation Z to create better job satisfaction and performance.

Conducting the study, those **research questions** should be answered:

- What are the motivational factors affecting job performance and employee satisfaction the most in the case of generation Z?
- What kind of reward (monetary or non-monetary) is more influential creating job satisfaction and motivation from the perception of generation Z?



## 2 Job satisfaction and employee motivation

### 2.1 Job satisfaction

Job satisfaction arises when a person values his/her work and receives positive experiences from it. Job satisfaction means a subjectively perceived degree of adaptation at work. Job satisfaction does not describe the working environment but the fulfillment of the person with his/her work environment and can be influenced by many factors, such as the extent to which the employee can satisfy his/her needs in his/her work and how well he/she experiences his/her work, working environment, influence and salary (Viitala, 2004).

According to Juuti (2006), job satisfaction is a result of a person's attitude to job placement, so one can say that job satisfaction is an emotional response that has arisen in a person. Job satisfaction can be defined as an emotion that consists of the holistic attitudes that an employee has towards his or her work or parts of it. The more knowledge and experience workers derive from their work, the stronger the opinions are. Both good and bad experiences affect these attitudes. Negative experience may weaken job satisfaction faster and more strongly than the positive experience improves. The needs that influence employees' job satisfaction are always changing, so researching job satisfaction requires continuity and constant development. Taking a lot of the time available, satisfaction, or dissatisfaction with the work also affects the attitudes that an individual has throughout his or her life (Singh & Sinha, 2013).

Various studies have already been conducted to study the level of job satisfaction as applied to different conditions and have determined job satisfaction depending on many factors. Studies have shown that workers who demonstrate job satisfaction are less likely to commit an absence and less staff turnover (Jalagat, 2018; Waters & Moore, 2002; Wnuk, 2017).

Numerous studies have been conducted linking job satisfaction with employee performance and employee turnover, which concluded that these three variables correlate significantly even in modern organizations (Bin, 2015; Redman & Wilkinson, 2009). The study of Ololube (2007) explored various factors related to job satisfaction and explicitly identified workplace motivation, which was also confirmed in an earlier study by Lewis et al. (1995). Modern research such as that of Jehanzeb et al. (2012) were trying to find a connection between motivation and job satisfaction. Studies in the field of human resource management have shown a close relationship between job satisfaction and work efficiency over the past decades, and according to Bhatti and

Qureshi (2007), job satisfaction has become a critical component of human resource management strategies regarding employee participation, commitment, and productivity. As mentioned earlier, job satisfaction has been considered as an influential factor in determining the efficiency of employees, regardless of the size of the company (Garcia-Serrano, 2011; Tansel and Gazioglu, 2014).

Close to work satisfaction is the concept of commitment to work. For example, Gautier (2015) sees that job satisfaction and loyalty to work are interconnected. The more committed the employees are, the more satisfied they are with their work. Uncertainty about future job stability is one of the factors that negatively affect job satisfaction.

## 2.2 Concept of motivation

Motivation is a concept that almost everyone knows. We are quite often asked to say what motivates us and quite often we can answer this question. However, it does not mean that this is our permanent condition. We notice that in everyday life, some work or task is not motivating. Alternatively, even nothing motivates. What does motivation mean? In daily language, motivation relates to interest and inspiration. Motivation is complicated and depends on different factors. For example, if you love to cook, cooking process motivates you to make up a new dish, but after hard working day cooking process will not motivate you as strong as a possibility to go to bed earlier. That is why personnel motivation is one of the most critical topics in human resource management.

According to Steers, Mowday & Shapiro (2004), the word motivation originates from the Latin word “movere,” which means “to move.” Vroom (1964), defines motivation as “... a process is governing choice made by persons or lower organisms among alternative forms of voluntary activity.” Juuti (2006), suggests that motivation is a system of behavioral and guiding factors. Motivation can be seen as a feature that physically moves us. It acts as a source of energy, helps us to achieve our goals, and activate us to action.

Many factors affect employees’ motivation. Except for work itself, motivation is influenced also by work features, work environment, and employee’s personality. Employees’ motivation affects job productivity, service, quality, and employee’s wellbeing at work. Employee motivation is a force that generates, energizes, and directs the work of an individual (Vartiainen & Nurmela, 2002).

As it was noted by Ganta (2014), employees who are motivated and inspired by their work fulfill their duties to the best of their abilities, and as a result, their production numbers increase. Un-motivated workers more probably will spend little or no effort on their work, avoid the workplace as much as possible, or finally leave the organization. On the other hand, employees who feel motivated to work are likely to be persistent, creative, and productive showing high-quality results. The worker with motivation does the job according to the required standards to achieve the objectives and is willing to use both the mental and physical capabilities in his/her work (Ruhotie, 1998). Thus, the motivation to work affects the work ethics and productivity.

Motivation is influenced by such personal factors as worker's interests, attitude to work, and different needs. Worker's interest level is, probably, the most significant factor. When the worker is not interested in his/her job, it is harder to motivate him/her. The employee's attitude affects performance. A right attitude will prompt the worker to take up the job and to pull herself/himself to do it. In his research, Latham (2012), also emphasizes the importance of motivation from management. According to that research, motivation management can be considered a core area of leadership.

People are different and appreciate different things at the workplace (Rasila and Pitkonen, 2010). One can be motivated by the work content, another, by a possibility to help the others, and the third one by the promised money reward. Not everyone wants challenging and diversified work; some people want to use their energy outside of the workplace and prefer natural and simple work tasks. Everyone's perception of work is also an individual. Economic opportunities and independence motivate some to become entrepreneurs. In the health care field, the desire to help creates motivation.

Moreover, one worker finds the job exciting and challenging; then another thinks completely different. Joshi (2013) noted, what motivates one individual, does not necessarily motivate other. Moreover, no individual can motivate others to do something; he/she can only create favorable conditions for others to become self-motivated (Taylor, 2007).

Ganta (2014) has suggested as a guideline, seven strategies for motivation:

1. Positive reinforcement/high expectations
2. Effective discipline and punishment system
3. Treating people fairly

4. Staff satisfaction
5. Setting goals related to work
6. Job restructuring
7. The base of remuneration for labor productivity

These are basic strategies, although the mixture in the final “recipe” will vary depending on the situation at the workplace. This way work corresponds to the employee’s expectations and interests; it is easy to motivate such worker.

“Motivation energizes and directs actions, and so it has great relevance to many important developmental outcomes” (Wigfield and Cambria, 2010).

As it was stated before, the effectiveness and productivity of the organization are influenced by an employee’s motivation.

Motivation is usually viewed from the perspective of intrinsic and extrinsic motivation. It is important to distinguish between them as they affect the performance of the employee differently. Both factors are essential for motivation and maintenance. (Peltonen & Ruohotie, 1987. Intrinsic motivation is the type of motivation in which the initiating and regulating factors flow from within the personal “me” and are entirely inside the behavior itself. It refers to psychological needs and values, that is perceived as personally meaningful. An employee engages in this activity for its own sake and not to achieve any external rewards. It is the desire to operate, seeking for challenges, and curiosity-driven behavior (Sinokki, 2016).

Professors Edvard Deci and Richard Ryan in their study about the happiness as an intrinsic motivation outcome wrote in 1969. Early, managers commonly used extrinsic motivation and punishment system as the primary motivational sources. It was believed, that more remuneration at stake, then stronger motivation becomes. Deci questioned that statement proposing to split the motivation in two – intrinsic and extrinsic ones. According to Deci, extrinsic rewards are even weaker than intrinsic motivation (Deci, 1971).

The source of this motivation is the need for autonomy and self-determination. It is necessary to understand that for this type of motivation it is vital for an employee to be self-determined, independent, acting in accordance with his/her motivation, rather than being controlled from the outside (Ryan and Deci, 2000; White, 1959). According to Woolley and Fishbach (2018), “intrinsic motivation—experiencing an activity as its end—implies a perceptual fusion between the activity

and its outcome; the activity and its end are strongly associated and are seen as inseparable.” This kind of motivation lasts long and is reinforced by feelings. An intrinsically motivated employee wants to learn more, improve obtained skills, and to do important tasks (Sinokki, 2016).

Intrinsic motivation is a natural human inclination - in other words, people will actively seek to do what they find interesting or enjoyable. However, for intrinsic motivation to flourish, the social environment must feed it. Social context influences the experience of intrinsic motivation, affecting perceived autonomy and competence (Legault, 2016).

Intrinsically motivated employees pay more attention to the task for their own mean and are looking for alternative ways to solve various business problems (Cooper & Jayatilaka, 2010). To create a working atmosphere that will become a “fertile ground” for intrinsic motivation, managers can use various methods and schemes. Waseem Khan and Yawar Iqbal (2013) suggest these steps for managers in achieving intrinsic motivation:

1. Interesting work: it encourages group, organization, and personal feelings toward satisfaction through goal improvement. It creates a connection with the non-physical force (enjoyable working environment), which provides the employee with a sense of happiness. Interesting work is a source of communication and social relationships with colleagues and performing an organizational task without any conflicts.
2. Job appreciation: it promotes the development of trust between colleagues; they help each other and maintain good relationships to achieve the goals of the organization. An organization can succeed in business operations by promoting job appreciation.
3. Job satisfaction: the level of job satisfaction is associated with positive organizational behavior, for example, employee retention and productivity growth, a lower level of job satisfaction are related to harmful organization behavior, such as downsizing, etc.
4. Stress-low environment: stress causes hurdles for employees, staff turnover, increase absence, dissatisfaction, and disengagement.

Extrinsic motivation, on the other hand, are all that is received from another person who is appreciated by the recipient and depends on his/her behavior or results. For example, the desire for reward or fear of punishment can be an external motivator. (Mayor & Risku, 2015). External rewards include payment checks, performance bonuses, praises, or some other form of recognition. Motivation from external factors, such as salary, can be viewed based on Maslow’s hierarchy

of needs. The pay is used to satisfy physiological needs, such as hunger and thirst, and to contribute to underlying security and thus to satisfy security needs. Maslow's model also includes intrinsic motivation for example self-esteem, self-actualization.

External rewards do not occur naturally with behavior or outcome; instead, someone introduces these rewards (Aworemi et al., 2011). External rewards come outside of the workplace and are given by another employee, organization, or supervisor. They are in common are the short-term and volatile motivational source (Sinokki, 2016). External rewards do not increase motivation, at least in the long run, but their absence would significantly reduce motivation. (Rasila & Pitkonen, 2010).

Some researchers consider that external motivation reduces the creative potential of employees because employees are focused on material rewards, and not on the tasks themselves. As a result, the employee will be distracted from creativity, relate to the side of the service role that orients his responsibility, as initially explained, and describes them (Amabile, 1983; Gerhart and Fang, 2015). Martela and Jarenko (2015) point out that working solely forced by external motivation consumes mental resources and may feel more substantial over time.

According to Legault (2016), extrinsic motivation is multidimensional and varies from completely external (for example, mow the grass to receive a benefit) to completely internal (for example, engaging in recycling, because a person perceives himself/herself as an environmentally responsible citizen).

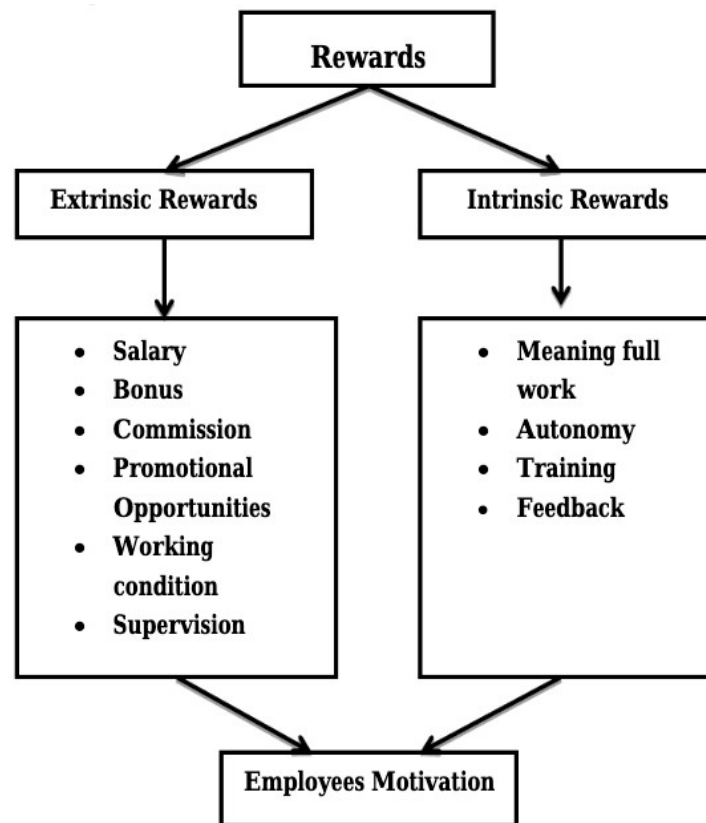


Figure 1. A conceptual framework on Rewards and Motivation (Aamir, Jehanzeb, Rasheed, and Malik, 2012).

### 2.3 Maslow's hierarchy of needs

One of the most popular and clear concepts of labor motivation comes from the definition of human needs, its hierarchy, and explains the need for labor as a means of meeting these needs. The concept of determining hierarchically ordered levels of human needs was set forth and justified by the American psychologist Abraham Maslow in 1943 in the journal *Psychological Review* and then developed in his famous work *Motivation and Personality*. These needs form and improve the life goals of a person, determine the direction of his efforts to realize his potential.

One of the central tasks of management is to create conditions under which people with motivation can satisfy their needs. Satisfied need ceases to be a source of motivation, and, consequently, Maslow believes pragmatically, we must keep some needs unmet. The needs of high levels begin to worry the individual only after the satisfaction of basic, life-supporting needs. It is not by chance that the central part of the population of economically backward countries, with its

undoubtedly great intellectual and spiritual potential, is derived from the creative, creative process of creating world cultural values (Wahba and Bridwell, 1976).

In his theory, Maslow proceeded from the fact that motivation is continuous, infinite, and changeable; it is a universal characteristic of almost any organismic state. The only reliable basis for building a theory of motivation is the classification of intangible goals and human needs. According to Maslow, a person has many different needs. Conventionally, they can be divided into primary and metaneeds.

Basic needs are constant and are arranged according to the principle of hierarchy. They can be divided into five main categories (levels):

1. Physiological needs. They are necessary for the daily existence of a person (needs for food, drink, sleep, clothing, housing, etc.). Their intensity exceeds the desire to saturate any other needs of a higher level, but only if they are dissatisfied (Maslow and Lewis, 1987).
2. The need for security (existential needs). It includes the need for protection from environmental aggression, stability, order, law, and confidence in the future. This need is more pronounced in children, and in adults is usually hidden. The need for security rarely acts as an active force; it dominates only in a critical situation (Csikszentmihalyi, 2000).
3. The need for belonging and love (social needs). A person is characterized by a desire to belong to a particular social group and interact with other people belonging to it. This level A. Maslow initially defined only as of the need for love, and later added the need for socialization (Poston, 2009).
4. The need for recognition (prestigious needs). The requirements for this level are divided into two classes. The first includes desires and aspirations associated with the concept of "achievement": self-esteem, confidence, competence. In the second class - the need for respect from others, recognition of personal achievements of a person and their appreciation, winning high status, fame, career growth and leadership in the team (Poston, 2009).
5. Needs for self-actualization (spiritual needs). Spiritual needs involve self-realization of the individual, the complete use of knowledge and abilities, the desire for self-expression through creativity (Barrett, 2010).



If the preceding lists of needs implied that a person experiencing one of the needs could not at the same time experience another, Maslow emphasized that the relationship between needs is not subject to the principle of mutual exclusion. On the contrary, they are so closely intertwined with each other that it is almost impossible to separate one from another (Pardee, 1990).

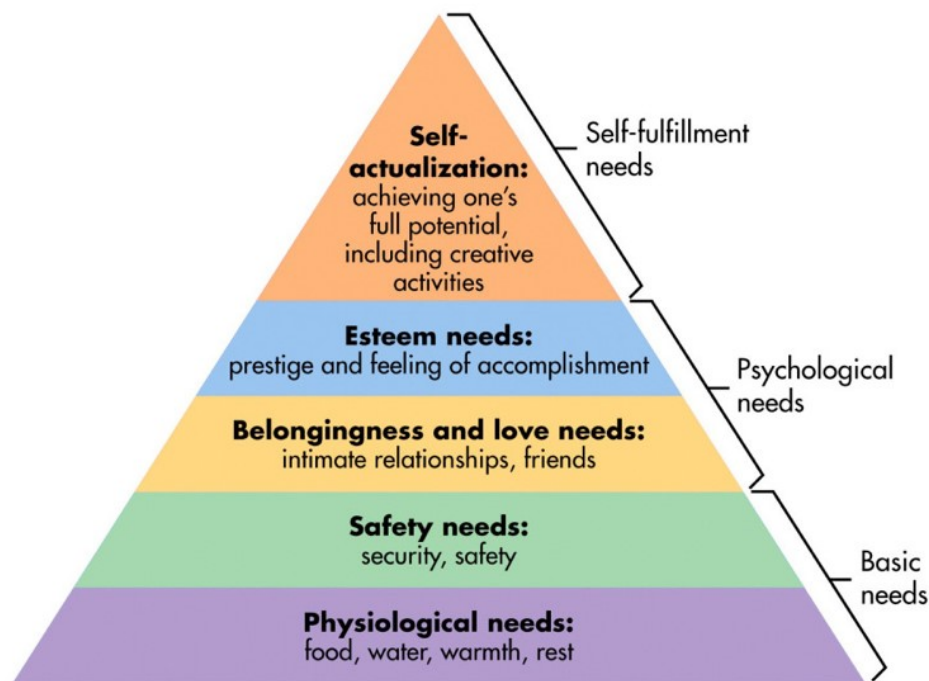


Figure 2. Maslow's hierarchy of needs.

To meet basic needs, according to Maslow, several social conditions are needed: freedom of speech, choice of activities, freedom of expression, the right to research business and information, the right to self-defense, and a social structure characterized by justice, fairness and order (Neto, 2015).

Unlike basic needs, the value of metaneeds is the same, so they do not have a hierarchy. Meta-needs include the need for justice, well-being, unity of social life, etc. (Farmer, 1982).

Maslow pointed out that meta needs constitute unity with fundamental, basic needs. The lack of unity of these needs' leads to a "metapathology," manifested in a lack of values, meaninglessness, and purposelessness of life (Shahrawat and Shahrawat, 2017).

Attempts to classify needs were undertaken by many academics, but only Maslow considered groups of motives that are ordered in the value hierarchy according to their role in personal

development, and he also revealed the laws of the construction of needs and driving forces of motivation. Not the needs themselves are motivators of behavior, but the degree of their satisfaction. The driving force behind motivation is the fact that people can never fully achieve their goals. As soon as one goal is achieved and any need is satisfied, a new goal arises, connected with the need to satisfy the newly emerging need, etc. (Maslow, 1943).

According to the hierarchy principle developed by Maslow, the needs of each new level become relevant for an individual only after the previous requests are satisfied. Unlike previous theories of motivation, in which the physiological needs were the starting point of motivation, for Maslow, they appear relatively isolated and are used as “channels” for other, higher or complex needs. Although an unmet need plays a primary role, after it has been satisfied, it can no longer dominate, but exists only potentially, with an emphasis on moving forward towards higher needs. In this case, all needs function cyclically: repeated after a certain period (Maslow, 1987).

The needs of the lower levels are inherent in all people about equally, and the higher levels - in varying degrees. Higher needs help to different individuals and are of great importance for the formation of value orientations of a person's personality (Maslow, 1943).

The highest human need is self-realization (Maslow, 1965). The needs for self-actualization do not have a sufficiently precise definition and reflect a wide range of cultural and individual differences. According to Maslow's calculations, self-actualizing and self-fulfilling individuals make up about 1% of the adult population (Maslow, 1968). They are an example of psychologically healthy individuals and serve as a benchmark for most people.

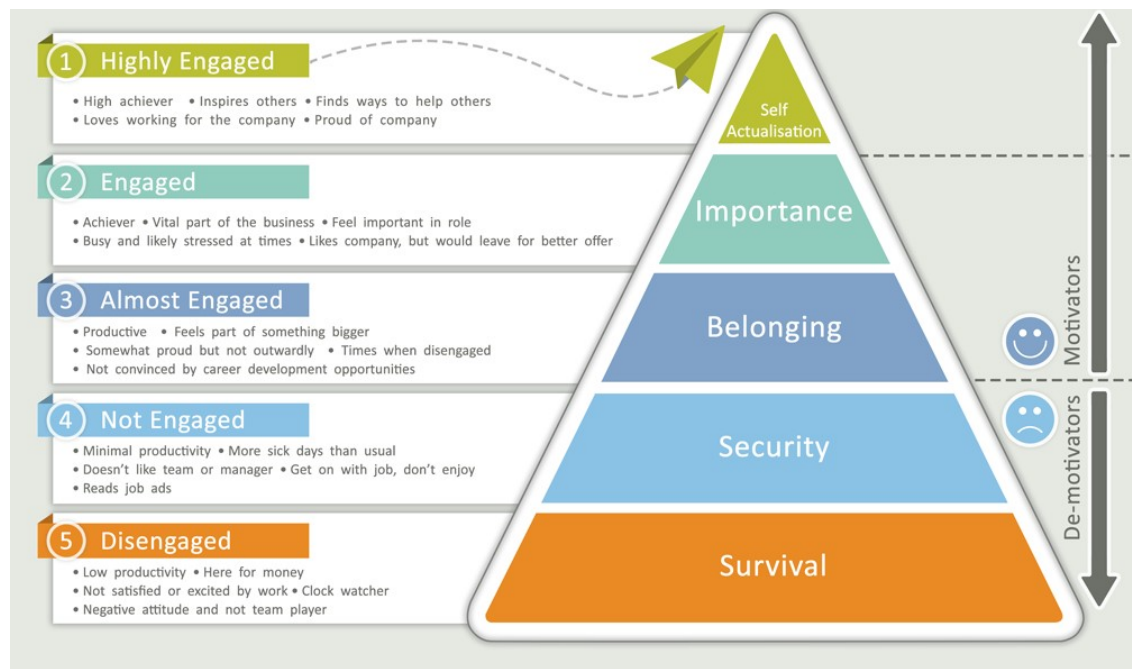


Figure 3. Maslow's hierarchy of human needs can be applied to employee engagement (Next Level Business Development, 2018).

However, as Maslow notes, these characteristics are not universal. Therefore, the company needs to improve the system of personnel selection.

The ideas of Maslow for more than fifty years remain popular among theorists and practitioners of management. However, his concepts of motivation, the hierarchy of needs, principles of management policy contain several controversial and debatable points (Kokoulina et al., 2018). Critics of his theory of motivation point to the following points:

- Lack of empirical evidence (Wahba and Bridwell, 1976).
- Insufficient consideration of individual differences of people, the fact that the needs are manifested differently depending on gender, age of the employee, his position in the organization, the content of work, etc. (Cullen and Gotell, 2002; Yang, 2003).
- Insufficient consideration of the influence of organizational, social, economic, and political factors on the behavior of an individual (Pearson and Podeschi, 1999).
- The complexity of the development for managers of effective methods of motivation, based solely on the theory of hierarchy needs (Kaur, 2013).

Despite this, since the publication of the concept of motivation in 1943 and until about the 1970s., Maslow was considered the leading theorist in the field of motivation, and most of the later theories of motivation were also based on his ideas (Greene and Burke, 2007).

## 2.4 Herzberg's motivation model

Based on a comprehensive understanding of employee motivation, the current study will also be conducted within the framework of the two-factor theory proposed by renowned psychologist Frederick Herzberg.

In addition to Maslow's needs hierarchy theory, one of the most popular theories is Herzberg's motivation-hygiene theory. This theory has argued that meeting the needs of individuals (dissatisfiers or hygienic factors) will not motivate them to effort, but only prevent their dissatisfaction. To motivate employees, it is necessary to meet the needs of a higher level (satisfiers or motivators) (Brenner, Carmack, and Weinstein, 1971; Daft, 1997).

Herzberg's theory shows that motivational factors explain 81% of job satisfaction and 31% of dissatisfaction. Hygienic factors, on the other hand, explain 69% of dissatisfaction and 19% of job satisfaction (Harisalo, 2008).

According to Herzberg, job satisfaction is strongly influenced by six internal aspects of work motivation - motivators:

1. Achievement
2. Recognition
3. Work itself
4. Responsibility
5. Advancement
6. Growth

(Pardee, 1990).

Motivational factors affect an employee positively, motivators raise the joy of accomplishment, enthusiasm for solving the challenges, and happiness receiving appreciation and praise. Motivation factors determine what kind of performance a person seeks in his/her work. The lack of motivation factors transforms the work performance into mechanical, and in the worst case, make personnel to "cut corners" (Viitala, 2004).

Herzberg's motivators are most closely associated with the needs for esteem and self-actualization in the Maslow hierarchy, and hygienic factors are strictly related to physiological, safe, and social needs. The main statement of Herzberg is that most organizations do not pay enough attention to motivating factors in the work environment. Most of the efforts of managers focused on meeting the needs of the lower level, which are satisfied by hygienic factors. However, just because hygienic needs are met — with the help of good pay, benefits, or working conditions — this does not mean that a person's work will be positively affected. To achieve efficiency, an organization must satisfy both the hygienic and motivational needs of its employees. Most organizations pay significant attention to hygienic needs, but not enough attention to the motivational needs of their personnel. It's clear; hygiene needs can be met more tangibly or concretely than motivational needs (Mondy, Holmes, and Flippo, 1940).

According to Herzberg, motivation factors are the consequences for people of what they do (Handy, 2007). Both elements are essential for employees, but they work for different reasons. Hygiene factors tend to cause workers only short-term satisfaction, while motivators are likely to generate long-term job satisfaction (Malpani, 2019). The critical point here was that Herzberg did not see satisfaction and dissatisfaction as being at opposite ends of the same continuum (Aldag and Stearns, 1987).

These factors do not cause dissatisfaction if they are absent, but by giving value to these, the level of employee satisfaction is likely to increase (Bogardus, 2009).

**Achievement:** in Herzberg's five motivation factors, achievement is the most important (Gawel, 1997). It is the need to accomplish the most visible and apparent needs in society. The motivation for achievement refers to the tendency to set and work towards personal goals and standards (Cassidy & Lynn, 1989). It contains different emotions or situations that involve the successful or unsuccessful performance of work, resolution of specific problems, and results of efforts (Herzberg, Mausner and Snyderman, 1959).

Recognition: acknowledgment of successful completion of employees' work (Riley, 2005). Recognition is about respect. It can encourage and support action. Herzberg recognizes the recognition of achievement as one of the "growth of motivation that is essential to work."

Work itself: being able to apply various obtained skills and implement them in the working process. Opportunity to study and share knowledge and gained skills. To be motivated and inspired during the working process, having opportunities for growth.

Responsibility: is a continual source of persistent motivation (Malik & Naeem, 2013). It makes an employee feel an ownership of the performed task, which leads to the feeling responsible for results and outcomes of the process. Responsibility makes an employee to feel their own importance.

Advancement: career advancement means an upward career progression. A person can advance by moving from an entry level job to a management position in the same field, for example, or from one class to another (McKay, 2018). Opportunity for career advancement decreases voluntary turnover in 20-25% (Black, Gregersen & Mendenhall, 1992; O'Boyle, 1989).

Personal growth: the need for personal development and achievements.

Dissatisfiers:

1. Company Policy
2. Supervision
3. Working conditions
4. Interpersonal relations
5. Salary
6. Status
7. Job security
8. Personal life

(Herzberg, Mausner, and Snyderman, 1959).

Hygienic factors are, for example, working atmosphere, wage, and other working place aspects. Absence of hygienic factors will lead to the full dissatisfaction. For example, money, according to the theory, is a hygienic factor; its absence will cause dissatisfaction, but when the amount of money is stable, it will not add a motivation. Even wage rises satisfaction for a moment; it will return to the former level quickly. According to the theory, poorly worked hygienic factors will cause dissatisfaction then well worked hygienic factors are not affecting the job satisfaction at all (Viitala, 2004).

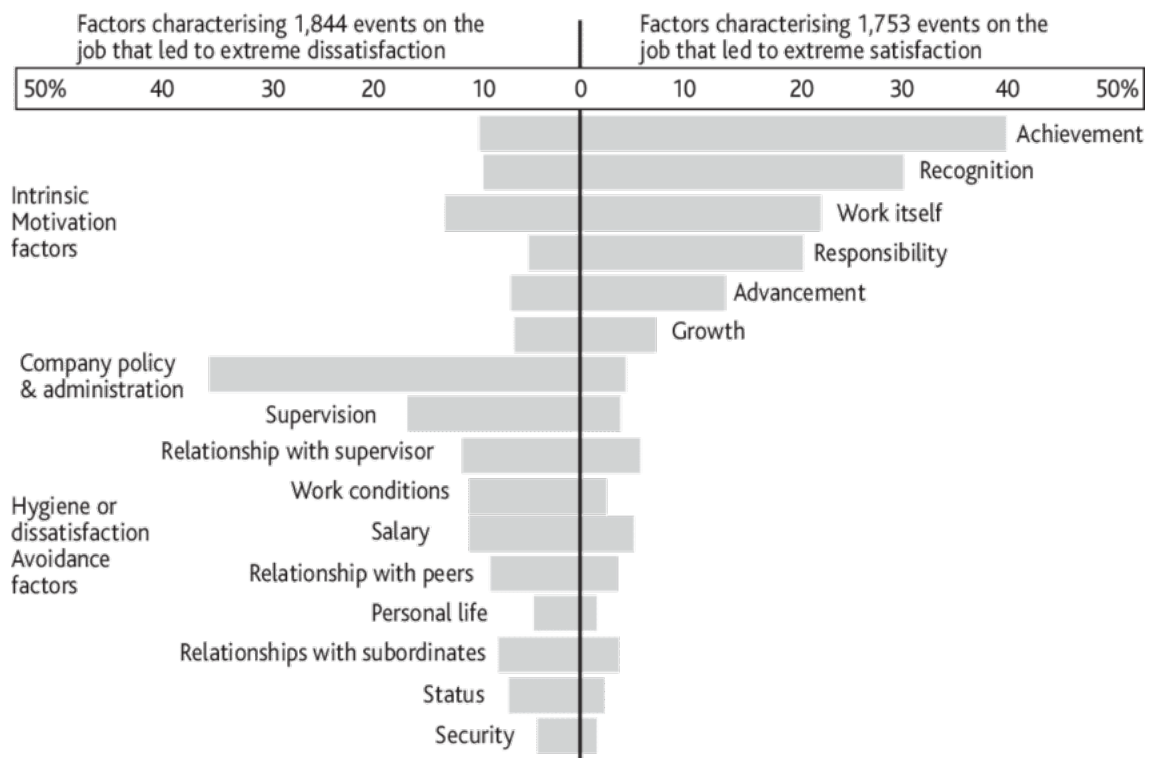


Figure 4. Factors affecting job attributes as reported in 12 investigations by F. Herzberg (Herzberg et. al, 1959)

## 2.5 The core dimensions of jobs

Hackman & Oldman have developed a model that illustrates the impact of job features on job motivation, job performance, job satisfaction, absenteeism, and staff turnover. According to the model, people will enjoy their work and achieve the best results if the work is considered to be meaningful, the results of the work are held accountable and aware of the actual results of the work activities (Juuti, 2006; Peltonen & Ruohotie, 1987).

According to the model, specific work characteristics lead to individual subjective experiences at work. These experiences are referred to as critical psychological states. When a person experiences these critical psychic states in his/her work, the better he/she work in the workplace and the more the work gives the internal motivation. With this internal motivation, employee strives to try his/her best and to play a central role in human performance and willingness to participate in the work itself (Juuti, 2006).

Figure 5 shows how the dimensions bring psychological significance through the experience of meaningfulness of work. If these five qualities are present in work, the employee sees the work as meaningful, valuable, and worth doing.

According to the theory, employees feel rewarded when they know that they have personally accomplished the work that is relevant to them. The more the employee experiences reward through these factors, the more likely the employee is motivated and satisfied, the more efficient he or she is, and the less likely he/she is willing to change job (Juuti, 2006; Peltonen & Ruohotie, 1987).

Skill variety refers to the extent to which an employee is able to use different skills, abilities, and knowledge in his/her work. The variability of the tasks includes the perspective of self-realization, i.e., the extent to which the work includes various activities in which the different skills and abilities of the person are presented. Work is considered meaningful when it is demanding enough and requires the use of abilities and skills to almost the limit. Work that is too simple or too complex is not seen as encouraging (Juuti, 2006; Peltonen & Ruohotie, 1987).

The task significance means whether the job has a clear beginning and end or is it just a small part of a larger entity. According to the theory, the employee is more motivated, and task-oriented from the work which the beginning and the end are identified (Juuti, 2006; Peltonen & Ruohotie, 1987).

The importance of work refers to the extent to which work is relevant to other people or co-workers. According to the theory, employees enjoy more of their work when it is perceived as necessary on a larger scale (Juuti, 2006; Peltonen & Ruohotie, 1987).

Autonomy refers to the degree of independence by which the work gives the employee the freedom to influence how the work is done and how it works. A high degree of autonomy usually leads to high levels of natural motivation and responsibility. The most important thing is to take into account the extent to which a person can plan his/her work schedule, choose his/her working



method, influence work-related decisions and make decisions independently (Juuti, 2006; Peltonen & Ruohotie, 1987).

Feedback on the results of the work tells the person to what extent the work provides immediate feedback on the success of the work. Work itself can provide accurate information about the results of the work through success and progress. Feedback does mean not only feedback from the supervisors but also the ability to see the results of their own work. The more work itself gives feedback to the employee, the more motivated the employee is (Juuti, 2006; Peltonen & Ruohotie, 1987).

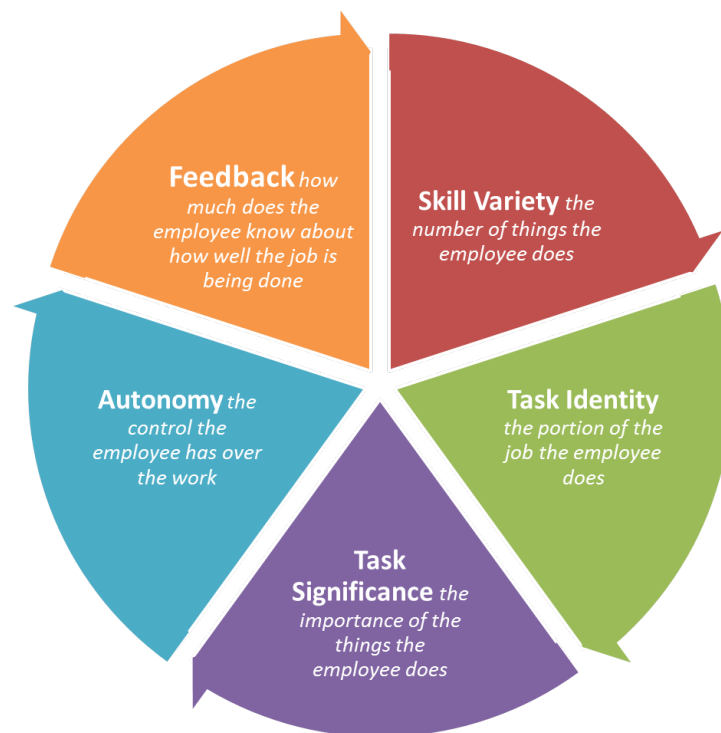


Figure 5. The core dimensions of jobs (Steinke, 2013).

The core dimension of jobs affects people's work experience, for example, job satisfaction. Generally speaking, one's perception of his/her working environment, organization, and work orientation strongly influence human perceptions of work content and work experience. Studies have shown that human evaluations of the properties of a task vary according to their own work orientation. Hence, internal motivation, work performance, job satisfaction, absenteeism, and turnover rates are expected to be more positive as more work generates incentive features. Tasks should be designed with conscious and systematic consideration of human requirements. In the right way, work design gives the best result, as human abilities and skills are better utilized and motivation is therefore improved. The most positive ways of designing work include expanding

the work, adding new features to work, and enriching the work where people's own contribution to the planning and supervising work is increased (Juuti, 2006).

## 2.6 Working attitude and career motivation

According to Juuti (2006), attitudes are preparing to react positively or negatively to an object, such as a person or situation. Attitudes are relatively permanent and cause persistence in behavior. However, attitudes change more slowly than motivation but are not as slowly changing as values. Attitudes consist of an active, emotional component, a cognitive or a knowledge component, and a readiness for action. An effective component consists of the feelings a person has for a particular object. This is related to the evaluation of the subject and is most often expressed as either good or bad, pleasant or unpleasant. This component includes expressions of love and anger and other emotional states. A cognitive component consists of the information a person has about a particular subject. The information may be based on past experiences, school lessons, rumors, prejudices. This can be more commonly referred to as an opinion. Operational readiness is related to how a person intends to behave in certain situations.

According to the theory of attitudes, attitudes are gradually formed. The source of the inventive attitudes is the information gathered through personal experience about the subject of the attitude, and these personal experiences are likely to affect the cognitive attitude component first. Attitudes can also be obtained through other people, for example, through colleagues' reports. According to the theory of attitudes, attitudes can also be changed, but the process of change is slow because when a person has adopted a certain attitude, it becomes part of his personality (Juuti, 2006).

Career motivation is a combination of individual attributes and career decisions and career behaviors that reflect an individual's identity, career perceptions, and perseverance in career-related solutions. A career identity shows how important a career is to an individual. It is reflected in engagement and willingness to progress in their work. An individual with a career identity works vigorously doing long days and weekends. Work is considered to be the most important activity; the success of a company is perceived as a personal success, and it is highly valued. Progress is seen as an important career goal, where appreciation is sought through the recognition of the supervisor's work. Leadership in the organization is constantly pursued. The career concept shows how realistic perceptions an individual has of the extent to which career goals have been

considered, and clear plans have been made to achieve it. A career-minded person is willing to change career concepts if circumstances or interest in the career change. Career-enhancing tasks are welcomed, and the perception of one's ability to perform tasks is strong. Feedback is treated positively and learned from mistakes. The resilience of uncertainty and the obstacles on the way to career goals demonstrate the ability of an individual to perform under pressure. Individuals with strong career skills rely on their own abilities, take risks, and make an effort to reach their career goals. A diligent individual is self-confident in his/her work, adapts to change, strives to advance in his/her career and is proactive. A diligent individual is looking for projects that require learning new skills, can work in a group as well as an individual, tells the truth about others' mistakes and is innovative in their work (Ruohotie, 1998).

Career motivation is influenced by different factors and determines individual decisions and behavior. Career motivation and its components are impressive, e.g., how enthusiastic people are in continuing education, what development goals they set themselves, and how important it is for them to achieve development goals. Career motivation also influences how people react to the growth conditions prevailing in the company; for example, the lack of opportunities for advancement. The career is a process of continuous professional growth throughout life and is increasingly seen as an increase in individual skills, where expertise and skills are increasing. Career development is beginning to signify increasing expectations and responsibilities for individual competence (Ruohotie, 1998).

### 3 Generation Z

Now we are living in a time when a whole new generation is entering work. This generation is logically called Z-generation. The first Z-generation representatives were born in the mid-1990s (Puttonen, 2012). Koulopoulos and Keldsen, in their book, *The Gen Z effect* define the Z generation between 1995 and 2015 (Koulopoulos & Keldsen, 2014). Generation Z has already received many names, and one of them is an online generation. They are used to being in contact with their friends and communities online regardless of time and place. So, this generation is a generation that has been born and lived in its entirety during the lifetime of digitalization. They routinely use electronics and expect the environments to be modern and easy to use. Although the Y and Z generations are knowledgeable in technology, the difference is that the Y-generation is a “technology expert” and the Z-generation is “technology-dependent.” According to Lenhart (2015), 92% of teenagers use the Internet every day, and, for example, the daily users of Facebook are 71%. The Z-generation has also changed the perception of the Internet. The Internet is primarily a channel for sharing and communicating information to them, and only after that is the place for retrieving information. Zs are used to getting information from the network that is reflected in their way of questioning and finding out. This, in turn, has a negative impact on, for example, the general literacy of those in that generation (Half, 2015).

The Z-generation is smart, fast, and more tolerant than its predecessor. Since the young age, the Z-generation is a very technologically advanced and intergenerational group (Tapscott, 2010). The Z-generation is considered to be more willing to work in teams than its predecessors. The Z generation is a generation that has edited and will continue to shape training systems and labor markets (Iorgulescu, 2016). They want to share their thoughts and become visible. Roseberry-McKibbin (2017) mentions finding curiosity and challenges as characteristic features of Z-generation. They also prefer their professors to have hands-on teaching and teaching about practical matters, and how to attach theories to practice, rather than just general knowledge and theories. This is reflected, for example, in the fact that they want to immediately know why the things they study are relevant and useful in practice. Their patience is also limited when they are presented with theories or studies that are not related to practical working life. The Z-generation is characterized by a sincere expression of its own opinion. Young Zs are associated with a lot of expectations and prejudices about how they save the world and are an entirely new generation compared to the past. They are environmentally aware, responsible, reasonable consumers, and international players (White, 2014). They talk to everyone in the same way and communicate in every direction,

whether it be a close friend or a workplace manager. They assume everything is open and transparent. Tapscott believes that this generation is active. They have adapted to speed and freedom and are changing all the institutions of modern times (Tapscott, 2010).

Research shows that Z-generation representatives in working life could be described as talented in the simultaneous performance of multiple tasks, productive, self-confident, optimistic, entrepreneurial, creative, innovative and developmental (Iorgulescu, 2016; Roseberry-McKibbin, 2017; Tapscott, 2010). This generation values and respects authority when it comes to it. In the same time, they are ready to question the hierarchy and discipline if they do not understand its purpose. However, the Z-generation does not primarily question their parents or superiors, but rather the practices they use (Tienari & Piekkari, 2011). Many articles have mentioned that the Z-generation is impatient: they are waiting for everything to happen overnight. However, this is not necessarily impatience, but a reduction in concentration in several things. Z-generation representatives are able to focus on one thing for an average of eight seconds (Finch, 2015).

Don Tapscott conducted research (2010) about generation Z. Six thousand young people from around the world participated in the study. The research focused on generational attitudes and behavioral features. Things that distinguish the online generation from other generations. Tapscott talks about these features as the eighth generation of the online generation. These standards occur in the youth experience world and in their media relations. The study revealed exciting features that clearly represent a whole new way of thinking. Eight standards are freedom, customization, scrutiny, integrity, collaboration, entertainment, speed, and innovation (Tapscott, 2010).

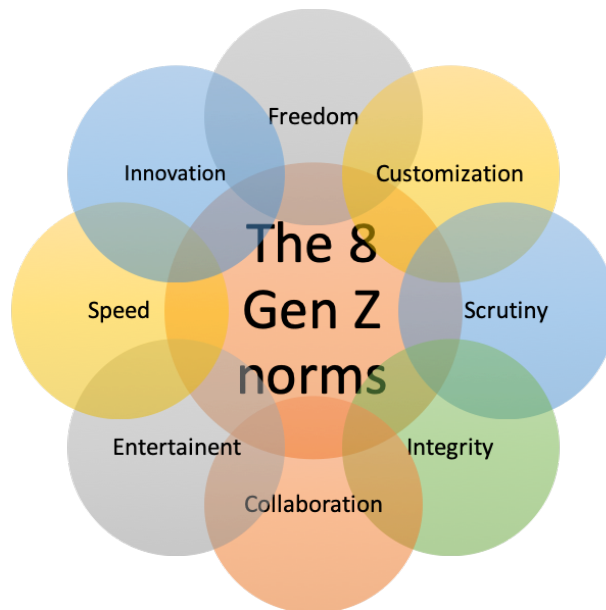


Figure 6. The 8 Gen Z norms.

### 3.1 Generation Z in working life

As the new generation comes to work, they embrace the features they occupy and absorb the influences of the surrounding work culture. At the same time, they are unconsciously shaping their environment with their everyday choices and their success strategies. The Z-generation is believed to challenge labor laws from leaders to recruitment (Järvensivu & Nikkanen, and Syrjä, 2014). The online generation is believed to be more individualistic. The Z-generation is believed to be more courageous than previous generations to bring out their own choices and views. The Z-generation has grown up at a time of international economic crisis, marked by an unstable labor market. Currently, the Z generation is aware that getting a job can be difficult. However, the background of the new generation is characterized by the enthusiasm of being able to demonstrate their ability to work. Although different global crises have been reflected in the way of the Z-generation, they have learned to find other positive, constructive meanings in their lives, such as the self-realization of social media and the opportunity to change the world through social media (Tienari & Piekkari, 2011).

The Z-generation has an amazingly natural relationship with technology. When they want to learn, understand, communicate, find, or do a lot of other things, they are looking for information on the Internet. It's not just about the way technology is used, but this generation also works differently. They are cooperative; the motivation for the work is high; the career concept is more

positive than before. They do everything differently: thanks to the global dimension of the Internet, it is a new form of more active social activity. According to Tapscott, understanding this generation, we learn to understand the future, and at the same time, have the opportunity to understand how our society should change (Tapscott, 2010).

According to Don Tapscott, young people want the values of a company to match their own values. It is important for Zs to do the work they believe. Working together in the working culture and interacting with people are important issues for the Z generation. The principles that are relevant to them in the workplace are openness, cooperation, sharing, and honesty. The new way of thinking that an online generation has adopted is that information is valuable only when it is shared. Thus, Z-generation representatives understand and seek the value of networks. Networks of this generation are local and global (Viljakainen & Mueller-Eberstein, 2011).

David Mills, (2015), has studied the Z-generation's workplace expectations and made interesting observations based on them. According to him, Z-generation is currently the most optimistic generation of people moving to work. In the future, employers will have a lot to do to help meet the expectations of the new generation. According to the study, 73% of the Z-generation believes the first employer is well suited to the needs of working life. The experience of the BB, X and Y generations already involved in working life is completely the opposite, as only less than half of them are currently satisfied with the supply of employers. The Z-generation also believes that they can make a positive impact on the workplace by bringing in new ways of working, technical know-how, and new thinking. (Mills, 2015). The Z-generation is ready to do a lot of work and achieve the goals. However, work is not done with a sense of duty, but motivation arises from meaningful work tasks, new learning, a relaxed atmosphere, flexible work arrangements, good colleagues, and a good manager. They emphasize flexible coordination of work and leisure time.

Leisure and hobbies are considered very important. Work as a tool for making career has changed its shape. One of Tapscott's key findings is that Z-generation representatives want to influence everything they do. They want to make responsible choices and to express themselves. Tapscott also emphasizes the experimental and playful attitude of young people. Playfulness tones the existence of young people at work, school, and social media. It is about finding experiences that are the determinant of Z's life (Tienari & Piekkari, 2011).

Silta Oy conducted research in 2018, what expectations do generation Z have for working life. The young people were asked what they thought are the characteristics of the best job place so far. For young people, work brings financial independence, so the importance of wages was

emphasized by 30% of respondents. Almost half of the respondents expect to have a job that will be interesting and enjoyable in the future. Instead of additional money, appreciation gets more value, good working atmosphere, a spirit of communion, and getting along with colleagues. Young people also hope that a job will be responsible, challenging, versatile, and bring new experiences. However, the most interesting result of the survey is related to the characteristics of the employer. Based on the survey conducted by Silta Oy, it is hoped that the employer is especially understanding (35%), friendly and flexible. The fact that the employer is interested and listening to the employee was also highly valued by the respondents. Next, the most appreciated features of the employer are a sense of humor, honesty, and fairness. Fairness involves treating people equally and fairly (Silta Oy, 2018). Students appreciate employers who have a diverse range of jobs and a friendly working atmosphere. On the other hand, their importance compared to last year has also decreased. Students' expectations for employers have been most important for their leadership development and clear advancement paths. In career goals, students see the balance between work and leisure as well as the opportunity to do meaningful work. Z-generation expects high-quality leadership and meaningful work instead of high pay (Universum Finland, 2017).

However, the high risk may be hidden in high expectations, as when the realities of working life and the high expectations of the Z generation meet, the Z generation may experience some degree of disappointment (Mills, 2015).

Research questions	Hypothesis	Survey questions
1. What are motivational factors affecting job performance and employee satisfaction the most in the case of generation Z?	1. Money is not the strongest source of motivation 2. Personal growth and learning are the most important motivational factors for generation Z	8. My best motivational factor is the money I get 9. Opportunity to build a career is the main motivator for me now 10. Learning and personal growth are motivating me the most
2. What kind of reward (monetary or non-monetary) is more	1. Non-monetary rewards influence positively to work efficiency	2. Monetary rewards (bonuses, profit sharing, stock options and etc.) have a



<p>influential creating job satisfaction and motivation from the perception of generation Z?</p>	<p>2. Both monetary and non-monetary rewards are important to stimulate employees to perform better</p>	<p>positive impact on working process</p> <p>3. In order to get a monetary reward, I would increase my work efficiency</p> <p>4. Non-monetary rewards (flexible work hours, free passes, company events, physical rewards - tickets to a show, gift cards etc.) have a positive impact on working process</p> <p>5. In order to get a non-monetary reward, I would increase my work efficiency</p> <p>6. Both monetary and non-monetary rewards are motivating me to perform my work better</p>
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## 4 Research process

### 4.1 Research methodology

According to Robbins (1986), research is concerned with the systematic gathering of information, and its purpose is to help us in our search for the truth. Ethridge (2004) says that research is a “systematic approach to obtaining and confirming new and reliable knowledge.” Generally, research is conducted for analyzing a problem and luckily, finding a proper solution or adjustments.

There are known two ways to connect theory and research: first connection creates when the certain theory leads the research and guide researchers, which is called deductive approach, other connection is reverse and means that theory comes as an outcome of the research and calls inductive approach. For this research, authors have chosen the deductive approach rather inductive, taking into consideration the fact that the topic of employee motivation and job satisfaction is widely discussed and researched.

The deductive approach is very often usable theory to determine the connection between theory and research since during the process of deduction, researchers announce a hypothesis based on what is already known about a theory. After that, during the process, the next stage is data collection, which is going to confirm or reject the hypothesis, and in the final of the process, the original theory is going to be revised.

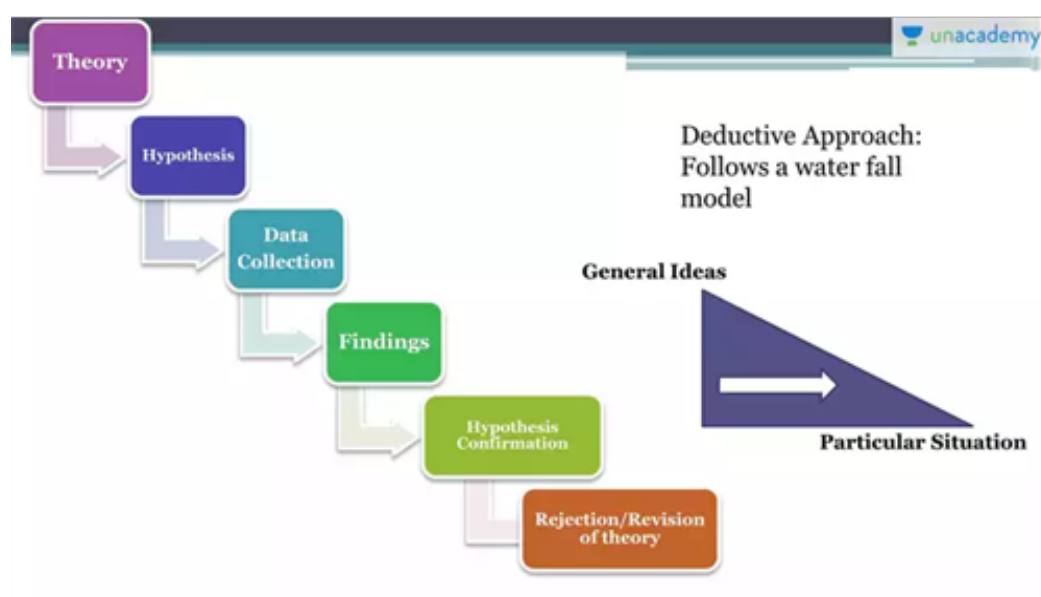


Figure 7. Deductive Approach Model

Data for the research could be gathered from two types of sources: primary and secondary. The first type of data, primary, is collected by researcher and secondary data is information collected from the already existing resources such a database, books, articles, statistic databases etc.

There are two ways to implement research process: qualitative and quantitative. The main difference between those strategies is in the process of gathering data: quantitative method is testing the existing theory and provides data to measure it, qualitative method is aimed at creating the theories and does not provide any data to measure. Strategies can easily work together and do not mutually exclude each other, working together as a mixed method, bringing clearer results.

## 4.2 Sampling

“Sample is a segment of population selected for investigation” (Bryman & Bell, 2011). The authors had a desire to analyze the opinion of students from Finland in the age of 18 to 28, which is so-called Generation Z about how could they be motivated at work, what is the best motivator at that age and how an employer can make the workplace more satisfactory for them. Sample group for this research have a wide area of age but fitting into 18 to 28 years braces and located in Finland, however educational institutions were different.

It is generally accepted that a larger sample group gives more exact results and a study is more reliable with a big amount of data. According to this research, the sample group represented only by age difference of 18 to 28 and as it was said earlier, the questionnaire was spread only among the students of Finnish educational institutions.

## 4.3 Limitations of the research

The research is created in order to be a source of general ideas and knowledge about employee motivation and job satisfaction level from the point of view of Generation Z, however, the results of data analytics could be mostly applied only to the student of Finnish educational institutions.

The questionnaire has been distributed among the students of Universities of Applied Sciences and Universities of Finland and authors hope to receive accurate and honest answers due to absolute anonymousness of the respondents.

#### 4.4 Validity and Reliability

The perceptions of reliability and validity have a strong effect on researchers' opinion about managing the survey. Those concepts are serving to the researcher in order to approve and validate the research.

Reliability concept means the extent to which the data can be counted as trustworthy. For questionnaire which has been created, reliability means is using simple questions, which are easy to understand and have an accurate answer. Using the anonymousness during the survey should enable respondents being more honest and positively affect the results.

Validity concept is the extent to which research measure the original purpose of its own and what idea it was supposed to follow. Being sure that gathered data from the survey is both valid and reliable is a great miracle. Valid research empowers exact data to be connected.

For survey is both valid and reliable, the asked questions must be understood by researcher and respondent in the same way, so there would not appear any misunderstanding leading to mistake in the research. Moreover, important that the answer respondents give during the survey to researchers is accepted and interpreted exactly the way the respondent mean so.

## 5 Data analysis

### 5.1 Introduction

The chapter explains how the quantitative data was gathered and analyzed. In order to analyze quantitative data for research, the author's used quantitative research approach by analyzing the data with the statistical program SPSS, from there have been taken tables of frequency, which could be founded in the Appendix.

A cover letter from the researchers with a link to the online questionnaire was distributed among the students of Kajaani University of Applied Sciences between 9 April 2019 and 9 May, although most of the respondents answered immediately after receiving the letter. 96 respondents submitted their answers through Google Form questionnaire, and they answered all of the questions marked as compulsory questions. There were no questions regarding personal data of the respondents besides the age braces since research is conducted in order to obtain data from Generation Z (18-28 years old), which made the survey anonymous and easier in their minds.

### 5.2 Results of the questionnaire

The first part of the survey consisting of 16 closed answer questions is supposed to get an understanding of respondents' feelings towards 14 statements about employee motivation and job satisfaction in a scale of Completely Disagree, Disagree, Neutral, Agree, Completely Agree. Question number 1 was responsible for respondents age, and number 16 was a multiple answer question, where the respondent had to choose at least 5 important factors influencing his/her level of job satisfaction.

Each statement is analyzed below with presenting of an analytical diagram.

#### **Statement 1: What is your age?**

The starting point of the survey was age data since research is aimed at analyzing data from the point of view of Generation Z whose age is limited approximately from 18 to 28 years old nowadays. All of the 96 respondents fitted these age braces, which helped to reach a big amount of answers.

**Statement 2: Monetary rewards (bonuses, profit sharing, stock options and etc.) have a positive impact on working process...**

Accordingly, to statistics for Statement 2, more than 80% of respondents agree that monetary reward has a positive impact on their working process. It is no surprise, from the employee's point of view, there can never be too many monetary bonuses grading the job that has been done and the way it reflects the recognition from the senior management. Figure 8 represents the attitude of respondents towards statement 2.

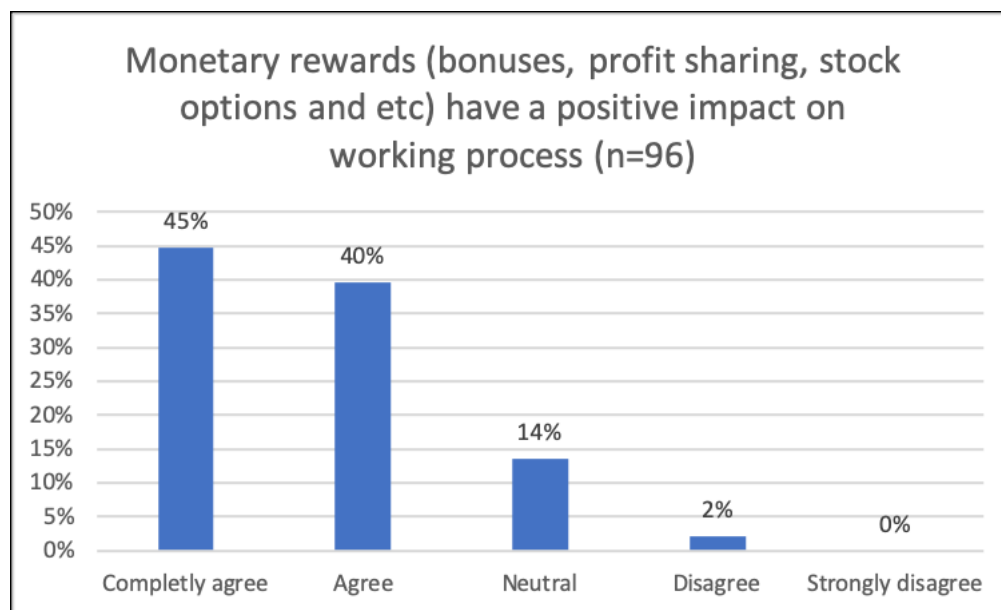


Figure 8. Statement 2 (n=96)

**Statement 3. In order to get a monetary reward, I would increase my work efficiency...**

Among respondents more than 80% agreed with the statement and would increase own efficiency in order to achieve a monetary reward. Only 2% of all answered would not put more efforts into getting a bonus, which shows that monetary rewards are a highly effective motivation factor for Generation Z employees. Figure 9 describes the respondents' opinion.

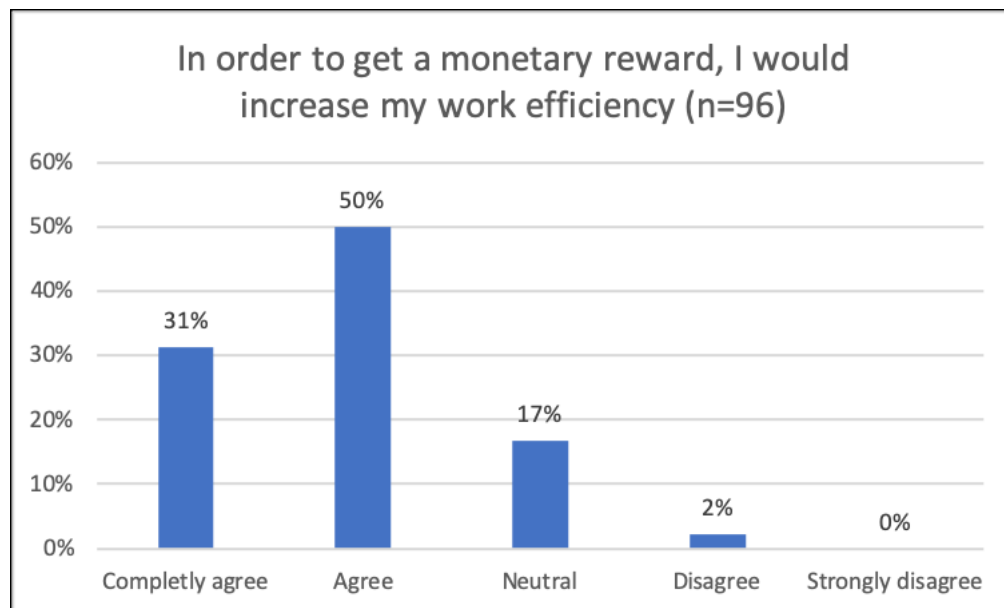


Figure 9. Statement 3 (n=96)

**Statement 4. 4. Non-monetary rewards (flexible work hours, free passes, company events, physical rewards - tickets to a show, gift cards etc.) have a positive impact on working process...**

More than 90% of all number of respondents agree that non-monetary rewards have a positive impact on the working process, which is even more than the number of answers agreeing about the positive impact of monetary rewards. Non-monetary rewards in the eyes of youngsters are representing the attitude towards their work, the understanding and appreciating the work they are doing. Figure 10 shows the respondents' opinion about the impact of non-monetary rewards.

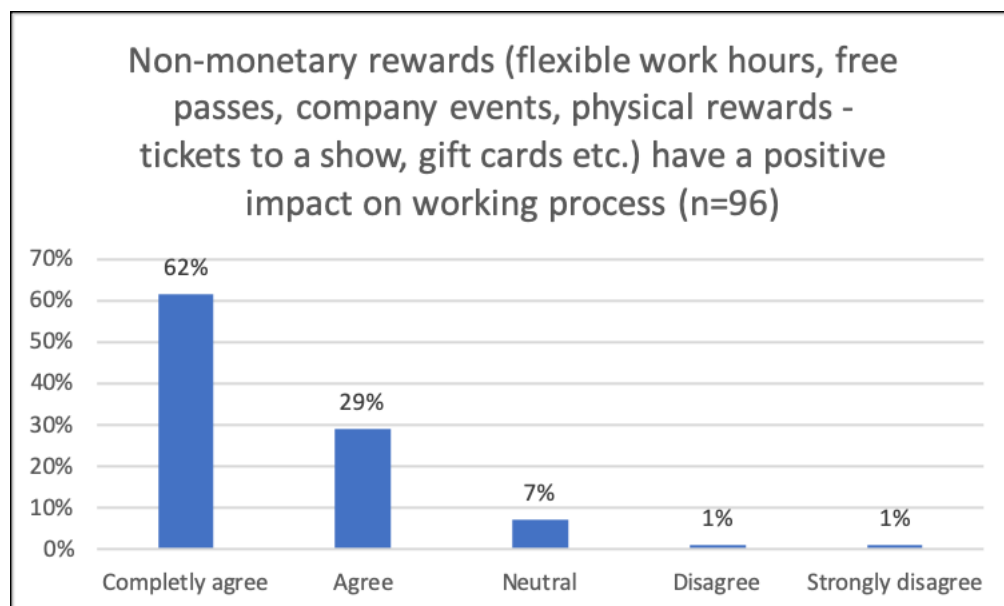


Figure 10. Statement 4 (n=96)

**Statement 5. In order to get a non-monetary reward, I would increase my work efficiency...**

However, how many of respondents who agreed above about the importance of non-monetary rewards would try to get one? Accordingly, to research data, over 75% would make an effort, which is a pretty big number, though the amount of people agreeing to do something extra for a monetary reward is still higher. However, only 6% of respondents feel that they would not do anything extra to get a reward in the way of flexible hours or free passes. Figure 11 represents how respondents feel about non-monetary rewarding.

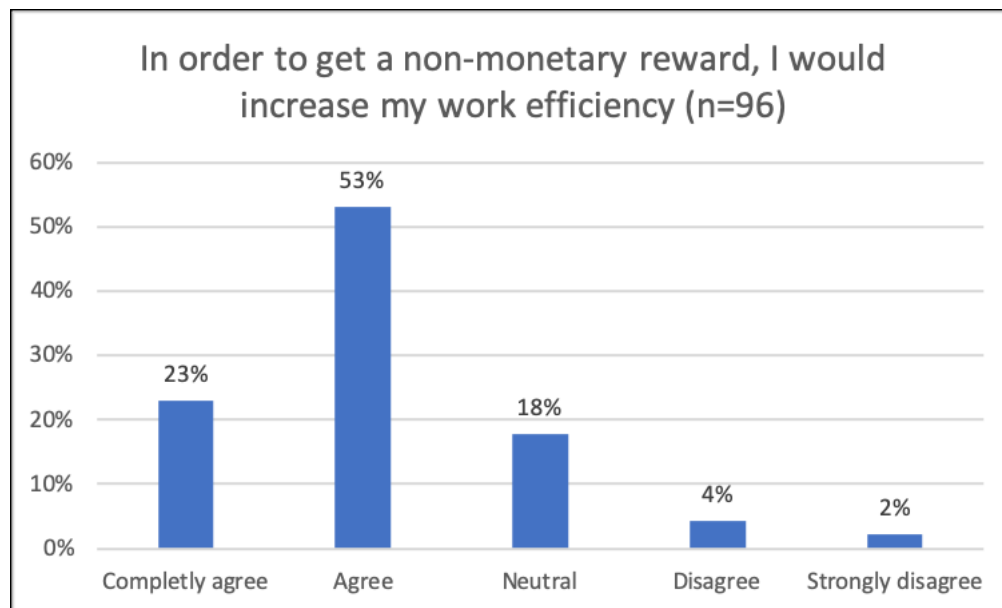


Figure 11. Statement 5 (n=96)

**Statement 6. Both monetary and non-monetary rewards are motivating me to perform my work better...**

Everyone wants to get a reward, and no doubts that only 2% of all respondents do not agree with the statement towards monetary and non-monetary rewards motivating them to perform better at work. 87% of total answers confirmed that both types of rewards are very important to keep your employee satisfied and efficient. 12% keeps the neutral position. Figure 12 illustrates opinions about that statement.



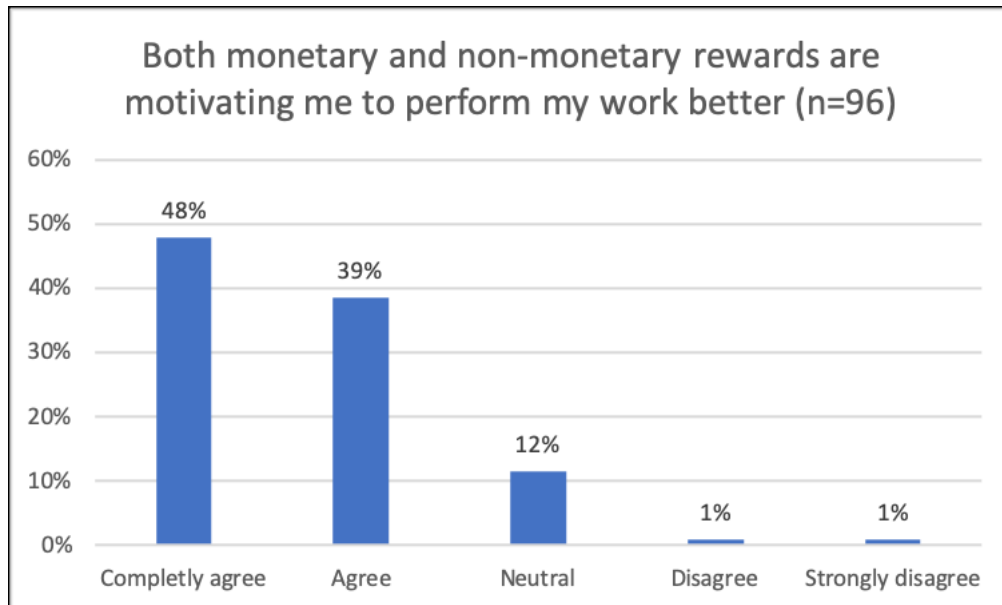


Figure 12. Statement 6 (n=96)

**Statement 7. I want my employer to motivate me to deliver better results at work...**

Under the term “employer” in this and next statements, researchers mean the higher management in the company and any supervising stuff in the organizations. No detailing clarification was needed for respondents, as for everyone employer might be different, but it always somebody leading you as an employee.

Over 70% of respondents expressed the opinion that they would like an employer to motivate them to deliver better results, which is a good sign that first people are ready to work better and secondly that they trust the employer to lead them to higher efficiency. Only 5% of answers belong to the category of people, who do not agree to motivation from the employer. Figure 13 demonstrates the percentage of people’s attitude toward motivating from the employer.

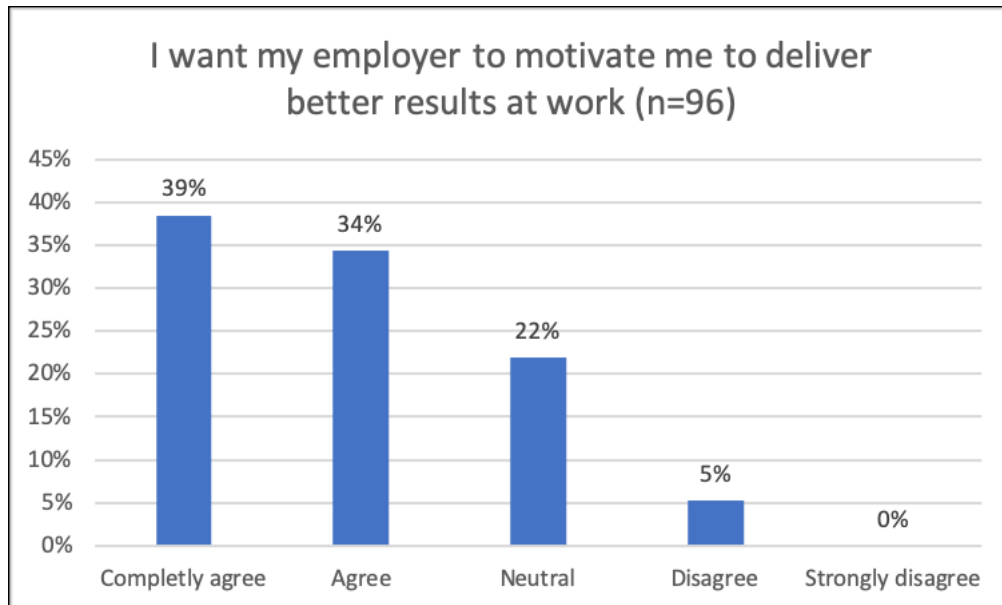


Figure 13. Statement 7 (n=96)

**Statement 8. My best motivational factor is the money I get...**

24% of respondents do not agree that money is the best motivator for them, and 29% keeps neutral position regarding this statement. 19% of people expressed a strong opinion about how much money means for motivating. This statistic is not surprising; money has always been a very important factor in motivating, though it starts to lose tendency and it can be seen from figure 14 below.

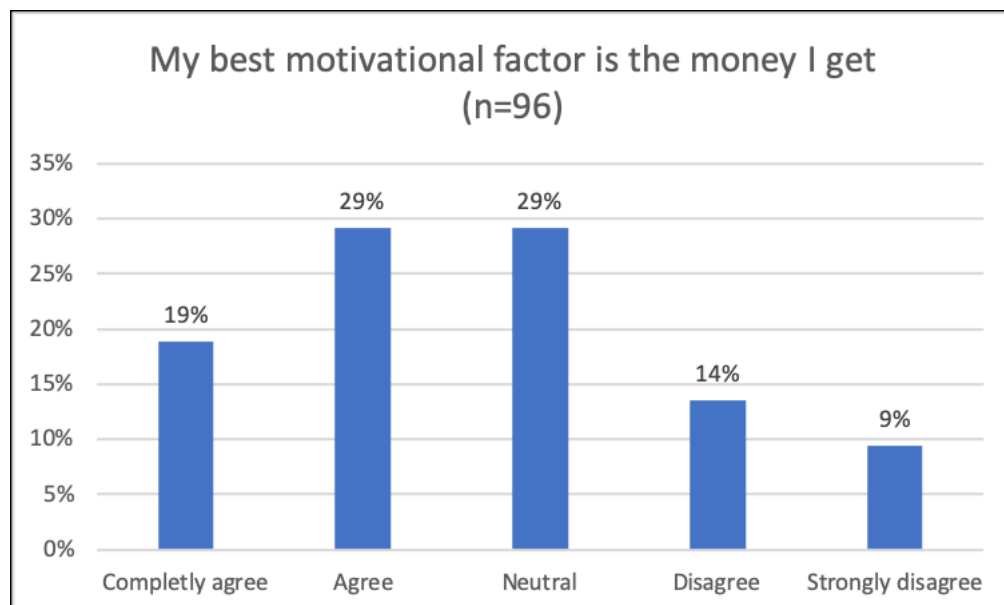


Figure 14. Statement 8 (n=96)

**Statement 9. Opportunity to build a career is the main motivator for me now...**

Around 63% of respondents agreed that for the opportunity to build a career is now the primary motivator. Moreover, the research sample group represented the Generation Z and it is in age group between 18 and 28, so most of the respondents take care of career growth now, when they are only starting to build it step by step. Figure 15 shows the respondents' opinion.

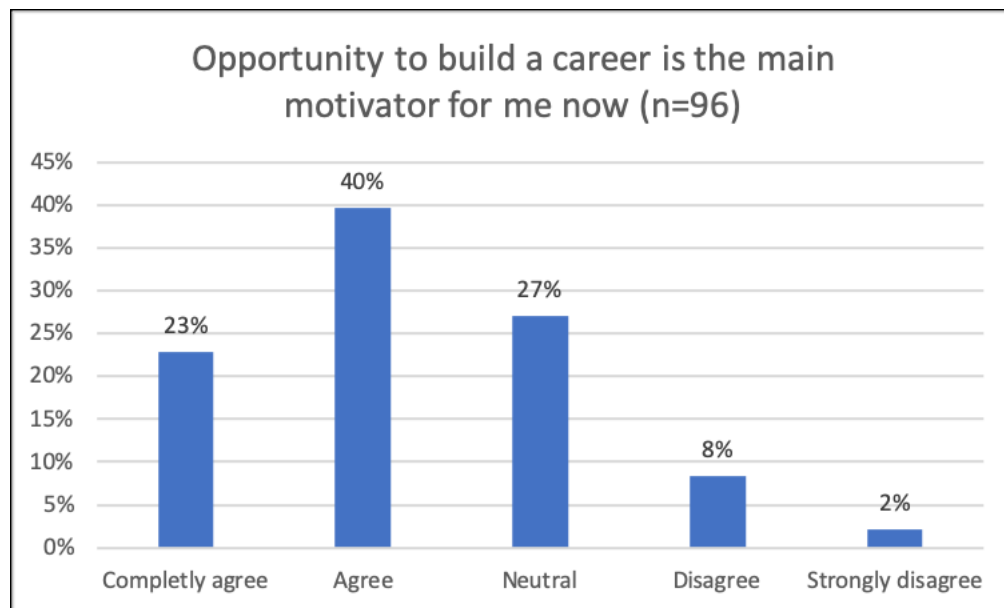


Figure 15. Statement 9 (n=96)

**Statement 10. Learning and personal growth are motivating me the most...**

70% of respondents agree to the statement and consider learning and personal growth are very important factors. As we can see out of 3 key motivating factors such as money, career growth and personal growth and learning, motivator such as money gets the most controversial percentage of opinions, which shows that there are more motivating factors than money for Generation Z. Figure 16 reflects the respondents' opinions.

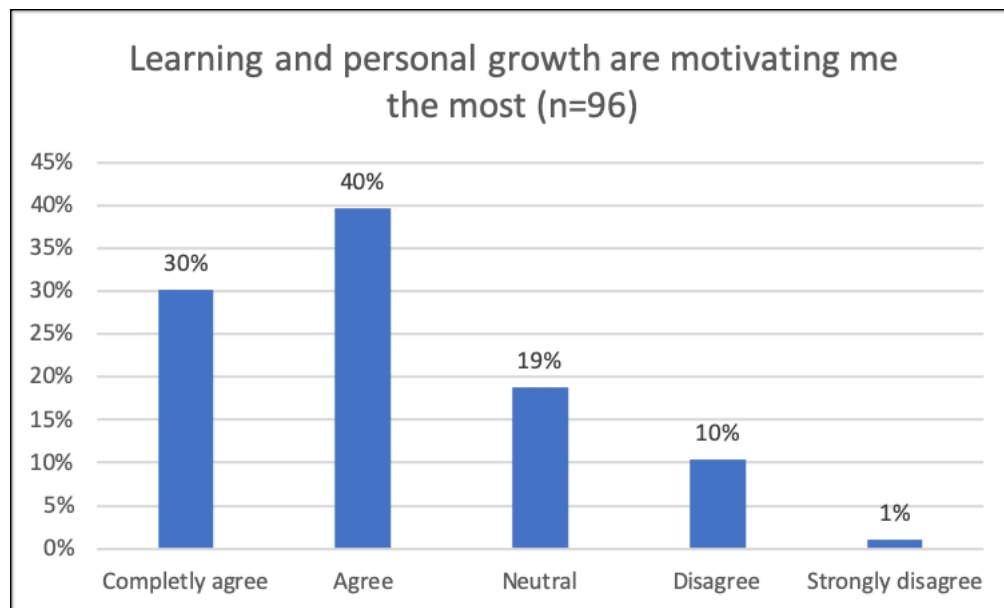


Figure 16. Statement 10 (n=96)

**Statement 11. I want to feel motivated by employer in the organization...**

Almost 80% of all asked respondents confirmed that it is necessary for them to feel motivated by the employer during the work process, which again underlines the importance of nurturing employees inside of an organization. Figure 17 illustrates the opinions about statement 11.

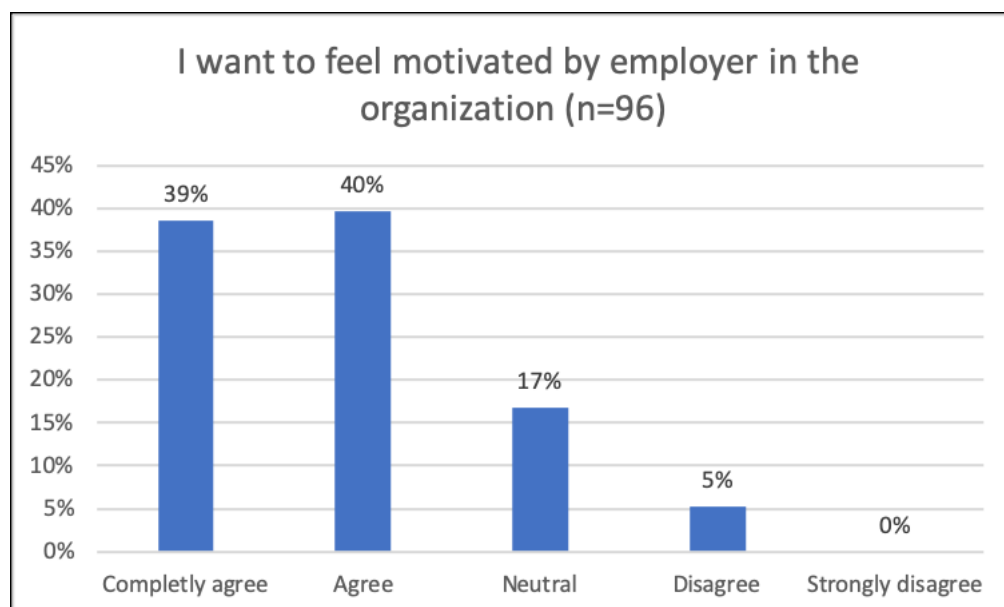


Figure 17. Statement 11 (n=96)

**Statement 12. I would like to receive full feedback based on my performance from my employer...**

84% of people who filled the questionnaire agreed that to maintain an efficient work process, necessary to receive full feedback from an employee based on their performance. Moreover, it was not mentioned in the survey that feedback means only positive, so Generation Z is ready to accept mistakes and fix them with the help of leading management and overall feedback based on performance. Figure 18 represents the percentage of respondents' attitude towards statement 12.

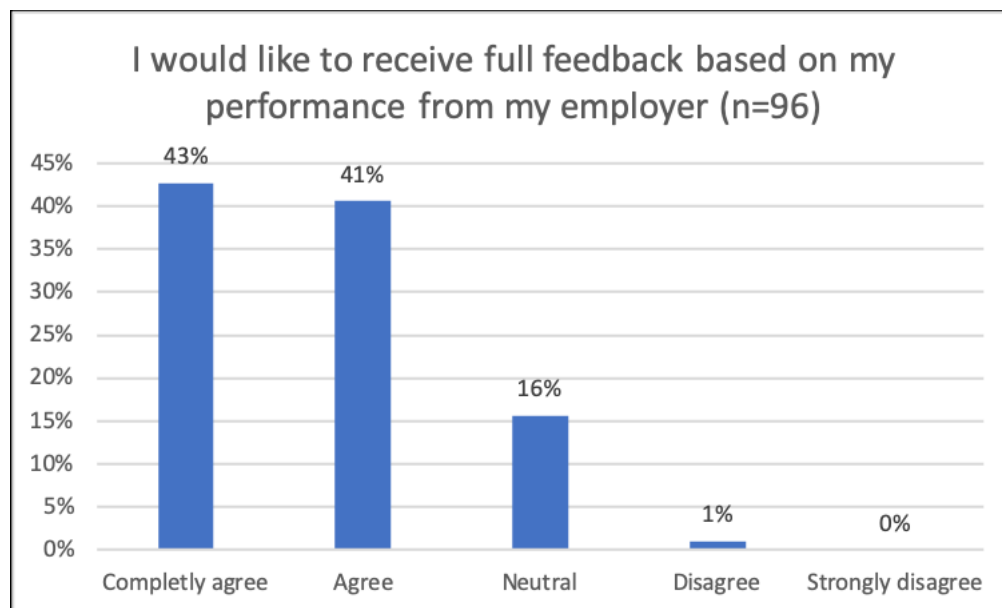


Figure 18. Statement 12 (n=96)

**Statement 13. I would like to be able to influence my work tasks and challenges...**

As it was said before nowadays, it is crucial to take into consideration how creative and innovative Generation Z. 85% show the desire to be able to affect work tasks and challenges. It brings us to the nature of Generation Z; they have to be heard by management and be an influencer of their own work lives. Figure 19 shows the respondents' opinions.

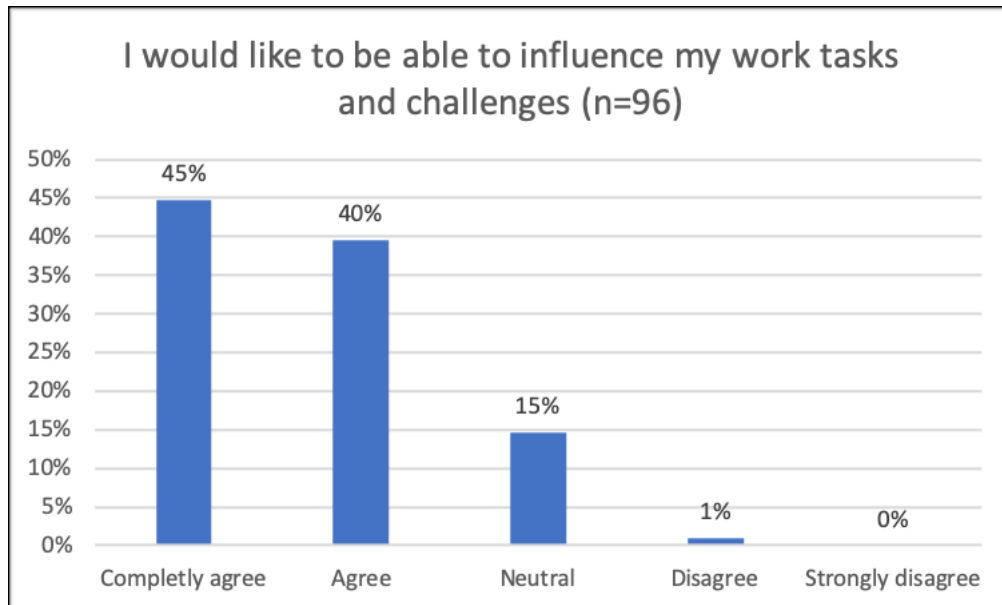


Figure 19. Statement 13 (n=96)

**Statement 14. If I am satisfied with my job, my efficiency would increase...**

92% of respondents agreed with the statement above and sure that their efficiency would increase when they are satisfied with the job. This proves again the secure connection between job satisfaction from an employee point of view and overall organizational success. Figure 20 represents the results.

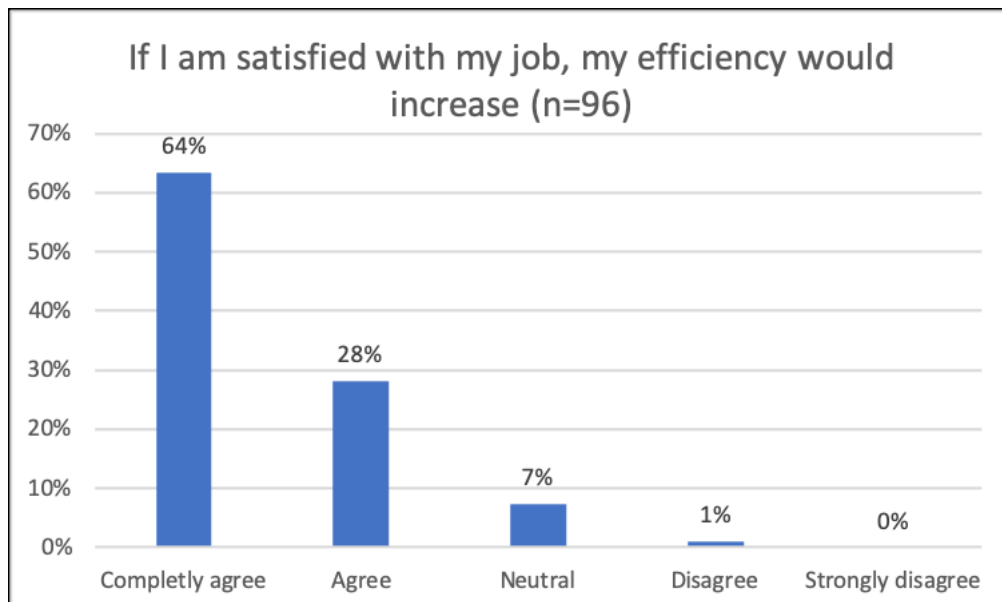


Figure 20. Statement 14 (n=96)

**Statement 15. I want to know that my employer values me as an important asset in the organization...**

82% of respondent want to know that the employer values them as an essential asset in the organization. Every employer should remember that generation Z is presenting themselves as an individual, and for them, it is important to feel that they are needed and cannot be replaced. Figure 21 shows the attitude of respondents toward statement 15.

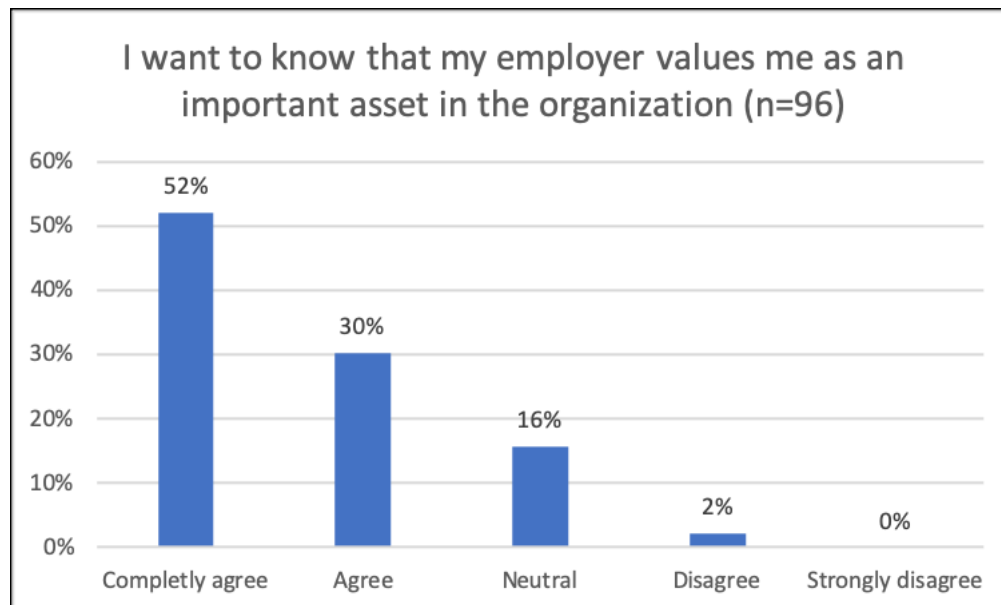


Figure 21. Statement 15 (n=96)

**Statement 16. Please, rank the most important factors influencing your job satisfaction (at least 5 factors):**

From the point of view of respondents on behalf of Generation Z, the most important factors have been:

- Good atmosphere in the working place
- Good relationships with colleagues and superiors
- Feeling of happiness during the workday
- Work-life balance
- Salary is fair and according to market rate

Figure 22 represents the most important factors motivating respondents.

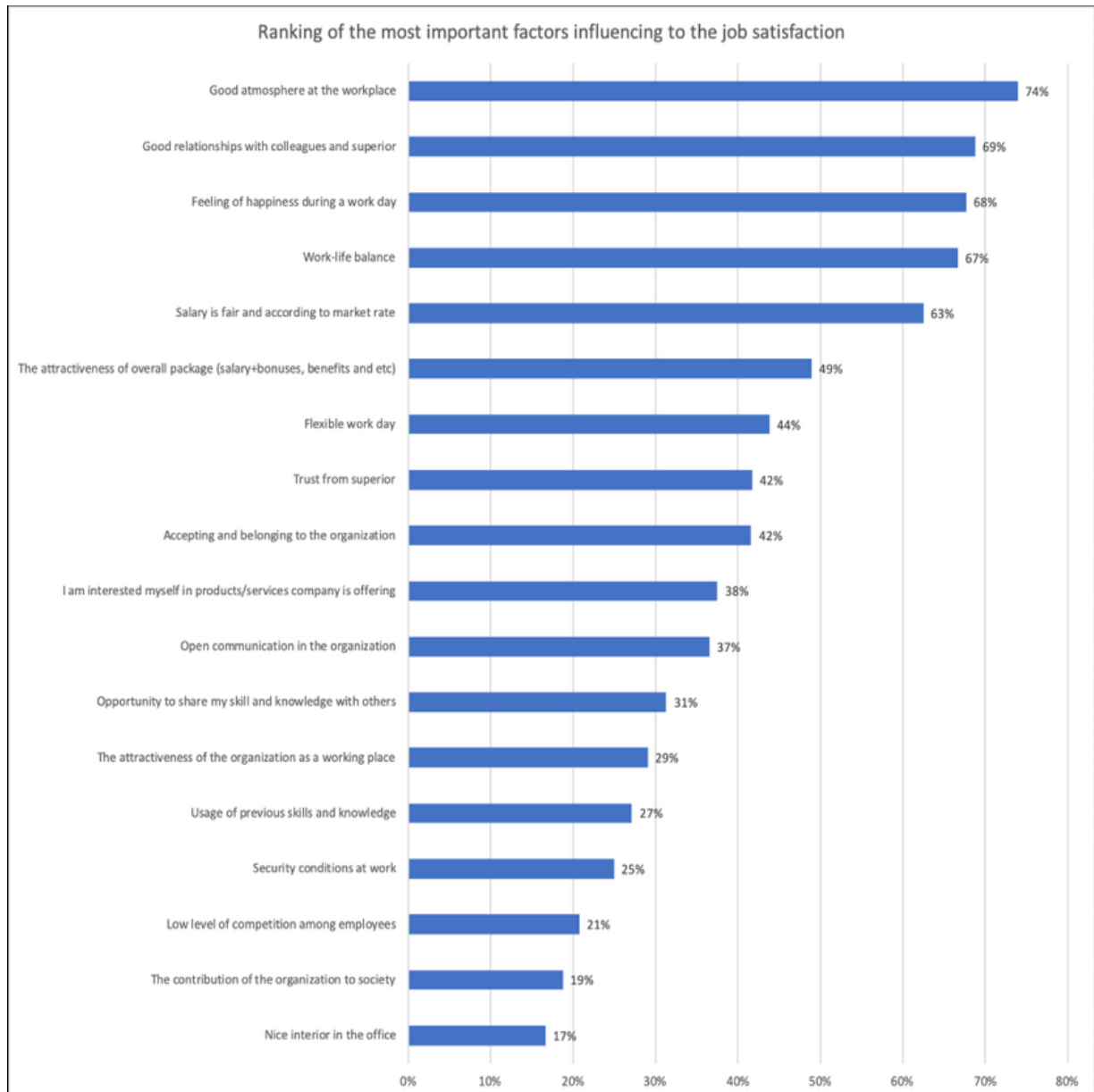


Figure 22. Statement 16 (n=96)

Authors have asked the participants to provide open answers to two questions:

1. What would motivate You the most at the workplace? (response rate 56%)

Most of the respondents mentioned working atmosphere as a key source of motivation:

- “Working atmosphere”
- “Good working atmosphere....”
- “Good and reliable atmosphere at the workplace...”



- “Good atmosphere, feeling of happiness”

The importance of the relationships with colleagues are mentioned along with working atmosphere:

- “The atmosphere at the workplace. It is important to me that I enjoy being at work and my colleagues are my friends too outside of the work.”
- “Low level competition among employees and good atmosphere at the workplace, but we also must make progress towards our goal.”
- “Atmosphere, coworkers and the boss of course are the main things that keeps me motivated.”

Money is mostly mentioned after all other motivational factors, at the end and as a basic requirement:

- “Interesting tasks, Good team and Decent pay”
- “Opportunity to improve skills / experience + fair salary and non-material rewards”
- “There is not a single factor, but as mentioned previously, combination of a good atmosphere, good and trustworthy leadership, and challenging work coupled with flexible working hours and ways when needed, would make the working efficiently in long term possible. Money must be good though; no-one can live without it.”
- “Interesting tasks with a good salary”

## 2. How would You motivate your employees? (response rate 51%)

The respondents again placed working atmosphere and relationships between the colleagues on the first place:

- “Creating a positive attitude”
- “I would try to create good atmosphere. I would like to make my workers to get along well.”
- “...invest in good working atmosphere and spirit between the employees.”

- “By making sure that they are not frustrated by their conditions in their company. This involves the things such as workplace atmosphere, colleagues, salary and the amount of work.”
- “flexible workplace/ -hours, good work atmosphere, reduce feelings of alienation between employees and the "higher ups".”
- “Giving them some sort of autonomy, helping to create the work tasks so that they feel competent and trying to increase the social atmosphere to make everyone feel related and seen as an employee.”
- “It really depends on the employees; ... I would likely put effort into what I mentioned above: that the place is nice to work at.”

In this question, much more frequently have mentioned feedbacks and personal help:

- “Being always friendly and help them with difficult tasks”
- “By giving feedback, letting them know their work is valued, giving chances to learn more and advance in their career.”
- “Being pleasant, giving good instructions of working tasks and giving feedback when he/she is done something well.”
- “Social talks sharing their problems arising from work, find out solutions in both emotional side and practical working side”
- “Being nice to them and help them”
- “Feedback and non-monetary bonuses”
- “Giving them constructive feedback and rewarding them when they deserve it.”
- “Complimenting on good things.”

Money as a motivational source mentioned just 14% of respondents.

## 6 Research findings

In this research, the authors tried to answer the following questions:

- What are motivational factors affecting job performance and employee satisfaction the most in case of generation Z?
- What kind of reward (monetary or non-monetary) is more influential creating job satisfaction and motivation from the perception of generation Z?

During the analysis of theoretical and practical parts of research, authors would say that the most critical factors were personal growth, career opportunities, pleasant atmosphere at the workplace, and good relationship with colleagues.

Based on the results from the questionnaire, which was distributed among the students of Kajaani University of Applied Sciences and in the age of 18 to 28, over 60% of respondents agree to raise their productivity if the employer is going to motivate them to perform better. The percentage could be increased even more by using a tool such as verbal recognition of the work done and by introducing the reward system. The authors underline the importance of motivation as a tool to create a successful performance of the company. Generation Z representatives are open to criticism and rewards, they want to be valued by the employer.

Studying question 8, it was clear that money is still one of the key motivational factors, and it will always be valuable, however, there have been more important factors such as personal growth and learning. Under 20% of respondents ultimately agreed that for now, their best motivational factor is money, while at the same time, almost 23% ultimately agreed that career growth is the primary motivation. The questionnaire was distributed among the student of Finnish higher institutions and the authors can notice that Finnish students get social payments from social services which means that they do not need to find any work just to survive and they are looking for a job that would interest them and keep in the workplace. It doesn't mean they don't want money at all. In working with young people, employers often make a critical mistake. It is believed that if such specialists do not have enough experience so far, then their salary can be saved. But representatives of generation Z do not want to work where their work will not be appreciated. According to research, generation Z believe in having a fair salary according to the market rate. It is essential for young professionals to get decent pay. So they feel protected, and they understand

that the company respects their basic needs. Equally important for generation Z is the presence of a social package. Candidates are sure: well-known international companies with a long history of work in the market can offer these conditions, that's why market giants are on top.

Moreover, the authors found out a secure connection between employee motivation and job satisfaction towards an overall performance at a workplace. Study shows that more than half of respondents conducted an online survey, would increase their productivity in perspective of getting monetary or non-monetary rewards and feedback from employee and over 60% of respondents would like to their employee to motivate them during the work process. Monetary or non-monetary reward accepted by Generation Z not only as a material reward, but more as a sign that he/she is a valuable part of the organization and employee would do efforts to keep them at the workplace.

During this research has not been found any contradictions between employee motivational theories and authors' research on the significance of employee motivation.

The current research was conducted to prove that for Generation Z, money is not the most important motivational factor, and it shows it very clearly. Only 20% of respondents agreed that money motivates them the most.

Both hygiene and motivator factors have a substantial effect on employee performance, and for nowadays employers should be very clear to take care of motivation employees and keep level of their job satisfaction high, only in that way they can reach overall success.

Generation Z needs to be heard at the workplace; employees of that group need to feel their importance and significance to the employer. Over 60% of employees showed the desire to deliver better results if they get motivation from the employer and approximately 90% of respondents are sure that their efficiency would increase if they are satisfied with a workplace.

Requests for a new generation will force employers to reconsider roles within teams. Z-specialists want to work with a mentor, to whom they can turn for support in demanding professional and life situations. This approach fundamentally changes the traditional idea of the role of the leader.

Generation Z, represented by our respondents, gave researchers the answers about their motivation and how would they motivate their own employees. Most common answers were such as:

- Self-realization

- Create a positive attitude
- A sense of purpose and contributing to society
- A sense of meaning and importance of my work
- Trust
- Good colleagues

Transparent career opportunities, business trips abroad to exchange experience, continuous training in the workplace - all these conditions must be provided by employers who want to keep the best representatives of generation Z. Therefore, many modern companies are actively developing various programs to grow future leaders. Due to the economic and political changes, generation Z is more broadminded than their predecessors; they have lots of friends all around the world, they speak many languages. Having and sharing multicultural experience is vital for young people; they want and are ready to play globally.

Representatives of Generation Z seek to be immediately involved in the work and gain real experience. They want to be entrusted with severe, responsible tasks from the start. Unlike other generations, they are not afraid of losing their jobs. Therefore, if they are not interested - they go to another company.

All that remains for employers is to learn to trust, transfer experience, and guide employees on the job. Young professionals are ready to listen, learn from practical knowledge, and develop professional skills.

Authors received only a few answers covering the financial part of the work process, and it was not just about getting as much money as possible, it was about getting a fair salary accordingly to market rate.

The authors could recommend employers to take care of the motivational part of the work process. For the generation Z, it is vital to be in the company where is introduced incentive system and rewards for all personnel. The work process should be planned in the way that young employees could affect their tasks and everyday challenges in order to feel valuable and grow personally, stepping on the career ladder.

Through employee motivation and employee's job satisfaction level organizations are going to growth and aim to success, it is a vital connection between company's management and workers, and it should be maintained and supported by both sides.

Research questions	Hypothesis	Findings (hypothesis supported or not supported?)
1.What are motivational factors affecting job performance and employee satisfaction the most in the case of generation Z?	1. Money is not the strongest source of motivation 2. Personal growth and learning are the most important motivational factors for generation Z	1. Supported 2. Supported
2. What kind of reward (monetary or non-monetary) is more influential creating job satisfaction and motivation from the perception of generation Z?	1. Non-monetary rewards influence positively to employees' efficiency 2. Both monetary and non-monetary rewards are important to stimulate employees to perform better	1. Supported 2. Supported

## 7 Conclusion

Based on the results, the authors can conclude that there are certain things to do and to consider about employee motivation and job satisfaction in the case of Generation Z.

The main idea of this research was to examine the overall attitude of Generation Z towards motivation and job satisfaction.

From the researcher's perspective, during this research, all the objectives have been reached, and the results have been clearly presented and explained. The research was conducted in the limited group of sampling in English and for students of Kajaani University of Applied Sciences in the age group from 18 to 28. The findings could not be taken as results of the opinion of the whole Finnish population, although authors believe that this is a very first step to a company's management of motivating and keeping Generation Z as employees satisfied.

Moreover, similar research could be conducted for already employed representatives of Generation Z to understand the situation on the current job market better and not only offer what else could be done, but also what could be changed in the existing workplace from the employer's perspective. The survey could be conducted using the combined method of qualitative and quantitative research and the help of organization and young employees belonging to Generation Z.

On the base of this work could be mentioned some points for companies to take into account.

Be flexible:

Post-millennials expect employer flexibility in working hours. The younger generation has already formed some habits and can evaluate when they work best. It is equally essential to allow resting after serious and challenging tasks to prevent emotional burn-out. For example, let them come to work a little later or work from home. The main thing is to meet their needs and collect regular feedbacks.

Become a coach for them:

For the mistrust barrier to collapse, it is necessary to transform the profession of an HR specialist: it should become a life coach for employees, take on the parental function and assist not only in career issues but also in personal.

Set them clear tasks:

All Zs prefer a brief and capacious presentation of information, and employers should take this into account. Do not hesitate to duplicate the task listing the criteria for the effectiveness of the result and the deadline via direct message in a social network. Quickly losing concentration, they may forget what you talked about a few minutes ago.

Build a good relationship between colleagues:

Employees within the company have common hobbies and values. As a result, interest groups are formed. Such communities not only bring colleagues together but also have great potential for the development of a company's business, as new ideas and projects are often come up in a non-working environment. For generation Z, long-term cooperation is possible if their level of values is consistent with the values of the company and employees. It should be determined whether the young specialist will be comfortable with the current colleagues because otherwise, the post-millennials will quickly leave the workplace.

Create a place where they want to be:

Friendly atmosphere, the absence of a clear hierarchy, open communication, a feeling of support from colleagues, an office area - this, in the opinion of generation Z, looks like an ideal place to work. Companies need to revise the organization of work and move to the so-called flat structure: a minimum of edification, maximum freedom of action for employees. Changes can be quite painful for companies with a long traditional story, but there is a big plus. So the company will "grow" independent specialists who can make decisions.

Thus, companies that can adapt to the needs of the new generation and will receive significant advantages over competitors. Generation Z can improve a company's business performance, but the company needs to rebuild the approach today.



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Cover letter

Hello!

We are International Business students of Kajaani University of Applied Sciences. For our thesis, we are examining the motivation of generation Z (18 – 28 years old) specialists. If you are from 18 to 28 years old, we are inviting you to participate in our research study by completing the attached survey.

The following research will require max. 10 minutes to complete. Participating in the questionnaire is voluntary and anonymous. We appreciate your answers and guarantee the data we collect will be used only for this research and will be deleted after graduating.

Link to the survey: <http://bit.ly/2Vm02np>

If you have any questions about research, do not hesitate to ask.

Best regards,

Lera and Aleksandra

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[aleksandrasuslova@kamk.fi](mailto:aleksandrasuslova@kamk.fi)



1 2 3 4 5

Completely Disagree ☐ ☐ ☐ ☐ ☐ Completely Agree



14. **14. If I am satisfied with my job, my efficiency would increase \***

*Mark only one oval.*

	1	2	3	4	5	
Completely Disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Completely Agree

15. **15. I want to know that my employer values me as an important asset in the organization \***

*Mark only one oval.*

	1	2	3	4	5	
Completely Disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Completely Agree

16. **16. Please, rank the most important factors influencing your job satisfaction (at least 5 factors): \***

*Tick all that apply.*

- ☐ 1. Work-life balance
- ☐ 2. Trust from superior
- ☐ 3. Feeling of happiness during a work day
- ☐ 4. Accepting and belonging to the organization
- ☐ 5. Security conditions at work
- ☐ 6. I am interested myself in products/services company is offering
- ☐ 7. Usage of previous skills and knowledge
- ☐ 8. Salary is fair and according to market rate
- ☐ 9. The attractiveness of overall package (salary+bonuses, benefits and etc)
- ☐ 10. The attractiveness of the organization as a working place
- ☐ 11. The contribution of the organization to society
- ☐ 12. Opportunity to share my skill and knowledge with others
- ☐ 13. Open communication in the organization
- ☐ 14. Good relationships with colleagues and superior
- ☐ 15. Low level of competition among employees
- ☐ 16. Flexible work day
- ☐ 17. Good atmosphere at the workplace
- ☐ 18. Nice interior in the office

17. **What would motivate You the most at the workplace?**

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The frequency distributions table from the statistics program SPSS

**What is your age?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	18-28	96	100,0	100,0	100,0

1.

**Monetary rewards (bonuses, profit sharing, stock options and etc) have a positive impact on working process**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	2	2,1	2,1	2,1
	Neutral	13	13,5	13,5	15,6
	Agree	38	39,6	39,6	55,2
	Completely agree	43	44,8	44,8	100,0
	Total	96	100,0	100,0	

2.

**In order to get a monetary reward, I would increase my work efficiency**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	2	2,1	2,1	2,1
	Neutral	16	16,7	16,7	18,8
	Agree	48	50,0	50,0	68,8
	Completely agree	30	31,3	31,3	100,0
	Total	96	100,0	100,0	

3.

**Non-monetary rewards (flexible work hours, free passes, company events, physical rewards - tickets to a show, gift cards etc.) have a positive impact on working process**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Completely disagree	1	1,0	1,0	1,0
	Disagree	1	1,0	1,0	2,1
	Neutral	7	7,3	7,3	9,4
	Agree	28	29,2	29,2	38,5
	Completely agree	59	61,5	61,5	100,0
	Total	96	100,0	100,0	

4.

**In order to get a non-monetary reward, I would increase my work efficiency**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Completely disagree	2	2,1	2,1	2,1
	Disagree	4	4,2	4,2	6,3
	Neutral	17	17,7	17,7	24,0
	Agree	51	53,1	53,1	77,1
	Completely agree	22	22,9	22,9	100,0
	Total	96	100,0	100,0	

5.

**Both monetary and non-monetary rewards are motivating me to perform my work better**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Completely disagree	1	1,0	1,0	1,0
	Disagree	1	1,0	1,0	2,1
	Neutral	11	11,5	11,5	13,5
	Agree	36	37,5	37,5	51,0
	Completely agree	47	49,0	49,0	100,0
	Total	96	100,0	100,0	

6.

**I want my employer to motivate me to deliver better results at work**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	5	5,2	5,2	5,2
	Neutral	21	21,9	21,9	27,1
	Agree	33	34,4	34,4	61,5
	Completely agree	37	38,5	38,5	100,0
	Total	96	100,0	100,0	

7.

**My best motivational factor is the money I get**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Completely disagree	9	9,4	9,4	9,4
	Disagree	13	13,5	13,5	22,9
	Neutral	28	29,2	29,2	52,1
	Agree	27	28,1	28,1	80,2
	Completely agree	19	19,8	19,8	100,0
	Total	96	100,0	100,0	

8.

**Opportunity to build a career is the main motivator for me now**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Completely disagree	2	2,1	2,1	2,1
	Disagree	8	8,3	8,3	10,4
	Neutral	26	27,1	27,1	37,5
	Agree	38	39,6	39,6	77,1
	Completely agree	22	22,9	22,9	100,0
	Total	96	100,0	100,0	

9.

**Learning and personal growth are motivating me the most**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Completely disagree	1	1,0	1,0	1,0
	Disagree	10	10,4	10,4	11,5
	Neutral	18	18,8	18,8	30,2
	Agree	37	38,5	38,5	68,8
	Completely agree	30	31,3	31,3	100,0
	Total	96	100,0	100,0	

10.

**I want to feel motivated by employer in the organization**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	5	5,2	5,2	5,2
	Neutral	16	16,7	16,7	21,9
	Agree	38	39,6	39,6	61,5
	Completely agree	37	38,5	38,5	100,0
	Total	96	100,0	100,0	

11.

**I would like to receive full feedback based on my performance from my employer**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	1	1,0	1,0	1,0
	Neutral	15	15,6	15,6	16,7
	Agree	38	39,6	39,6	56,3
	Completely agree	42	43,8	43,8	100,0
	Total	96	100,0	100,0	

12.

**I would like to be able to influence my work tasks and challenges**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	1	1,0	1,0	1,0
	Neutral	15	15,6	15,6	16,7
	Agree	38	39,6	39,6	56,3
	Completely agree	42	43,8	43,8	100,0
	Total	96	100,0	100,0	

13.

**If I am satisfied with my job, my efficiency would increase**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	1	1,0	1,0	1,0
	Neutral	6	6,3	6,3	7,3
	Agree	28	29,2	29,2	36,5
	Completely agree	61	63,5	63,5	100,0
	Total	96	100,0	100,0	

14.

**I want to know that my employer values me as an important asset in the organization**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	2	2,1	2,1	2,1
	Neutral	15	15,6	15,6	17,7
	Agree	28	29,2	29,2	46,9
	Completely agree	51	53,1	53,1	100,0
	Total	96	100,0	100,0	

15.

