

UNIVERZA V LJUBLJANI
EKONOMSKA FAKULTETA

MASTERS THESIS

**A COMPARISON OF WORKPLACE MOTIVATIONAL FACTORS
OF GENERATION Y AND Z IN SLOVENIA**

Ljubljana, September 2018

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AUTHORSHIP STATEMENT

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INTRODUCTION

Regardless of technological progress in organizations, employees still represents one of the most important assets of a company. However, it is essential that employees are motivated at work. Even though an employee is able to perform a certain task, if one is not motivated to do it, the result of such action will not be satisfying. Therefore, an employer should know what motivates his or her employees in order to achieve business goals.

Two of the most influential theories on motivation include Maslow's Hierarchy of Needs and Herzberg's Two-Factor Theory. Maslow (1943) argued that motivation originates from one's desire to achieve certain needs, where some needs are more important than the others. Those higher in the pyramid emerge only when those beneath them have been at least partially satisfied. Herzberg, Mausner and Snyderman (1959) claimed that there are two groups of motivational factors: "hygiene factors" and "motivators". The first group consists of the **extrinsic factors** that contribute to employee dissatisfaction if they are not met. Examples are working conditions, company policy and administration, salary, job security, supervision, bonuses, commissions, perks, benefits and cash awards (Herzberg, Mausner & Snyderman, 1959; Kenneth, 2009). The second group includes **intrinsic factors** that contribute to job satisfaction, act as drivers for better performance, and create motivation (Kultalahti & Viitala, 2014). These are factors such as achievement, growth, respect, responsibility, and recognition (Furnham, Eracleous & Chamorro-Premuzic, 2009).

Interest in discovering the reasons why individuals' motivation differ has already been extensively researched. The concept of motivation is analyzed from the generational perspective – are there any generational characteristics that lead towards motivational differences when comparing one generation to another? **A generation** is "an identifiable group (cohorts) that shares birth years, age location, and significant life events at critical developmental stages" (Kupperschmidt, 2000, p. 66). Such events can be historical, economic or social life experiences, that cause the specific development of a generation and therefore distinguish one generation from another (Wong, Gardiner, Lang & Coulon, 2008). Regarding work-related differences among generations, research has demonstrated that members of cohorts tend to develop distinct attitudes toward authority, leadership style, organizational structures, and goals regarding their work life (Smola & Sutton, 2002). There are many definitions of the start and end birth years of each different generational category, but according to the most frequently cited categorization, the contemporary workforce consists of four generations:

- The Baby Boomers – born between approximately 1945 and 1965,
- Generation X – born between approximately 1966 and 1977,
- Generation Y (Millennials) – born between approximately 1978 and 1994,

– Generation Z – born between approximately 1995 and 2010.

In the last two decades, increasing attention has been paid to this topic due to significant changes in global demographics (Srinivasan, 2012). Since Baby Boomers are soon to be retired, the importance of understanding Generation Y and Z is increasing in the workforce (Kultalahti & Viitala, 2014). Yet, there is a great amount of literature and research focusing on the motivational driver differences across generations of Baby Boomers, Generation X and Generation Y, while much less is reported about the latest Generation Z that represents the newcomers in the labor market. The latter is especially true for the Slovenian labor market, for which there is a shortage of data from any reliable research that would be useful for employers in Slovenia. This is an alarming situation, since both generations are growing in number each year due to population aging, as older generations are slowly leaving the labor market. According to the Slovenian Statistical Office (hereinafter: SURS), there were 856.201 representatives of the working population in Slovenia on 31st of December 2017. Out of those, there were 36.550 persons (4.27%) in employment aged between 15 and 24 (members of Generation Z) and 324.286 persons (37.87%) in employment aged between 25 and 39 (members of Generation Y) (SURS, 2017).

In the thesis, I will focus on how Generation Y and Z differ in their motivations at work. According to research results by Wong, M., Gardiner, E., Lang, W. & Coulon, L. (2008), Generation Y tends to be more motivated by career progression and advancement than older generations. In comparison to Generation Z, they are seen to be less comfortable with change and are more likely to see job security as an important factor in a workplace (Wong, Gardiner, Lang & Coulon, 2008). According to Lanier (2017), there are five most important characteristics that describe Generation Z's work preferences that differ from Generation Y: they are a truly digital native generation, they expect diversity at work, they value pragmatic approaches, and they believe in the importance of entrepreneurship and in-person communication.

The recent arrival of Generation Z in the workplace has triggered renewed interest in the detection of employees' motivational drivers due to differences in preferences when compared to Generation Y. For an employer, it is important to understand what motivates his/her employees in order to achieve higher productivity and better business results. Since each generation represents unique challenges and opportunities for employers, it is vital to explore them and investigate the similarities and differences amongst them.

The **purpose** of this thesis is to gain a deeper understanding of the Slovenian Generation Y and Z members' perceptions of work motivation, and to examine whether motivational factors at the workplace differ across the mentioned generations in Slovenian labor market. Therefore, the results of the research can help a wide range of organizations in

accomplishing their business goals by better meeting the needs of generation Y and Z. As already stated, only motivated employees are the ones that can truly contribute to better efficiency and performance of a company. Knowing what motivates them is therefore a starting point towards achieving those goals.

The **goals** of this thesis are:

- to analyze the motivational factors of Slovenian representatives of generation Y and Z in the workplace,
- to discover patterns in work motivation of different generations that cover the Slovenian labor market in general, not only in a specific firm,
- to determine the relationship between the identified motivational factors,
- to provide Slovenian employers with practical recommendations for motivating current and future employees.

The thesis firstly tries to answer the following **research question**: *Do motivational factors in the workplace of Slovenian members of Generation Y differ from those of Slovenian members of Generation Z?* Consequently, the research first focuses on whether there are any differences when comparing motivational drivers of each generation. Further on, the focus shifts to more specific research questions regarding motivational factors: *Which factors do Slovenian members of Generation Y see as motivating at work and in the workplace? Which factors do Slovenian members of Generation Z see as motivating at work and in the workplace?*

The paper consists of two parts; a theoretical overview, and empirical research. The following sections of this paper address some of the theoretical underpinnings regarding motivation, motivational theories, and both generations. The empirical study is then presented: the methods, data, and results, and finally the limitations and conclusion.

1 MOTIVATION AND MOTIVATIONAL FACTORS

Motivation can be explained as “an internal state ... giving rise to a desire or pressure to act” (Westwood, 1992, p. 288). It is a reason why people behave in certain ways to achieve their personal or organization’s goal. When talking about motivation at work, it is vitally important that people are motivated, since only with motivated employees is an organization able to achieve better business results than the competition. According to Hitt, Miller and Colella (2011), a person’s level of performance is a function of his/her ability and motivation. This means that one needs a certain level of motivation to complete an activity, even though he/she has a great ability to perform. Additionally, motivated employees tend to be more engaged, interested in their work tasks, willing to do more than others to achieve goals, and generally more satisfied with their employment (Hitt, Miller &

Colella, 2011). The challenge of an employer is to find what drives an employee toward better performance. However, people tend to have different values, interests, attitudes, and goals, therefore it is important to realize what motivates each individual (Yusoff, Kian & Idris, 2013). In addition to individual motivations, existing research (Delcampo, Haggerty, Haney & Knippel, 2011) has demonstrated that groups of individuals, forming specific generations, tend to have similar motivational factors due to same external circumstances in the growing up period of their lives.

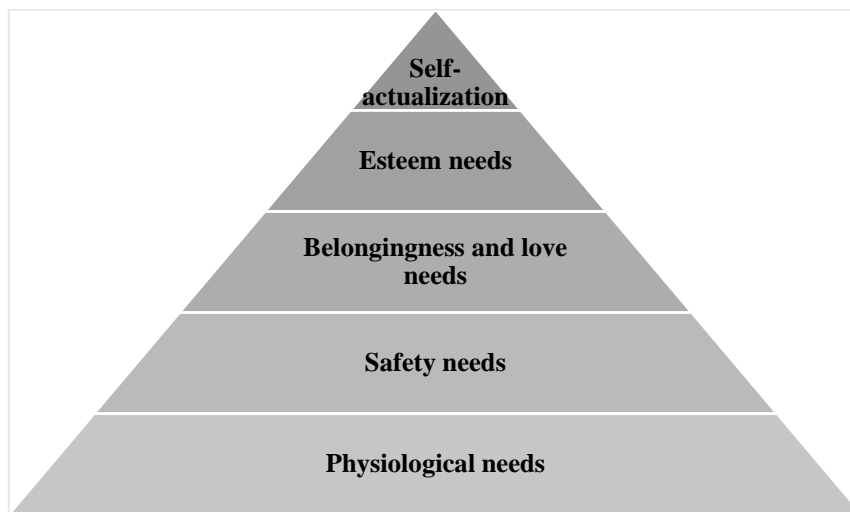
1.1 Motivational theories

There are many academics who studied motivation, human needs and drivers towards satisfaction, therefore many motivational theories were developed. The rationale behind motivational theories is “to provide a framework through which organizations can better influence their employees’ drive to work and increase their enthusiasm” (Furnham, Eracleous & Chamorro-Premuzic, 2009, p. 766). For the purposes of this paper, the two most influential “needs theories” will be presented; Maslow’s hierarchy of needs, and Herzberg’s two- factor theory.

1.1.1 Maslow’s Hierarchy of Needs

Maslow's hierarchy of needs (1943) is a motivational theory that argues that motivation originates from one’s desire to achieve certain needs, where some needs are more important than the others. Those needs that are higher in the pyramid emerge only when those beneath them have been at least partially satisfied. The first level is represented by physiological needs, such as the need for water, food, warmth and rest. The second are safety needs – one’s need for security and physiological safety. The third are belongingness and love needs, which can be described as the need for close, intimate relationships and friends. The fourth are esteem needs or need for prestige and feeling of accomplishment. These needs can be divided into two categories; esteem for oneself and desire for respect from others. The highest, fifth level of needs, is self-actualization, described as achieving one’s full potential (Maslow, 1943). Figure 1 is a representation of Maslow’s motivational model.

Figure 1: *Maslow's hierarchy of needs*



Source: Adapted from Maslow (1943).

The author claims that the first two levels compose basic needs, the second two levels are the physiological needs, and the highest are the self-fulfillment needs. Moreover, the first four levels of needs are the “deficit needs” – once they are satisfied, they are no longer motivating. The highest, fifth level of needs, the “being need”, is never fully satisfied and it represents the drive for innovation and real satisfaction.

Maslow believed that employees are not satisfied with all needs at the same time. The majority of workers tend to be motivated by physiological and safety needs, while the rest of them are motivated by belongingness, esteem and self-actualization needs. His classification of these needs into five groups takes into consideration the common factors of civilization and values of different environments (Al-Aufi & Al-Kalbani, 2014).

Maslow’s theoretical model was proven as a useful tool to understand human motivation and to solve organizational’s issues regarding human resource development (Al-Aufi & Al-Kalbani, 2014), even though it has been criticized and later even complemented by its author in three ways:

- one can have more needs of different hierarchy level at one time,
- it is not necessarily that lower level need is fully satisfied before a new need of higher level appears,
- hierarchy of needs can vary from one individual to another and can even differ for an individual at different periods of time (Fallatah & Syed, 2017).

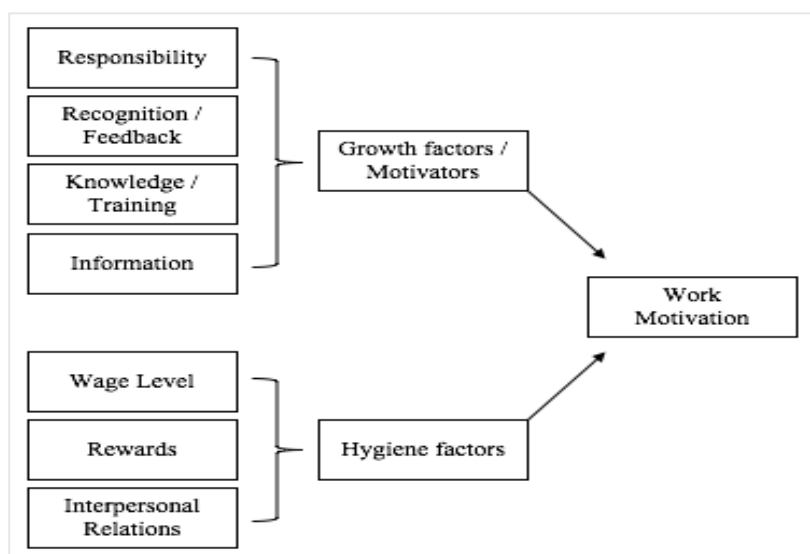
1.1.2 Herzberg's Two-Factor Theory

Herzberg, Mausner and Snyderman (1959) studied two hundred American engineers and accountants regarding their personal feelings toward the work environment. Based on the results, they claimed that there are two groups of motivational factors; “hygiene factors” and “motivators” or “growth needs”.

The first group consists of the **extrinsic factors** that contribute to employee dissatisfaction if they are not met. They are the ones that do not come from the work itself, but are provided by superiors “to ensure that work is done properly and that the rules are followed” (Kenneth, 2009, p. 12). Furthermore, they represent the conditions connected to the completion of a job-related task (Lundberg, Gudmundson & Andersson, 2009). Examples are *working conditions, company policy and administration, salary, reward system, job security, supervision, bonuses, commissions, perks, benefits and cash awards* (Herzberg, Mausner & Snyderman, 1959; Kenneth, 2009; Lundberg, Gudmundson & Andersson, 2009).

The second group, named as “motivators” or “growth factors”, contains **intrinsic factors** that contribute to job satisfaction, act as drivers for better performance, and create motivation (Kultalahti & Viitala, 2014). These are factors such as *achievement, growth, respect, responsibility, knowledge, information* (receiving information regarding the company, such as a company’s goals and vision) and recognition (Furnham, Eracleous & Chamorro-Premuzic, 2009; Lundberg, Gudmundson & Andersson, 2009). Hygiene and growth factors are presented in the Figure 2.

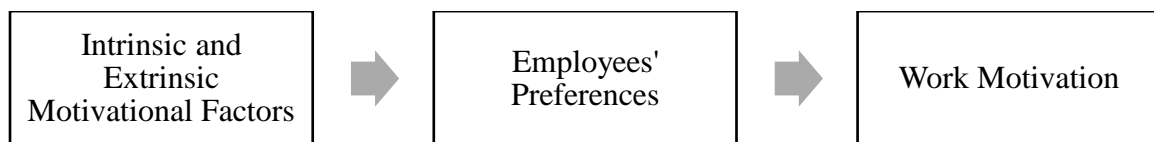
Figure 2: Herzberg's Two-Factor Theory of work motivation



Source: Adapted from Lunderberg, Gudmundson & Andersson (2009).

The presence of hygiene factors does not necessarily lead to an increase in job satisfaction, but can reduce or eliminate employees' job dissatisfaction (Golshan, Kaswuri, Aghashahi, Amin & Wan Ismail, 2011). The opposite of job satisfaction is, interestingly, not job dissatisfaction, but simply the lack of satisfaction. Similarly, the opposite of job dissatisfaction is not satisfaction, but "no dissatisfaction" (Tietjen & Myers, 1998). Thus, while hygiene factors represent prerequisites for motivation, motivators directly encourage employees for work. The division of motivational factors into extrinsic and intrinsic ones was supported also by Edward Deci, who stated that extrinsic rewards are mediated outside the person, while intrinsic rewards are mediated within the person (Deci, 1972). According to Yusoff, Kian and Idris (2013), work motivation is a result of intrinsic and extrinsic motivational factors that go thru employees' preferences. Depending on an individual's preferences toward specific motivation factors, one's work motivation will increase in case of provision of preferred factors and vice-versa. The Motivational Model is presented in Figure 3.

Figure 3: *Intrinsic and Extrinsic Motivation Model of Work Performance*



Source: Yusoff, Kian & Idris (2013).

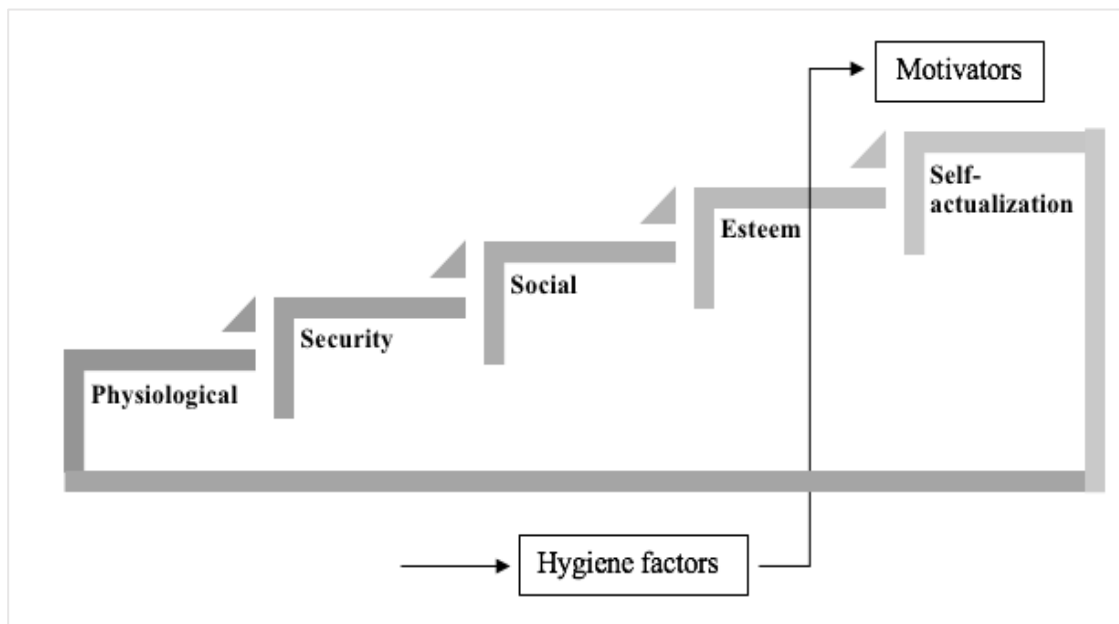
This theory has influenced many organizations in a way how they create opportunities for enrichment, recognition, and personal growth for their employees. Instead of using extrinsic factors, such as raising or improving working conditions, managers use job promotion and enrichment tactics to motivate employees (Golshan, Kaswuri, Aghashahi, Amin & Wan Ismail, 2011). In the case of satisfying only extrinsic factors or hygienes, employees will not be dissatisfied, but will also not be motivated to contribute additional effort toward better performance (Yusoff, Kian & Idris, 2013).

1.1.3 Comparison of both theories

When comparing Maslow's and Herzberg's theory, one can notice that Herzberg's Two-Factor theory is related to Maslow's hierarchy of needs since it represents a sort of extension of the latter due to the introduction of a higher number of factors to measure what motivates people at work (Yusoff, Kian & Idris, 2013). Herzberg's motivators are similar to Maslow's self-actualization and esteem needs. Moreover, personal life and supervision, categorized under Herzberg's hygiene factors, are parallel to Maslow's belongingness. And lastly, hygienes salary, work conditions, job security, company policy and administration are consistent with Maslow's safety and physiological needs (Yusoff,

Kian & Idris, 2013). To sum up, the Two-Factor Theory provides “more comprehensive sets of factors that cover basic individual internal and external needs to exert their additional efforts into jobs” (Yusoff, Kian & Idris, 2013, p. 21). The relationship between both theories is presented in Figure 4, which shows at which point hygiene factors transform into motivators. Due to theoretical discrepancies on where do they transform one to another, the border on the figure is situated at the middle of esteem factor – some researchers consider esteem needs as hygiene factors, while others as motivators.

Figure 4: *The relationship between Maslow's and Herzberg's theories*



Source: Adapted from Fallatah & Syed (2017).

1.2 Work Motivation

There are many work motivation definitions in the existing literature, however, according to Latham (2007), Pinder's definition most thoroughly reflects on the history of research and theorization on motivation. Pinder stated that work motivation can be defined as “a set of energetic forces that originate both within as well as beyond an individual's being, to initiate work-related behavior and to determine its form, direction, intensity, and duration” (Pinder, 1998, p. 11). Evidence shows that work motivation makes the employee more committed to the organization, positively influences job performance, and increases job well-being (Kultalahti & Viitala, 2014). On the other side, it is influenced by work content, goal setting, performance feedback and social recognition, monetary rewarding and flexibility (Kultalahti & Viitala, 2014).

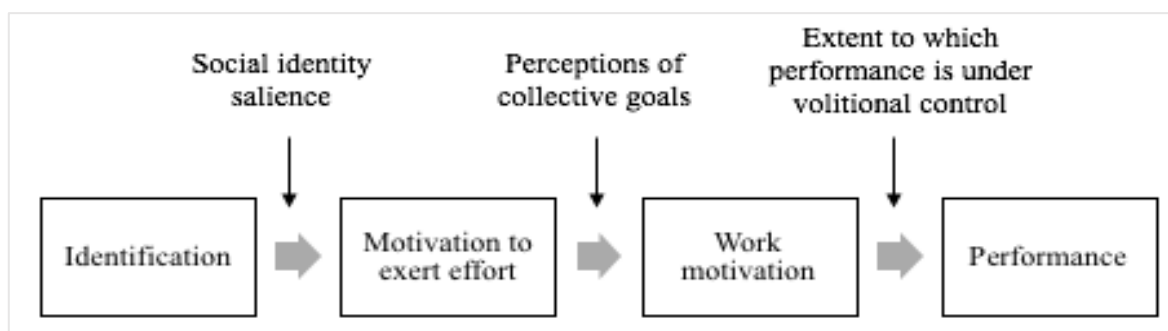
This was confirmed also by the study of Locke and Latham (1990), who argued that work motivation is best explained by interlacing elements of three theories; goal-setting theory, expectancy theory, and social-cognitive theory. Firstly, regarding the goal-setting theory, task performance is directly connected to the goals that are set specifically for the given task. Goals should be difficult and specific, and an individual or a group should be committed to them. Commitment tends to be higher when people believe they can achieve the goals, and when there are certain values, such as monetary rewards, associated with goal attainment. Feedback is important as well when trying to attain long-term effect on performance (Locke & Latham, 1990). Secondly, expectancy theory, introduced by Vroom (1964), states that the concept of performance is a “multiplicative function of expectancy (the belief that effort will lead to performance), instrumentality (the belief that performance will lead to rewards) and valence (the perceived value of the rewards or outcomes of performance)” (Locke & Latham, 1990, p. 241). Lastly, the social-cognitive theory was built around the concept of self-efficacy – one’s belief in her or his internal competence to accomplish goals (Locke & Latham, 1990). To sum up, work motivation and individual’s performance is strongly connected and affected by specific goals, task commitment, received feedback, and internal beliefs regarding one’s ability to perform, achieve goals and to be rewarded for it.

Another approach to be considered is social identity theory, which is based on the fact that one’s organizational identification (the extent to which is one able to identify oneself with an organization) is positively related to work motivation and task performance (Van Knippenberg, 2000). Identification works in a way that it motivates group members to work for the group’s interests, leading towards higher performance. However, the path from identification towards performance is dependent on three main factors (Van Knippenberg, 2000):

- social identity salience,
- perception of collective goals and interests,
- the extent to which performance is under volitional control.

Social identity salience is a measure that controls to what extent will identification with the group affect the behavior; the more is organizational identity salient, the stronger is the effect on motivation to exert effort on behalf of the collective (Van Knippenberg, 2000). The latter leads towards work motivation only when high performance is perceived to be in the collective’s interest. If so, high performance is the outcome, however only when performance is a subject of effort and persistence, rather than of resources, knowledge or skills (Van Knippenberg, 2000). Figure 5 represents the Social identity model of work motivation and performance.

Figure 5: A social identity model of work motivation and performance



Source: Adapted from Knippenger (2000).

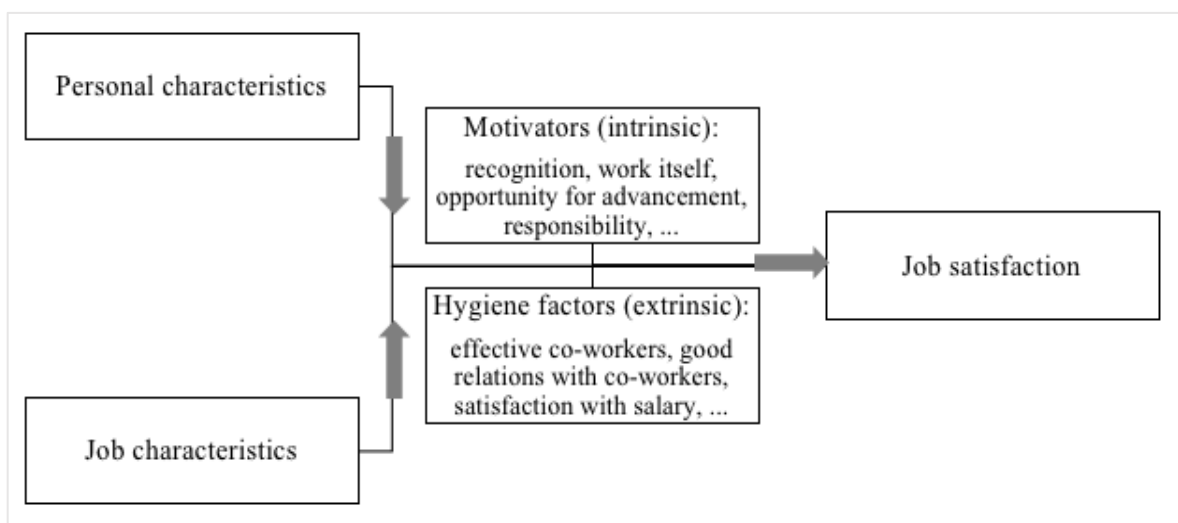
1.3 Motivational factors

Motivational drivers or factors tend to energize, direct and sustain behavior in the individual (Wong, Gardiner, Lang & Coulon, 2008). As already mentioned, there are many motivational theories that describe the effects of motivational factors on an individual or a group at a workplace. For the purposes of this thesis, I will focus on intrinsic and extrinsic motivational factors, which can be identified as two main groups of factors in the existing literature. **Intrinsic motivational factors** are the ones that persuade an employee to do “an activity for its inherent satisfactions rather than for some separable consequence” (Acar, 2014, p. 14). This means that a person will do a certain task because it represents a fun activity or challenge for her or him, and not because of proposed rewards to attain it or due to external pressure. Contrary to this, **extrinsic motivational factors** are ones that motivate employees to perform a certain task in order to achieve an external outcome, such as monetary rewards or other tangible benefits (Acar, 2014). Intrinsic motivation is usually connected with participation in rather complex job assignments, where extrinsic motivation tends to be important in simpler tasks at a workplace (Reinholt, 2006). Therefore, while both types of motivational factors are essential in organizations, it is believed that intrinsic motivation leads to “highly valued outcomes, such as creativity, quality, spontaneity, and vitality” (Reinholt, 2006, p. 2). Kenneth (2009) stated there are four intrinsic rewards: a sense of meaningfulness, sense of choice, sense of competence, and sense of progress. These are the building blocks of the self-management process, and they drive employee engagement, “committing to a meaningful work purpose, choosing activities that will best accomplish the purpose, checking to make sure they are performing those activities competently, and checking to make sure that they are actually making progress toward accomplishing the purpose” (Kenneth, 2009, p. 191).

In the existing literature, two concepts are strongly intertwined. These are job satisfaction and work motivation. According to the research, a suitable work design can increase work motivation, consequently leading to better work performance and at the same time improve

employees' job satisfaction (Torrington & Hall, 1987). Interestingly, a satisfied employee tends to be more receptive to changes in motivational factors that lead towards an increase in work motivation. For the purposes of this thesis, the approach when work motivation leads to job satisfaction is used. Smerek and Peterson (2007) proposed the model for assessing job satisfaction that is presented in the Figure 6. When assessing job satisfaction, they argued that one should firstly look at personal and job characteristics, and secondly at the given motivators and hygiene factors. They found out that the latter have a strong effect on job satisfaction if they are aligned with personal and job characteristics (Smerek & Peterson, 2007).

Figure 6: *Model for assessing job satisfaction*



Source: Adapted from Smerek & Peterson (2007).

2 THE CONCEPT OF A GENERATION

When observing motivation in the workplace, in particular, interest in discovering the reasons why individuals' motivations differ has been extensively researched. The idea that differences in motivation could be partly explained by generational differences has also received scholarly attention. Curiosity in generational behavior at work, its connection to motivational factors, and generational diversity, in general, has been present since the advent of industrialization (Phakathi, 2017). The concept of generations was introduced by Mannheim, a known sociologist, in his essay *The Problem of Generations*, where he stated that “generation location is an actuality that arises from the biological rhythm in human existence – the factors of life and death, a limited span of life, and ageing” (Mannheim, 1952, p. 290). A generation is “an identifiable group (cohorts) that shares birth years, age location, and significant life events at critical developmental stages” (Kupperschmidt, 2000, p. 66). Such events can be historical, economic or social life experiences, that cause

the specific development of a generation and therefore distinguish one generation from another (Wong, Gardiner, Lang & Coulon, 2008). Industrialization, fundamental changes, cataclysmic events, and tragedies that happen in a specific period of time, are known as fundamental experiences, that when being shared have a profound effect on the attitudes, values, beliefs, and expectations of generational groups (Becton, Walker & Jones-Farmer, 2014). In order for these experiences to have an impact on the development of personality and attitudes building, they have to happen when early socialization occurs (Srinivasan, 2012). Interestingly, evidence shows that shared experiences and/or life events have a stronger and more enduring effect on the “coming-of-age” generation – preadults, whose values and beliefs are only started to form, in comparison to the generation that is actually experiencing those events (Becton, Walker & Jones-Farmer, 2014). The differences between generations can be observed in their personality, feelings toward authority, values, and beliefs about organizations, reasons for work and ways to approach to a career path, and goals regarding their work life (Smola & Sutton, 2002). Accordingly, each generation also develops its distinct preferences and feelings toward work (Kupperschmidt, 2000).

Many authors attempt to identify a group of people in a time frame and categorize subgroups based on specific significant external events or forces (Srinivasan, 2012), focusing their studies on inter-generational differences. The existing literature provides slightly different definitions of start and end birth years of each different generational category, therefore there is some cross-over between them (Skinner, Sarpong & White, 2018). Nevertheless, most scholars (Delcampo, Haggerty, Haney & Knippel, 2011; Tapscott, 2008 and Wong, Gardiner, Lang & Coulon, 2008) agree that the contemporary workforce in the United States consists of four generations:

- The Baby Boomers, born between approximately 1945 and 1965,
- Generation X, born between approximately 1966 and 1977,
- Generation Y (Millennials), born between approximately 1978 and 1994,
- Generation Z, born between approximately 1995 and 2010.

Even though there is some overlapping of theoretical definitions of start and end birth years of different generations, for the purposes of this thesis, the four generations will be defined as stated in the Table 1 below.

Table 1: *Overview of the start and end birth years of four generations*

Generation	Tapscott, 2008	Wong, Gardiner, Lang & Coulon, 2008	Delcampo, Haggerty, Haney & Knippel, 2011	This thesis
Baby Boomers	1946 - 64	1945 - 64	1945 - 66	1945 - 65
Generation X	1965 - 76	1965 - 81	1967 - 80	1966 - 77
Generation Y	1977 - 97	1982 - 2000	1980 - 93	1978 - 94
Generation Z	1998 - 2008	n/a	n/a	95 - 2010

Source: Adapted from Tapscott (2008), Wong, Gardiner, Lang & Coulon (2008) and Delcampo, Haggerty, Haney & Knippel (2011).

While the Baby Boomers were a distinctly American generation, born after World War II in specific economic circumstances in the US, Millennials (Generation Y) and Generation Z are arguably global generations due to the Information revolution, globalization effects, social media and the speed of change, which made them more alike to one another than any older generations (Stein, 2013). As can be seen in the Table 2, in 2017 the last two generations, Y, and Z, together represented more than a half of the world population.

Table 2: *World population by generations*

Generation	Age group	World population (in number)	World population (in %)
Baby Boomers	53 – 73	1.180.967.212	15.95%
Generation X	41 – 52	1.110.438.033	15.00%
Generation Y	24 – 40	1.886.045.486	25.47%
Generation Z	8 – 23	1.916.119.188	25.88%

Source: Bureau (2017).

According to Lanier (2017), each generation represents its own unique challenges and opportunities to employers due to their specific preferences and attitudes towards work. Based on the existing literature, even though a multigenerational workforce is beneficial to organizational success, it can cause problems if not managed properly (Phakathi, 2017). Furthermore, if the differences in work values and beliefs of different generation employees are not addressed as they should be, it can lead to conflict, misunderstandings, lower employee productivity, and reduced organizational citizenship behavior (Wong, Gardiner, Lang & Coulon, 2008). The five categories of variables related to organizations and employment that appear to be significantly different amongst generations are: work and life-related values, motivators – motivational factors at work, professional growth, attitudes to rules, authority and hierarchy, and attitudes to learning, training, development, and work environment (Srinivasan, 2012). Nevertheless, one should not forget that a

generation is made of individuals, therefore unique preferences and perspectives to work can be observed (Lanier, 2017). This is further supported by the findings of the research by Wong, Gardiner, Lang and Coulon (2008, p. 878), that demonstrated the “importance of managing individuals by focusing on individual differences rather than relying on generational stereotypes”.

2.1 Generation Y

Members of Generation Y, also referred to as Millennials, Nexters, the Net Generation (Becton, Walker & Jones-Farmer, 2014), were raised during a peaceful period of the 1990s, until the September 11 and two economic crashes in 2000 and 2008 happened (Williams, 2015). These events shifted the status quo in the world labor market, but even more so they affected the work perceptions of the next generation, Generation Z. Another phenomenon that impacted Millennials (Generation Y) was the globalization of society and the marketplace, which strongly influenced their value system. Generation Y is a racially and ethnically diverse generation (Becton, Walker & Jones-Farmer, 2014), who value diversity and change.

All these shared experiences led to Millennials (Generation Y) being typically highly educated, socially conscious, confident, ambitious, and collaborative (Brack & Kelly, 2012). They respect differences in a work environment and are technology-savvy – the Internet, smartphones, laptops have always been part of their lives. They are not afraid to challenge the status quo or even question authority (Phakathi, 2017). Their collaborativeness is reflected in their desire for team-based work projects and their multi-tasking ability in constant search for an unstructured flow of information (Brack & Kelly, 2012). Generation Y tends to be more motivated by career progression and advancement than older generations. In comparison to Generation Z, they are seen to be less comfortable with change and are more likely to see job security as an important factor in a workplace (Wong, Gardiner, Lang & Coulon, 2008). Whereas Generation Z is known for its pragmatic approach, Millennials (Generation Y) are more likely to be optimistic regarding their career path (Wong, Gardiner, Lang & Coulon, 2008). Generation Y want flexibility in their jobs and seek an opportunity to meaningfully contribute (Brack & Kelly, 2012). A flexible job as an important factor affecting motivation was revealed also in the Kultalahti and Viitala (2014) study. Moreover, they found out that besides flexibility, Generation Y is motivated by work-life balance, convenient social relationships, need for coaching-based leadership and the opportunity to develop.

This goes in hand also with a statement of Diane Spiegel, CEO of the End Result, a corporate training and leadership development company, who stated (Spiegel, 2011) that Millennials (Generation Y) at workplace seek for:

- coaching – constant feedback, which keeps them engaged,
- collaboration – teamwork with defined group's purpose, goals, and deadlines,
- measures – clear and consistent job assessment criteria,
- motivation – a comfortable work environment with fun motivational factors, such as free lunch or day off work.

The importance of work-life balance, goal orientation, and feedback for Generation Y was stated also by Hammill (2005), who gathered some of the most important work-related characteristics. To sum up, the Table 3 shows an overview of work-related characteristics of Generation Y.

Table 3: *Overview of work-related characteristics of Generation Y*

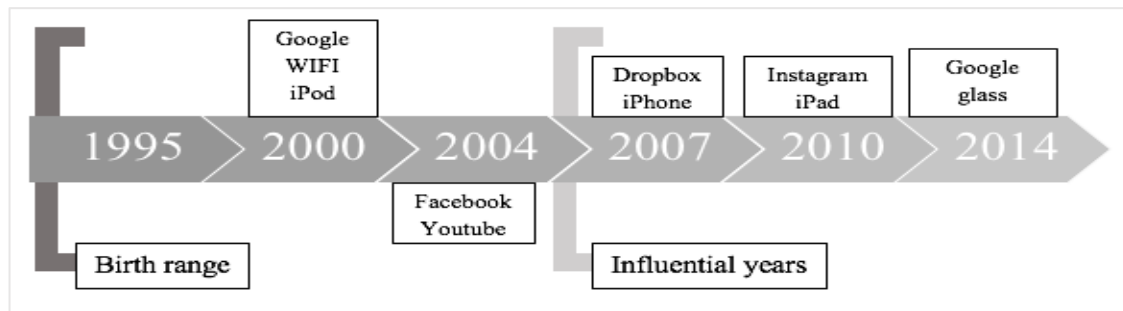
Categories	Generation Y's characteristic
Work values	Multitasking, flexibility, tolerance, goal orientation
Communication style	Participative
Feedback	Constant feedback
Motivation	Working with bright, creative people
Work-life balance	Balance is important

Source: Adapted from Hammill (2005).

2.2 Generation Z

Generation Z is the newest generation entering the workplace. Since they were born between 1995 and 2010, this means approximately one-third of the generation has gained some sort of work experience, for example, a student job. The defining moment of their childhood was the global recession, which made them cautious when spending, selective when picking a college, and careful when planning their career path (Segran, 2016). They are not naive and tend to trust individuals more than institutions. Concerning technology, they were plugged into it from birth (Lanier, 2017). Only a few years after their birth, the world's technological milestones were introduced, such as the Google search engine, wireless connection to the Internet, and Apple's famous portable media player iPod. Soon after, Facebook and Youtube draw the attention, following with landmarks as Dropbox, iPhone, Instagram, iPad, etc. in Generation Z's influential years (Jagaciak & Fink, 2017). All of these technological breakthroughs strongly affected the development of their values and attitudes toward work and life. A visual representation of the technology path is presented in the Figure 7.

Figure 7: *Generation Z technology path*



Source: Adapted from Jagaciak & Fink (2017).

While there is a common assumption that Generation Z represents some sort of an extension of Millennials (Generation Y), marketers have found out that they have developed a different relationship to work than their elders (Segran, 2016). According to Lanier (2017), the five most important characteristics in which Generation Z's work preferences differ to those of Generation Y:

- **Digital native generation**

Despite the fact that Millennials (Generation Y) are often described as a digital native generation, Generation Z is the one connected to Internet and social media already from birth, raised in the era of smartphones (Williams, 2015). Furthermore, they are not connected only via computers, but also via their mobile phones (Lanier, 2017). This kind of connectivity has prepared Generation Z to consume information faster than any other generation before, but also caused that their attention span is shorter in comparison to elders (Lanier, 2017). Generation Z, therefore, brings a higher level of tech fluency at work.

- **The expectation of diversity at work**

Generation Z is the most diverse generation to date, with 52% of white people, 24% Hispanic, 14% of African American, 5% Asian, and 4% of two or more races (Bureau, 2014). Moreover, the expectation for cultural, gender and racial diversity at work is a consequence of social media and its ability to connect people from different backgrounds and cultures all over the world. Since Generation Z is using multiple social media platforms to connect with people, this kind of diverse workforce is not only natural to them, but something that they expect to be surrounded with (Lanier, 2017).

– **Pragmatic approach**

As already mentioned, Generation Z was growing up in the time of recession, which caused that the youth became more careful and rational when choosing their first employment (Lanier, 2017). Job characteristics such as career stability, security, safety and privacy, are the ones that Generation Z seeks. Regarding rewards, Generation Z assumes to be more driven by “traditional opportunities for advancement and development, improved economic security and better benefits” (Lanier, 2017, p. 289). Privacy is becoming more and more important to Generation Z, since they observed how posting inappropriate photos could damage the personal brand of Generation Y (Williams, 2015).

– **Importance of entrepreneurship**

According to the study by Millennial Branding and Randstad USA, (Schawbel, 2014), Generation Z is more entrepreneurial in comparison to Generation Y. More specifically, 17% of Gen Z vs. 11% of Gen Y wants to start their own business. Therefore, encouraging innovation, autonomy and project ownership at work should reflect in motivated Generation Z employees (Lanier, 2017).

– **In-person communication**

Even though Generation Z is constantly using digital ways of communication, the research shows that most of its members prefer in-person communication, especially when the topic is feedback at work (Schawbel, 2014).

2.3 Comparison of Generation Y and Z

Even though there are some similarities between both generations, it is important to understand also the differences between them. Jagaciak and Fink (2017) explained how the values shifted from one generation to the next. Where Millennials value freedom and flexibility, Generation Z, on the other hand, prefers safety and stability. Moreover, the latter desire for more than just feedback, they wish for feedback with gratification. Whilst the older generation is tech-savvy with a short attention span, the younger one can be described as tech-experts with almost no attention span. For instance, while the average attention span in 2000 was 12 seconds, it dropped to only 8 seconds in 2013 (Microsoft, 2015). This is also one of the reasons why the application Snapchat, a social media service for messaging with a limited time of availability to be seen, is considered as Generation Z's favorite social media platform (Abadi, 2018). Even though Millennials are tolerant towards different cultures, Generation Z takes a step further – they believe in togetherness and collaboration with people from other cultures (Jagaciak & Fink, 2017). Table 4 indicates main generational value-pools for each generation.

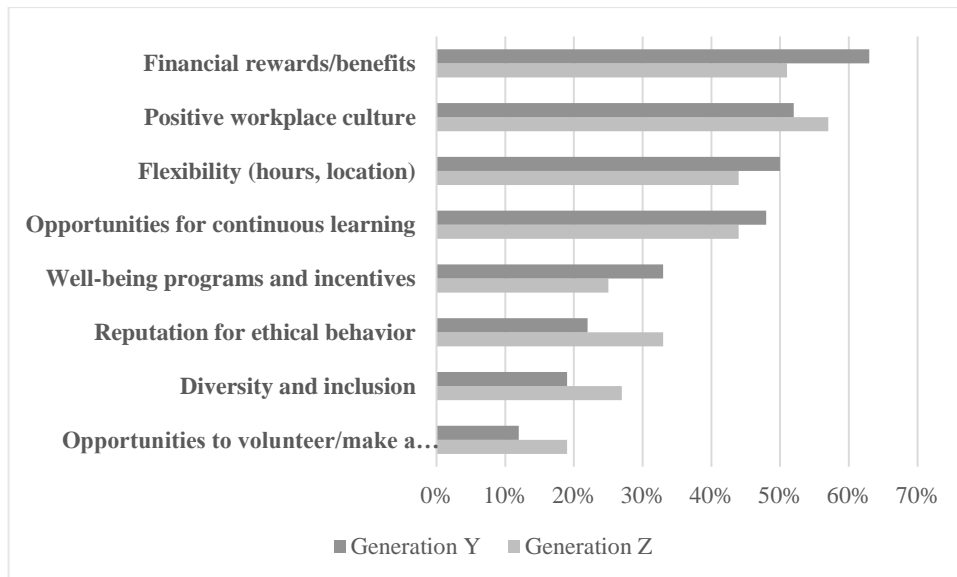
Table 4: *Comparison of generational value-pools*

	Generation Y	Generation Z
Core values	Freedom, optimism, open-minded	Safety, realism, open-minded
Demand	Feedback, flexibility, personalization	Gratification, stability
Features	Tech-savvy, short attention span	Tech experts, »no« attention span

Source: Adapted from Jagaciak & Fink (2017).

Regarding motivation at the workplace, according to 2018 Deloitte Millennial Survey (Deloitte, 2018), Millennials gave the highest importance to financial rewards/benefits when considering working at an organization, while the majority of Generation Z respondents used positive workplace culture as the most important factor. Millennials tend to value factors such as flexibility, opportunities for continuous learning, meeting new people, and well-being programs more than their younger co-workers, whereas Generation Z appreciates factors as a reputation for ethical behavior, diversity and opportunities to volunteer more than Generation Y (Deloitte, 2018). Visualization of the comparison is presented in the Figure 8.

Figure 8: *Comparison of motivational factors' importance between Generation Y and Z*



Source: Adapted from Deloitte (2018).

2.4 Generation Y and Z in Slovenia

Like in most developed countries, Generation Y and Z represent almost half of the working population in Slovenia. In the Table 5, the size of two age groups that somewhat match the

definition of both generations is presented. According to SURS (2017), Generation Z was represented by 8.40% of all Slovenians and Generation Y by 20.14% of all Slovenians on the last day of 2017. There were nearly 325.000 employed members of Generation Y in 2017. Therefore, they represented almost 38% of all employed people in Slovenia. Generation Z, on the other hand, represented only 4.27% of employed Slovenians.

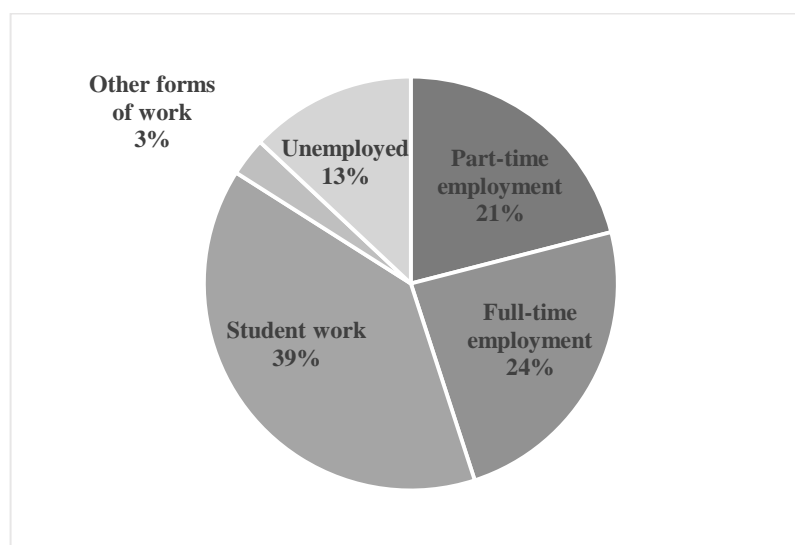
Table 5: *Size of the Generation Y and Z in Slovenia in 2017*

	People aged 15 - 23	People aged 25 - 39
Number of people	173.607	416.122
Share of people	8.40%	20.14%
Number of employed people	36.550	324.286
Share of employed people	4.27%	37.87%

Source: SURS (2017).

Baby boomers, parents of Millennials and Generation Z, were strongly affected by the economic crisis in 2008 / 2009, when due to the following recession period, 73% of Slovenian residents expressed they personally felt the impact of the economic recession on their daily lives (Valicon, 2011). In only one year, from 2010 to 2011, the percentage of Slovenians who expected to lose their job due to the recession, increased from 14 to 20%. In fact, people did lose their jobs – the unemployment rate jumped from 6.4% in 2008 to 9.4% in Slovenia in 2009 (ZRSZ, 2018). The consequences of such negative economic environment were seen in youth's strong preference for job security in the form of full-time contracts. The share of people aged between 15 and 29 who got employed with full-time contracts rose from 13.6% in 2013 to 20.6% in 2015 (MDDSZ, 2016). This preference remains important to Slovenian youth also nowadays – 73% of survey respondents stated they want a full time-contract that provides them with safety and security regarding their employment (MladiPlus, 2018). Nevertheless, data shows that Slovenia ranks as the first country in the European Union (hereinafter: EU) regarding the prevalence of temporary employment types among young people between the ages of 15 and 24 (Slovenia: 65%, EU: 40%) (Lavrič, M., Flere, S., Tavčar Krajnc, M., Klanjšek, R., Musil, B., Naterer, A., Kirbiš, A., Divjak, M., Lešek, P., 2011). Interesting work, competitive pay, and job security, were three of the most important elements related to employment of Slovenian youth in 2010 (Lavrič et al., 2011). Looking at the employment status of Slovenians aged between 15 and 24 in 2017, the majority (39%) were engaged in student work, 24% were employed part-time, 21% were already full-time employed, 13% of them were unemployed, and 3% of them were engaged in other forms of work (SURS, 2017). The distribution of employment status is presented in the Figure 9.

Figure 9: *Employment status of Slovenian youth in 2017*



Source: SURS (2017)

When comparing Slovenia to other European countries regarding education and employment status of the youth aged 20-24, Slovenia has one of the highest shares of people who continued with education (exclusively or in combination with employment). In addition, Slovenia belongs to the bottom six EU Member States that had less than a quarter of all young people aged 20-24 who were exclusively in employment, meaning they finished with education and already entered the labor market (Eurostat, 2017). This means that in general, Slovenian youth enters the labor market later than the average European young individual.

Based on the research by Valicon (2009), a Slovenian marketing consulting company, Slovenian members of Generation Y are price sensitive, and value their free time and work-life balance. They see themselves as lively, competitive, judge-free, and innovative people. The talent director in the company Danfoss Trata, Bojana Zupanič, who was also named as the Slovenian HR manager of the year 2016, stated that companies should be aware of the fact that nowadays members of Generation Y represent an important and steadily growing share of all employees (Gole, 2015). To reach their highest potential, the work environment should be adapted to their needs in a way that it promotes flexibility and empowering of employees.

3 RESEARCH

Even though many research studies about motivation at work already exist, the number of them heavily decreases when applying the concept of generational attitudes toward it. There are some empirical findings of motivational factors of Generation Y, however, there

is a severe lack of information regarding the new generation in the labor market, Generation Z. Focusing only on the Slovenian labor market, this thesis represents an important contribution to organizational studies and literature about human behavior at the workplace.

This chapter consists of two parts; research design and methodology. Firstly, the research design used to investigate the topic is described and the research questions and hypotheses are presented. Secondly, in the methodology part, measures used, the process of data collection and data analysis methods, are described.

3.1 Research design

The **purpose** of this research is to gain a deeper understanding of the Slovenian Generation Y and Z members' perceptions of work motivation and to examine whether motivational factors at the workplace differ across the mentioned generations in Slovenian labor market. Therefore, the results of the research can help a wide range of organizations in accomplishing their business goals and meeting the needs of generation Y and Z.

The **goals** of the thesis are:

- to analyze the motivational factors of Slovenian representatives of generation Y and Z in the workplace,
- to discover patterns in work motivation of different generations that cover the Slovenian labor market in general, not only in a specific firm,
- to determine the relationship between the identified motivational factors,
- to provide Slovenian employers with practical recommendations for motivating current and future employees.

The thesis firstly tries to answer the following **research question**: *Do motivational factors in the workplace of Slovenian members of Generation Y differ from those of Slovenian members of Generation Z?* Consequently, the research first focuses on whether there are any differences when comparing motivational drivers of each generation. Further on, the focus shifts to more specific research questions regarding motivational factors: *Which factors do Slovenian members of Generation Y see as motivating at work and in the workplace? Which factors do Slovenian members of Generation Z see as motivating at work and in the workplace?*

3.1.1 Hypotheses

Hypothesis 1: Motivational factors in the workplace of Slovenian members of Generation Y differ from motivation factors of Slovenian members of Generation Z.

Based on the literature review, there is a reason to believe that different generations are motivated by different motivational factors in the workplace. The reason lies in specific economic, political and social environment that accompanied the development of each generation and shared significant life events, which led to the occurrence of generation-specific attitudes toward work and work values.

Hypothesis 2: Slovenian members of Generation Y are motivated by extrinsic motivational factors in the workplace to a higher degree than Slovenian members of Generation Z.

Baby boomers, parents of Millennials (Generation Y), were strongly affected by the economic crisis in 2008 that caused an increase in the unemployment rate in Slovenia (ZRSZ, 2018). Consequently, Generation Y tends to value motivational factors such as job security, working conditions, and job status. In addition, good relationships with their work colleagues and superiors are important to them (Kultalahti & Viitala, 2014). Even though there are overlaps between both groups of motivational factors, this thesis predicts that Slovenian members of Generation Y are more motivated by extrinsic motivational factors than Slovenian members of Generation Z.

Hypothesis 3: Slovenian members of Generation Z are motivated by intrinsic motivational factors in the workplace to a higher degree than Slovenian members of Generation Y.

Even though Generation Z represents some kind of an extension of Generation Y, marketers found out that they have developed a different relationship to work than their elders (Segran, 2016). They tend to give high importance to autonomy at work, constant in-person feedback, and rather trust to individuals than to organizations (Lanier, 2017; Schawbel, 2014). Since intrinsic motivational factors seem to prevail in Generation's Z attitudes toward work, I predict the same scenario in Slovenian labor market.

3.2 Methodology

The thesis is based on two types of data; primary and secondary. The latter was obtained by a thorough literature review from research available at official online databases of academic journals, literature, and statistical data. The data is used in the first three chapters, where the existing findings of Generation Y, Z, the concept of motivation and motivational factors are presented.

Primary data was obtained by my own research using a structured online questionnaire. The survey was arranged in the internet survey tool 1KA, and the link to it was sent to respondents via two main channels: firstly, via direct mail to the database of employees

working in different companies in Slovenia, and secondly via the social media platform Facebook, where I targeted specific Facebook groups that conform to targeting criteria. I invited the respondents to forward the link to the survey further on to their own suitable connections. Since the target audience is being represented by Slovenians, the results were gathered in the Slovenian language.

My target population consist of individuals that are employed either part-time (e.g. student job) or full-time in a variety of firms in Slovenia and are representatives of Generation Y (born between 1978 and 1994) or Z (born between 1995 and 2003). I tried to cover a broad set of firms across Slovenia of all sizes (small, medium and big), and different industries (retail, manufacturing, healthcare, auto-moto industry, etc.).

The reason for the proposed research method is multi-layered. Firstly, my target population is comfortable with technology and are heavy social media users, therefore this way of reaching them will be most convenient. Consequently, sending the link directly to the right people and posting it on social media in carefully chosen Facebook groups captured a suitable audience of respondents. Online questionnaires are also a quick method for reaching an appropriate number of respondents, especially since I tried to cover a geographically broad set of companies in Slovenia.

The survey had 20 questions and it was divided into three parts; the first part served as a verification of a respondent so that he or she matches the target population. Two conditional questions were posed to define if a respondent matches the target population. Control variables included age group and location of current employment. If a respondent did not fit into the right age group or her or his work is not located in Slovenia, one was immediately directed to the last part of the survey. The second part consisted of content questions, where the pre-existing survey instrument Work Values Questionnaire (hereinafter: WVQ) was used. Lastly, the demographic characteristics of the sample were measured with the following variables: gender, year of birth, country of birth, level of education, current employment type, size of the company, geographic location of the workplace, and type of the industry. These variables were used for better understanding of the sample.

3.2.1 Measures

As mentioned above, the pre-existing survey instrument from validated scales in the existing literature was used to measure intrinsic and extrinsic motivational factors. I used the WVQ (Furnham, Petrides, Tsaousis, Pappas & Garrod, 2005), which consists of 37 items and “requires individuals to report the extent to which intrinsic (e.g. responsibility and personal growth) and extrinsic (e.g. pay and benefits) components are important to them” (Furnham, Eracleous & Chamorro-Premuzic, 2009, p. 769). Furnham, A., Petrides,

K., Tsaousis, I., Pappas, K. and Garrod, D. (2005) divided 37 work-related values into four categories; Work Relationships (hereinafter: WR), Influence and Advancement (hereinafter: IA), Financial and Working Conditions (hereinafter: FWC), and Autonomy and Use of Skills (hereinafter: AUS). Furthermore, they classified motivational factors as intrinsic motivational factors (hereinafter: INT) or extrinsic motivational factors (hereinafter: EXT) ones. The first category, WR, is the most diverse category with seven EXT and five INT motivational factors. It includes factors related to relations with coworkers, level of trust among them, receipt of feedback, recognition, and fairness. The second category, IA, mostly consists of INT motivational factors, such as participation in decisions, job status, level of advancement and achievement, personal growth, etc. Contrary to this, the third category, FWC, is mostly related to EXT motivational factors. These are benefits, work conditions, pay, job security, resources, company image, etc. The last category, AUS, is based on INT motivational factors only; independence, autonomy, possibility to use skills, job interest and use of the abilities. Table 6 summarizes the categories and the number of items used for each category. The full version of the measures that includes items, statements, and translations to the Slovenian language is in Appendix 5.

Table 6: Categories and number of items

Category	Number of EXT	Number of INT
WR	7	5
IA	1	8
FWC	10	1
AUS	0	5

Source: Furnham, Petrides, Tsaousis, Pappas & Garrod (2005).

A 5-point Likert scale, ranging from 1 = “really not important” to 5 = “really important”, was used to measure INT and EXT. I used statements like “To have a possibility for personal growth and self-improvement.” and “To be motivated to take responsibility for work results.” as examples of INT and statements like “To have a highly competitive salary.” and “To be physically safe at work.” as examples for EXT. I added two questions, where respondents were obliged to determine the relevance of one selected INT or EXT in relationship to other that was available. This type of questions created the possibility to give weights to different motivational factors. The last question in this section measured respondents' satisfaction with their work.

3.2.2 Data collection

Primary data was collected via an online questionnaire using the open source application survey tool 1KA. After the creation of the first draft of the survey, I used the possibility of

pre-testing and sent the link to the survey to a few close friends and my mentor. I received some comments, correction proposals, and ideas to add a few questions. The final version of the questionnaire can be found in Appendix 4.

Responses were collected with purposive and convenience sampling. Purposive sampling is based on the researcher's assessment whether a respondent fits the target population or not. Therefore, I decided to whom will I send the link to the survey; firstly, via direct mails and secondly via posting it on the social networking service Facebook. Due to various reasons, such as choosing the right research method, the right sampling, interesting topic, etc., the responses were gathered rather quickly. The survey was active from July 5th, 2018 to July 15th, 2018. The total number of received surveys was 239, however, only 129 of them were fully finished. In the following section, only the latter were analyzed.

3.2.3 Data analysis methods

I used Microsoft Excel version 16.11.1 and IBM SPSS Statistics version 22.0 to perform the analysis of the obtained primary data. I examined the demographic characteristics of the sample and divided the respondents into two groups, Generation Y and Generation Z, according to their age. Lastly, different statistical methods in SPSS were used to examine the relationship between dependent and independent variables: descriptive, bivariate correlations, linear regression, paired-samples t-test and independent sample t-test.

4 RESULTS

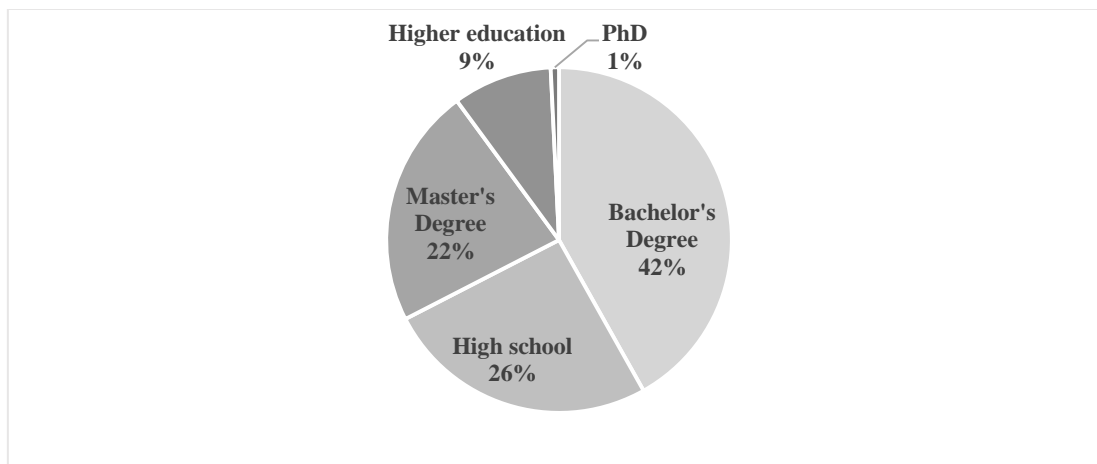
In the following chapter, the results of the empirical research will be presented. Firstly, the demographics of the respondents will be analyzed, secondly the relationship among variables will be explained, and lastly, the hypotheses will be tested.

4.1 The demographic profile of the respondents

In the sample of 129 respondents, there were 95 females (73.6%) and 34 male respondents (26.4%). Their age varies from 18 to 40, with the average age of respondents of 27,5 which is the age of a Generation Y's representative. This correspond to the fact that the majority of respondents were Millennials (Generation Y) (92 out of 129 respondents, 71.3%) compared to the share of Generation Z respondents (37 out of 129 respondents, 28.7%). Looking deeper into the demographics of the Generation Y respondents, out of 92 Millennials, 73 of them were old between 24 and 32, and 19 were old between 33 and 40. This means that the majority of them belong to the younger group of Generation Y. As it goes for the formal education of respondents, most of them (42%) have a Bachelor's degree, following with High school education (26%) and Master's degree (22%). Minority

(9%) have a higher education and only 1% of them has a PhD. The distribution by formal education is presented in the Figure 10.

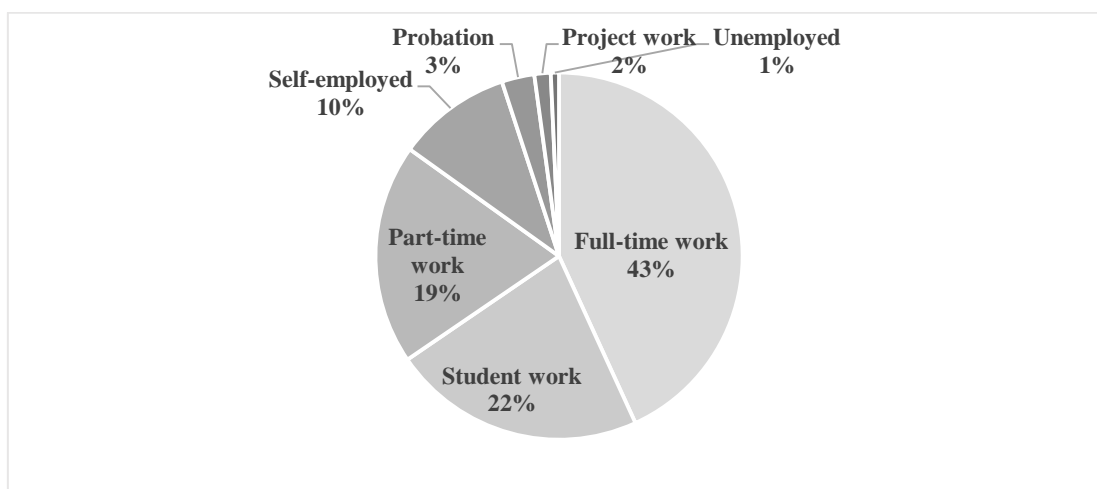
Figure 10: *Distribution of survey respondents by formal education*



Source: own work.

Looking into work-related demographics, out of all respondents (N=129), most of them (43%) currently work full-time, 22% of them are engaged in student work, one fifth (20%) work part-time, 10% are self-employed, 3% work on probation, and 2% are involved in project work with a temporary contract. One of the respondents claimed that he or she is unemployed, even though that he or she must have responded as employed in the first section of conditional questions. The distribution of employment types is shown in the Figure 11.

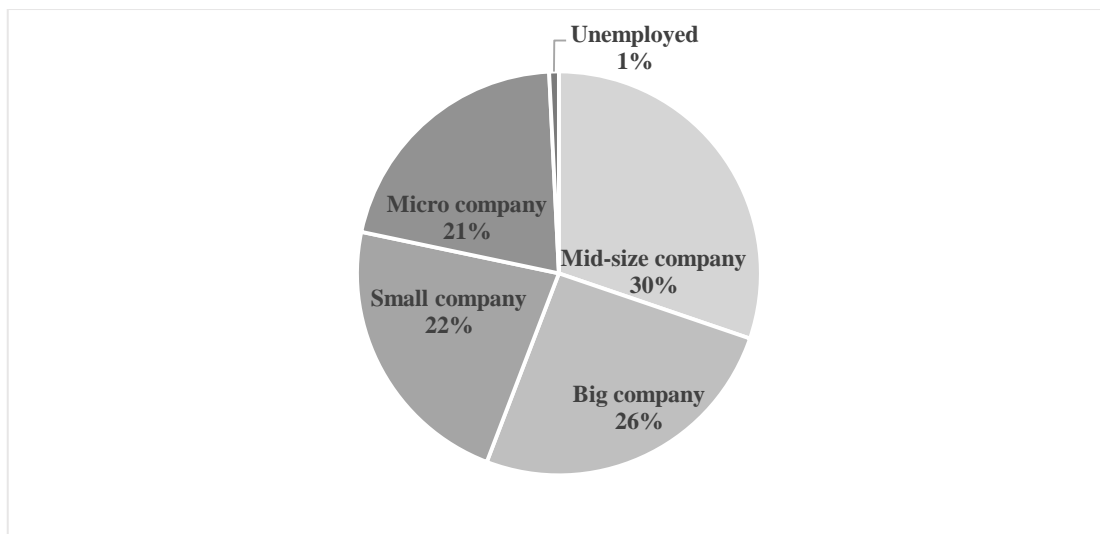
Figure 11: *Distribution of survey respondents by current employment type*



Source: own work.

As mentioned in the methodology, I tried to gather responses from Slovenian members of Generation Y and Z that work in different types of companies, regarding the size, industry and geographical location of the company. Figure 12 shows quite an even distribution by the size of the companies that respondents work for. According to the Companies Act [*Zakon o gospodarskih družbah (ZGD-1)*, *Ur. l. RS*, no. 65/09], a micro company is described as a company with up to 10 employees, small company between 11 and 50, mid-size company between 51 and 250, and big company with more than 251 employees or public companies.

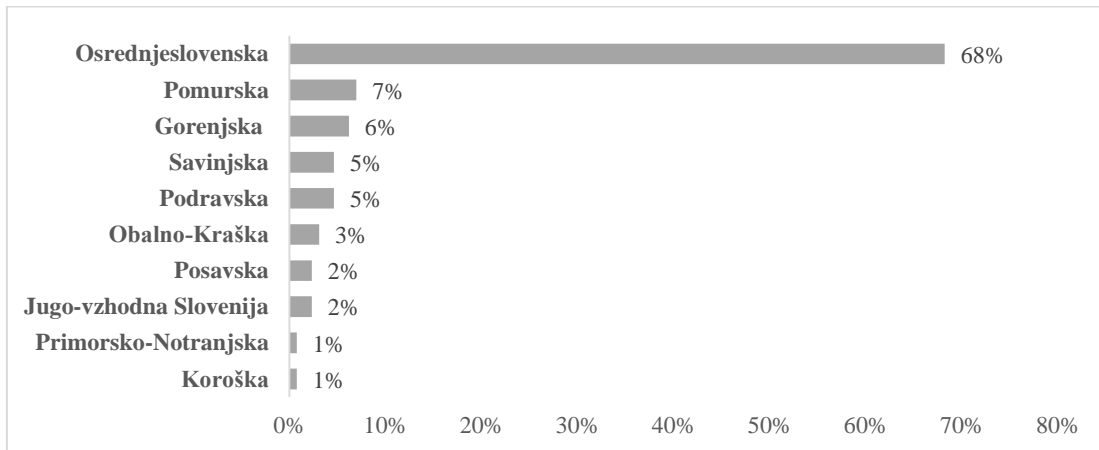
Figure 12: *Distribution of survey respondents by the size of the current workplace*



Source: own work.

Even though the survey tried to cover a broad geographical region of the respondents' workplace, the majority of them (68%) work in the Osrednjeslovenska region. Other represented regions consist of Pomurska, Gorenjska, Podravska and Savinjska region, which are geographically a rather distant one from another. Detailed distribution is presented in the Figure 13.

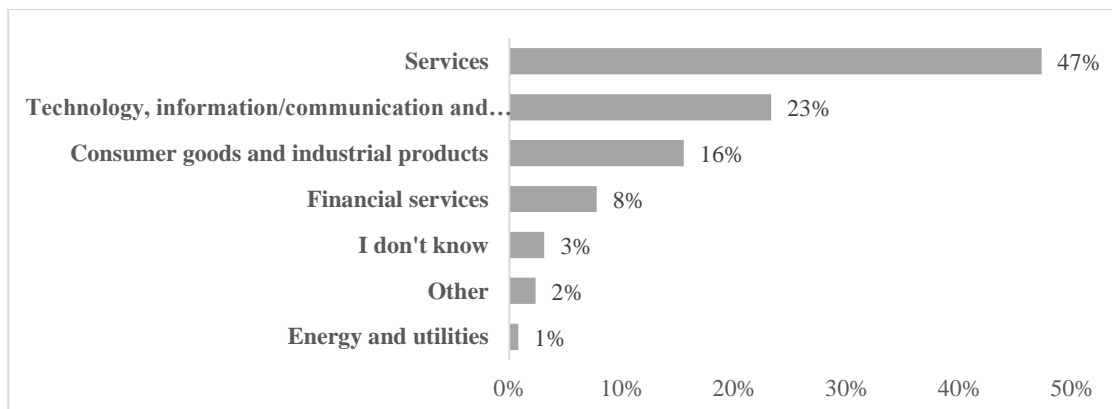
Figure 13: *Distribution of respondents' geographical region of the current workplace*



Source: own work.

The last demographic question was related to the industry of respondents' current workplace. Most of them (47%) work in Services, 23% work in Technology, information/communication and entertainment sector, and 16% in Consumer goods and industrial products sector. More specific distribution by the industry is seen in the Figure 14.

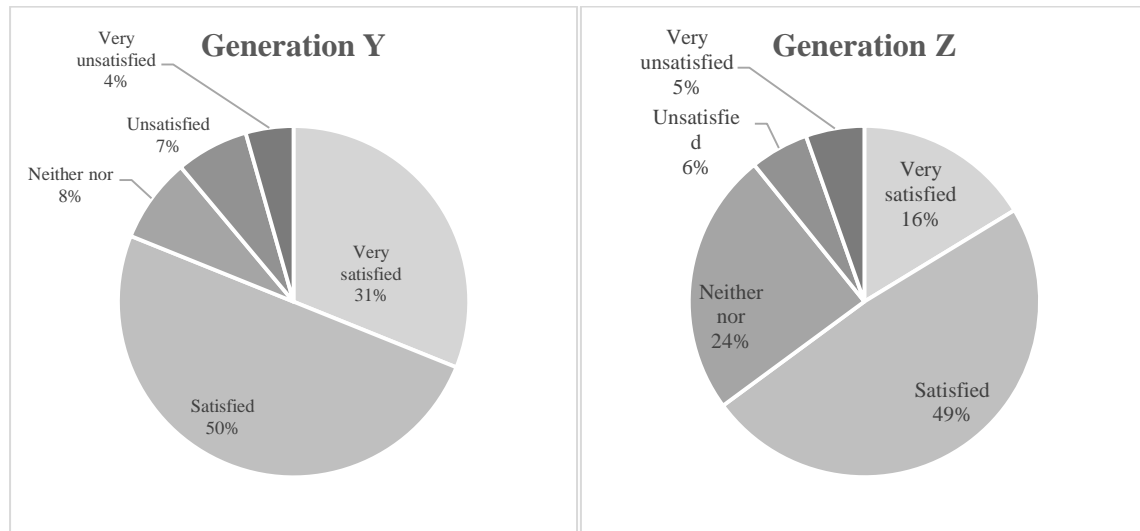
Figure 14: *Distribution of survey respondents by the industry of the current workplace*



Source: own work.

Furthermore, I was interested to what extent are the respondents satisfied with their current employment. Their answers were measured on a 5-point Likert scale from 1 being very unsatisfied to 5 being very satisfied. As shown in Figure 15, the results revealed that the number of respondents who are very satisfied with their current employment was twice as high among members of Generation Y in comparison to the members of Generation Z. Interestingly, exactly 50% of the Generation Y are satisfied at current work. Quite a high share of Generation Z (24%) cannot express either satisfaction or dissatisfaction at work.

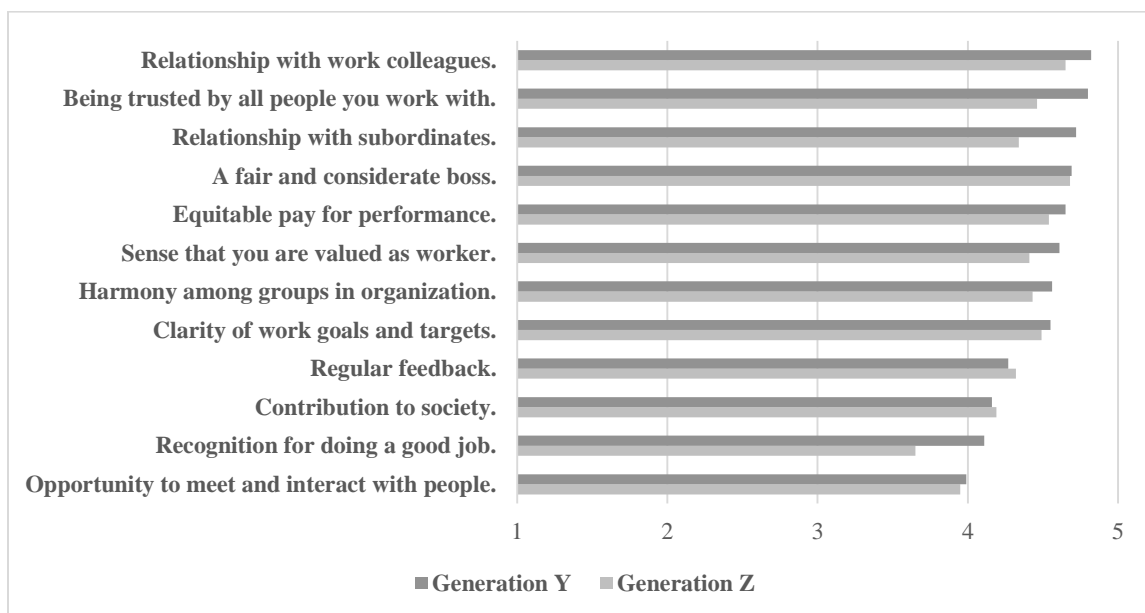
Figure 15: *Respondents' current satisfaction at work*



Source: own work.

Based on the mean comparison of survey answers on how important the given statements regarding WR are to respondents, we can conclude that the most important factor to Generation Y is “relationship with work colleagues” with a mean of 4,82, and “a fair and considerate boss” to Generation Z with a mean of 4,68. The scores for of all the statements is shown in Figure 16.

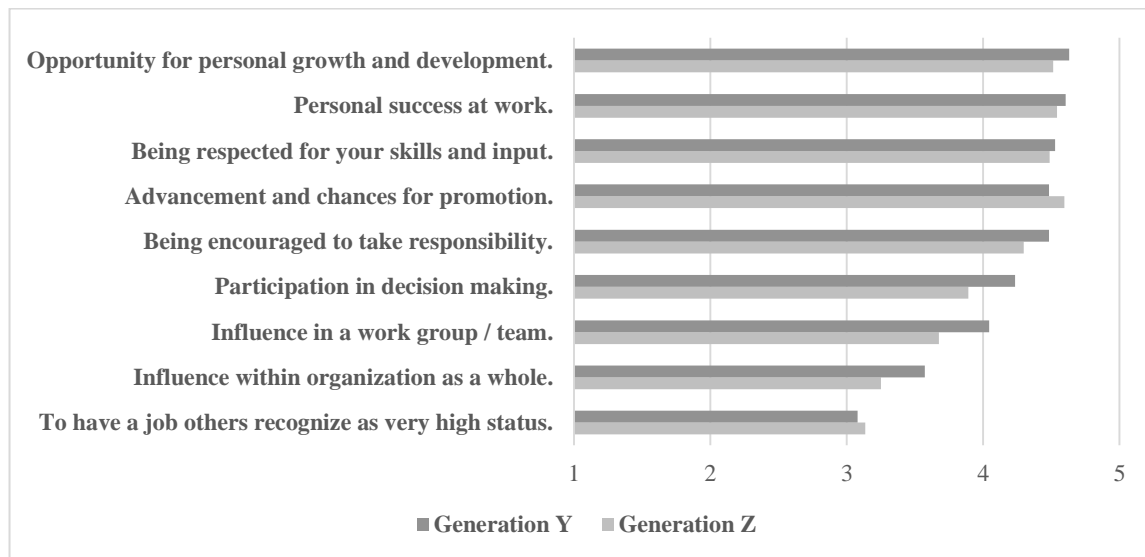
Figure 16: *Importance of WR to respondents (5-point Likert scale, mean comparison)*



Source: own work.

Based on the mean comparison of survey answers on how importantly given statements regarding IA are to respondents, we can conclude that the most important factor to Generation Y is “opportunity for personal growth and development” with a mean of 4,63, and “advancement and chances for promotion” to Generation Z with a mean of 4,59. The scores for all the statements is presented in Figure 17.

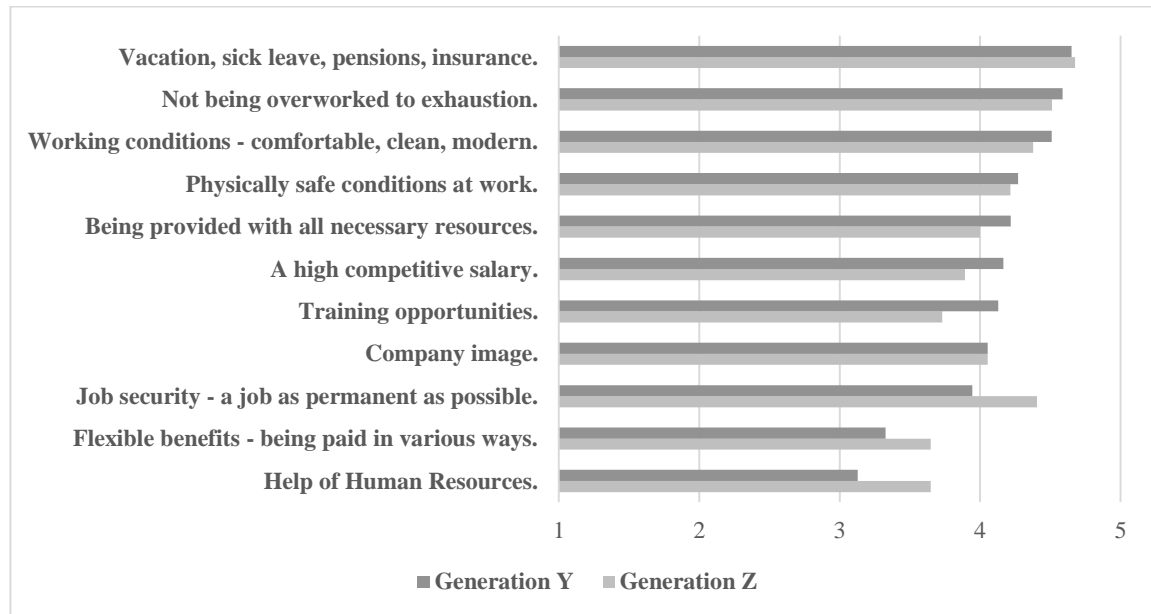
Figure 17: *Importance of IA to respondents (5-point Likert scale, mean comparison)*



Source: own work.

Based on the mean comparison of survey answers on how importantly given statements regarding FWC are to respondents, we can conclude that the most important factor to both generations is “benefits – vacation, sick leave, pensions, insurance” with a mean of 4,65 for Generation Y and a mean of 4,68 for Generation Z. The scores for of all the statements is shown in Figure 18.

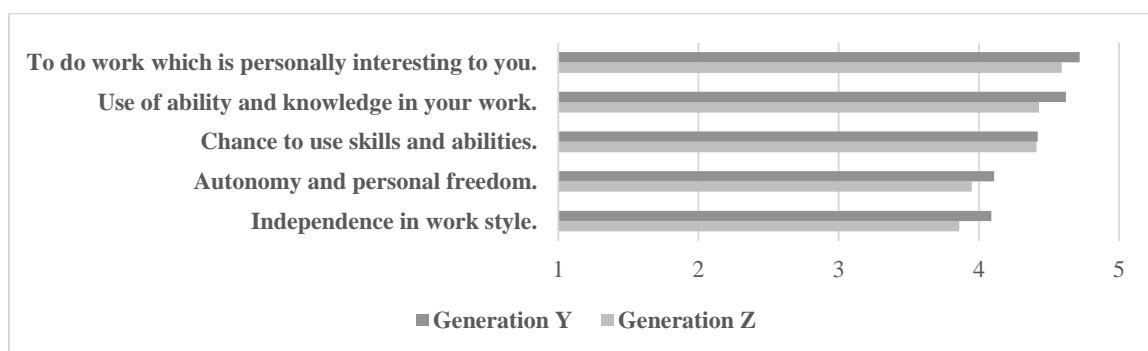
Figure 18: *Importance of FWC to respondents (5-point Likert scale, mean comparison)*



Source: own work.

Based on the mean comparison of survey answers on how importantly given statements regarding AUS are to respondents, we can conclude that this is the most similar category when comparing the means of both generations. They both think “interesting job” is the most important factor with the mean of 4,72 for Generation Y and a mean of 4,59 for Generation Z. The scores for all the statements is shown in Figure 19.

Figure 19: *Importance of AUS to respondents (5-point Likert scale, mean comparison)*



Source: own work.

4.2 Relationship between variables

In order to be able to correctly interpret the research results, this section is dedicated to the presentation of the descriptive statistics and relationships between the chosen variables.

These are WR, IA, FWC, and AUS. The statistics about these variables are presented in the Appendix 6.

Pearson correlation was used to analyze the relationship between variables. The correlation coefficient values are presented on a scale from -1 to +1. When the coefficient has the value of the negative pole, -1, this means that the selected two variables have a perfect negative correlation. To the contrary, when the coefficient is +1, this indicates a perfect positive correlation. Relationship's strength is typically interpreted as:

- Small effect: $r = 0.10 - 0.29$
- Medium effect: $r = 0.30 - 0.45$
- Strong effect: $r = 0.46 - 1.00$

Pearson correlation between selected variables, presented in Table 7, revealed a significant positive relationship between most of the variables with all three strengths of effect. The relationship between AUS and WR is small and positive ($r = 0.270$, $n = 129$, $p < 0.01$, two tailed), the relationship between FWC and WR is medium and positive ($r = 0.423$, $n = 129$, $p < 0.01$, two tailed), the relationship between FWC and IA is medium and positive ($r = 0.431$, $n = 129$, $p < 0.01$, two tailed), and the relationship between IA and WR is strong and positive ($r = 0.574$, $n = 129$, $p < 0.01$, two tailed). This means that the more important is AUS to respondents, the more important is also WR to them. Similarly, the higher the importance of FWC, the higher the importance of WR and IA as well. Due to the highest effect between IA and WR, this means that these two variables are the most correlated ones. The only pair without significant relationship appears to be AUS and FWC. This is related to the theoretical background, because AUS is the only variable with only motivators or INT, whereas FWC consists of mainly hygiene factors or EXT. If one is motivated by INT, it is not statistically significant to be motivated by EXT at the same time.

Table 7: *Descriptives and correlations among variables*

	M	SD	1	2	3	4
WR	53.0155	4.5346	1	.574**	.423**	.270**
IA	36.8140	4.8570		1	.431**	.460**
FWC	44.7519	4.4512			1	.146
AUS	21.7209	2.4011				1

Note. * $p < .05$ (two-tailed); ** $p < .01$ (two-tailed)

Source: own work.

4.3 Hypotheses testing

Hypothesis 1: Motivational factors in the workplace of Slovenian members of Generation Y differ from motivation factors of Slovenian members of Generation Z.

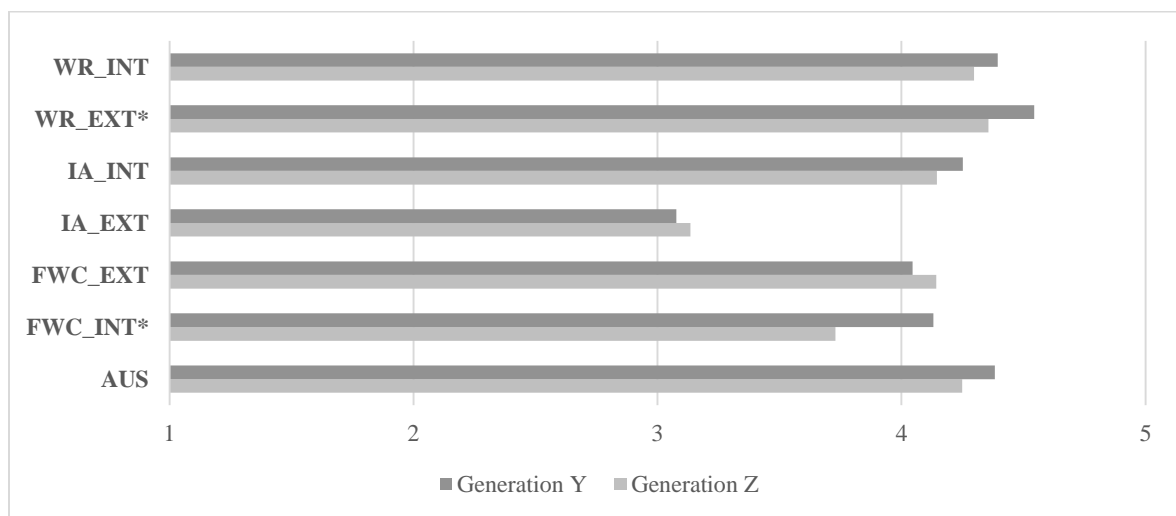
On average, Slovenian members of Generation Y are motivated by different motivational factors in the workplace than Slovenian members of Generation Z.

H0: $\mu_{\text{generationY}} = \mu_{\text{generationZ}}$

H1: $\mu_{\text{generationY}} \neq \mu_{\text{generationZ}}$

The Comparison of Means technique was used to test the first hypothesis in order to determine whether there is a difference between the means of two independent variables, Generation Z and Y. Firstly, I calculated the means for each sub-category (WR INT, WR EXT, IA INT, IA EXT, FWC INT, FWC EXT, AUS). Secondly, the independent samples t-test was performed to compare the means of each sub-category. The SPSS results for the Hypothesis 1 can be found in Appendix 7. The t-test results reveal that there are differences between the means of two samples, however, they differ only at two subcategories, WR EXT and FWC INT. Nevertheless, since there are differences between motivational factors in the workplace of Slovenian members of Generation Y and Z, we **reject** the null hypothesis and accept the alternative one. While the p-value of the dimension WR EXT is 0.024, and of FWC INT is 0.030, the level of risk of all the other dimensions is higher than 0.05, therefore those are not statistically significant. All the p-values are presented in the Figure 20.

Figure 20: *Comparison of means and p-values for subcategories*



Note: * Represents statistically significant subcategory ($\alpha=0,05$)

Source: own work.

Hypothesis 2: Slovenian members of Generation Y are motivated by EXT in the workplace to a higher degree than Slovenian members of Generation Z.

- **2a:** Slovenian members of Generation Y are motivated by EXT in the workplace to a higher degree than Slovenian members of Generation Z.
- **2b:** Slovenian members of Generation Y are motivated by EXT regarding **WR** in the workplace to a higher degree than Slovenian members of Generation Z.
- **2c:** Slovenian members of Generation Y are motivated by EXT regarding **IA** in the workplace to a higher degree than Slovenian members of Generation Z.
- **2d:** Slovenian members of Generation Y are motivated by EXT regarding **FWC** in the workplace to a higher degree than Slovenian members of Generation Z.

2a: On average, Slovenian members of Generation Y are motivated by EXT in the workplace to a higher degree than Slovenian members of Generation Z.

H0: $\mu_{\text{generationY}} \leq \mu_{\text{generationZ}}$

H1: $\mu_{\text{generationY}} > \mu_{\text{generationZ}}$

Based on the F test, we cannot reject null hypothesis (p-value is above 0.05, it is 0.099) which says that variances are the same for both groups. Looking into the first row of the T-test and based on the sample, we **cannot reject** the null hypothesis, because the p-value is above 0.05 ($p = 0.764$). Detailed results of independent T-test for hypothesis 2a are shown in Table 8.

Table 8: *Results of independent T-test for hypothesis 2a*

		Generation		N	M	D
	EXT	Z		37	4.1602	.31424
		Y		92	4.1805	.35849

		Levene's Test for Equality of Variances		t-test for Equality of Means				
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
EXT	Equal variances assumed	2.762	.099	-.301	127	.764	-.2027	.0675
	Equal variances not assumed			-.318	75.379	.751	-.2027	.0638

Source: own work.

2b: On average, Slovenian members of Generation Y are motivated by EXT regarding **WR** in the workplace to a higher degree than Slovenian members of Generation Z.

H0: $\mu_{\text{generationY}} \leq \mu_{\text{generationZ}}$

H1: $\mu_{\text{generationY}} > \mu_{\text{generationZ}}$

2c: On average, Slovenian members of Generation Y are motivated by EXT regarding **IA** in the workplace to a higher degree than Slovenian members of Generation Z.

H0: $\mu_{\text{generationY}} \leq \mu_{\text{generationZ}}$

H1: $\mu_{\text{generationY}} > \mu_{\text{generationZ}}$

2d: On average, Slovenian members of Generation Y are motivated by EXT regarding **FWC** in the workplace to a higher degree than Slovenian members of Generation Z.

H0: $\mu_{\text{generationY}} \leq \mu_{\text{generationZ}}$

H1: $\mu_{\text{generationY}} > \mu_{\text{generationZ}}$

T tests were performed in order to test the hypotheses. Based on the F test results, we cannot reject the null hypothesis for all the hypotheses variations (2b, 2c, 2d). P-values are presented in Table 9. Additionally, we took a closer look into the first rows of the T-tests. Based on the sample, we:

- 2b: **reject** the null hypothesis and accept an alternative one at a very low level of risk ($p = 0.024$).
- 2c: **cannot reject** null hypothesis and cannot conclude that a significant difference exists ($p = 0.762$).
- 2d: **cannot reject** null hypothesis and cannot conclude that a significant difference exists ($p = 0.236$).

Detailed results of independent T-tests for hypotheses 2b, 2c, 2d are shown in Table 9.

Table 9: Results of independent T-test for hypotheses 2b, 2c, 2d

Sub-category	Generation	N	M	D
WR EXT	Z	37	4.3568	.4694
	Y	92	4.5435	.3982
IA EXT	Z	37	3.1351	.8551
	Y	92	3.0778	1.0081
FWC EXT	Z	37	4.1432	.4079
	Y	92	4.0457	.4259

		Levene's Test for Equality of Variances		t-test for Equality of Means				
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
WR EXT	Equal variances assumed	3.309	.071	-2.286	127	.024	-.1867	.0817
	Equal variances not assumed			-2.131	57.933	.037	-.1867	.0876
IA EXT	Equal variances assumed	1.621	.205	.304	127	.762	.0574	.1888
	Equal variances not assumed			.325	78.525	.746	.0574	.1762
FWC EXT	Equal variances assumed	.178	.674	1.191	127	.236	.0976	.0819
	Equal variances not assumed			1.213	69.222	.229	.0976	.0804

Source: own work.

Hypothesis 3: Slovenian members of Generation Z are motivated by INT in the workplace to a higher degree than Slovenian members of Generation Y.

- **3a:** Slovenian members of Generation Z are motivated by INT in the workplace to a higher degree than Slovenian members of Generation Y.
- **3b:** Slovenian members of Generation Z are motivated by INT regarding **WR** in the workplace to a higher degree than Slovenian members of Generation Y.
- **3c:** Slovenian members of Generation Z are motivated by INT regarding **IA** in the workplace to a higher degree than Slovenian members of Generation Y.
- **3d:** Slovenian members of Generation Z are motivated by INT regarding **FWC** in the workplace to a higher degree than Slovenian members of Generation Y.

- **3e:** Slovenian members of Generation Z are motivated by INT regarding **AUS** in the workplace to a higher degree than Slovenian members of Generation Y.

3a: On average, Slovenian members of Generation Z are motivated by INT in the workplace to a higher degree than Slovenian members of Generation Y.

$H_0: \mu_{\text{generationZ}} \leq \mu_{\text{generationY}}$

$H_1: \mu_{\text{generationZ}} > \mu_{\text{generationY}}$

Based on the F test, we can reject the null hypothesis (p-value is below 0.05, it is 0.033) which says that variances are the same for both groups. Moreover, we checked the second row of the T-test. Based on the sample, we **reject** the null hypothesis and accept an alternative one at a very low level of risk ($p = 0.027$). Detailed results of independent T-test for hypothesis 3a are shown in Table 10.

Table 10: *Results of independent T-test for hypothesis 3a*

		Generation		N	M	D
INT	Y			92	4.3697	.3099
	Z			37	4.2066	.5015

		Levene's Test for Equality of Variances		t-test for Equality of Means				
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
INT	Equal variances assumed	4.648	.033	2.239	127	.072	.16316	.0729
	Equal variances not assumed			1.843	47.463	.027	.16316	.0885

Source: own work.

3b: On average, Slovenian members of Generation Z are motivated by INT regarding **WR** in the workplace to a higher degree than Slovenian members of Generation Y.

$H_0: \mu_{\text{generationZ}} \leq \mu_{\text{generationY}}$

$H_1: \mu_{\text{generationZ}} > \mu_{\text{generationY}}$

3c: On average, Slovenian members of Generation Z are motivated by INT regarding **IA** in the workplace to a higher degree than Slovenian members of Generation Y.

H0: $\mu_{\text{generationZ}} \leq \mu_{\text{generationY}}$

H1: $\mu_{\text{generationZ}} > \mu_{\text{generationY}}$

3d: On average, Slovenian members of Generation Z are motivated by INT regarding **FWC** in the workplace to a higher degree than Slovenian members of Generation Y.

H0: $\mu_{\text{generationZ}} \leq \mu_{\text{generationY}}$

H1: $\mu_{\text{generationZ}} > \mu_{\text{generationY}}$

3e: On average, Slovenian members of Generation Z are motivated by INT regarding **AUS** in the workplace to a higher degree than Slovenian members of Generation Y.

H0: $\mu_{\text{generationZ}} \leq \mu_{\text{generationY}}$

H1: $\mu_{\text{generationZ}} > \mu_{\text{generationY}}$

Similarly as before, T tests were performed in order to test the hypotheses. Based on the F test results, we cannot reject the null hypothesis for all the hypotheses variations (3b, 3c, 3d, 3e). P-values are presented in Table 10. Since all the p-values were higher than 0.05, we focused on the results in the first rows of the T-tests. Based on the sample, we:

- 3b: **cannot reject** null hypothesis and cannot conclude that a significant difference exists ($p = 0.238$).
- 3c: **cannot reject** null hypothesis and cannot conclude that a significant difference exists ($p = 0.337$).
- 3d: **reject** the null hypothesis and accept an alternative one at a very low level of risk ($p = 0.030$).
- 3e: **cannot reject** null hypothesis and cannot conclude that a significant difference exists ($p = 0.153$).

Detailed results of independent T-tests for hypotheses 3b, 3c, 3d, 3e are shown in Table 11.

Table 11: *Results of independent T-test for hypotheses 3b, 3c, 3d, 3e*

Sub-category	Generation	N	M	D
WR INT	Y	92	4.3944	.4347
	Z	37	4.2973	.3845
IA INT	Y	92	4.2514	.5302
	Z	37	4.1453	.6472
FWC INT	Y	92	4.1304	.8283
	Z	37	3.7297	1.1702
AUS INT	Y	92	4.3826	.4314
	Z	37	4.2486	.5801

		Levene's Test for Equality of Variances		t-test for Equality of Means				
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
WR INT	Equal variances assumed	0.05	.943	1.185	127	.238	.0971	.0820
	Equal variances not assumed			1.249	74.725	.216	.0971	.0778
IA INT	Equal variances assumed	.436	.510		127	.337	.1061	.1101
	Equal variances not assumed				56.428	.380	.1061	.1199
FWC INT	Equal variances assumed	5.349	.022		127	.063	.4007	.1826
	Equal variances not assumed				51.148	.030	.4007	.2109
AUS INT	Equal variances assumed	1.636	.203		127	.153	.1340	.0931
	Equal variances not assumed				52.762	.209	.1340	.1054

Source: own work.

4.4 Further analysis

Due to observation from hypotheses testing that when comparing means of different motivational factors among both generations there are only minor differences, further analysis is presented in this chapter. The first part consists of the Pearson chi-squared test and Crosstabs, whereas the second part reveals the results of the additional content

questions from the survey. Since most of the respondents gave 4 or 5 points regarding importance on a 5-point Likert scale to the majority of factors, I decided to divide the factors into two groups; those that are **less important** and, contrary to this, those that are **more important**. To set the boundary between those two groups, I used the average mean of all the categories and subcategories (4.1225). The chosen variables were recoded in two groups with a set boundary. With a use of crosstabs, the data was aggregated in displayed in two-dimensional grids. The Pearson chi-squared test revealed that for WR INT ($\chi^2 = 4.147$, p-value = .042) and AUS INT ($\chi^2 = 4.800$, p-value = .028) we can reject null hypothesis. Generation and “more” or “less” important INT regarding WR and AUS are correlated. Basically, this means that when comparing both generations regarding WR INT or regarding AUS INT, there are statistically significant correlations between them. For all the others subcategories, based on our sample, we cannot reject the null hypothesis. We cannot claim that generation and “more” or “less” important factors are correlated (p-value is above acceptable 0.05). Detailed results of Pearson chi-squared test and Crosstabs are presented in Table 12 and Table 13.

Table 12: *Pearson chi-squared test for WR INT and AUS INT*

	Value (χ^2)	df	Asymp. Sig. (2-sided)
WR INT	4.147	1	.042
WR EXT	3.081	1	.079
IA INT	1.506	1	.220
IA EXT	.289	1	.591
FWC INT	1.602	1	.206
FWC EXT	.856	1	.355
AUS INT	4.800	1	.028

Source: own work.

Table 13: *Crosstabs for WR INT and AUS INT*

			Generation		
			Z	Y	Total
WR INT	Less important	Count	12	15	27
		% within Generation	32.4%	16.3%	20.9%
	More important	Count	25	77	102
		% within Generation	67.6%	83.7%	79.1%
Total		Count	37	92	129
		% within Generation	100%	100%	100%
AUS INT	Less important	Count	17	24	41
		% within Generation	45.9%	26.1%	31.8%
	More important	Count	20	68	88
		% within Generation	54.1%	73.9%	68.2%
Total		Count	37	92	129
		% within Generation	100%	100%	100%

Source: own work.

To gain deeper knowledge about the generational attitudes toward motivational factors, two additional questions were added to the questionnaire. The first one (for details see question 5 in Appendix 4) was connected with giving weights from 1 to 6, 1 being most important and 6 being least important, to given motivational factors. Half of them were INT (advancement, work-life balance, contribution to society) and the other half were EXT (job security, flexible working hours, pay). The hypothesis remains the same as hypothesis 1:

Hypothesis 1: Motivational factors in the workplace of Slovenian members of Generation Y differ from motivation factors of Slovenian members of Generation Z.

On average, Slovenian members of Generation Y are motivated by different motivational factors in the workplace than Slovenian members of Generation Z.

H0: $\mu_{\text{generationY}} = \mu_{\text{generationZ}}$

H1: $\mu_{\text{generationY}} \neq \mu_{\text{generationZ}}$

In order to obtain results, independent samples t-test was performed. The SPSS results for can be found in the Appendix 7. The t-test results reveal that there are statistically significant differences between the means of two samples, however they differ only at two factors, “flexible working hours” (EXT) (p-value = 0.018) and “contribution to society”

(INT) (p-value = 0.028). Nevertheless, since there are differences between motivational factors in the workplace of Slovenian members of Generation Y and Z, we reject the null hypothesis and accept the alternative one. The level of risk of all the other dimensions is higher than 0.05, therefore those are not statistically significant.

5 DISCUSSION

The purpose of this chapter is to gain an understanding of the results analyzed in the previous one. Firstly, the hypotheses' testing results will be discussed in order to get a broader picture of the fragmented data. Secondly, some practical implications for employers will be drawn, and lastly, the drawbacks and future research recommendations will be presented.

5.1 Discussion of results

The main objective of the thesis was to determine whether there is a difference in attitudes towards workplace motivational factors between Generation Y and Z in Slovenia. This was transformed into Hypothesis 1 and tested on the survey data. Further on, I tried to dig deeper and find an answer to research questions regarding specific motivational factors that are the drivers for the behavior of each generation. Based on this, Hypothesis 2 and 3 were developed. During the analysis, some variations of those two hypotheses evolved in order to gain more specific answers to the research questions. The summary of hypothesis testing with a concise overview of posed hypotheses and their status after the testing is presented in Table 14.

Table 14: *Summary of hypothesis testing*

	Hypothesis	Status
H1	Motivational factors in the workplace of Slovenian members of Generation Y differ from motivation factors of Slovenian members of Generation Z.	ACCEPTED
H2a	Slovenian members of Generation Y are motivated by extrinsic motivational factors in the workplace to a higher degree than Slovenian members of Generation Z.	REJECTED
H2b	Slovenian members of Generation Y are motivated by extrinsic motivational factors regarding work relationships in the workplace to a higher degree than Slovenian members of Generation Z.	ACCEPTED
H2c	Slovenian members of Generation Y are motivated by extrinsic motivational factors regarding influence and advancement in the workplace to a higher degree than Slovenian members of Generation Z.	REJECTED

table continues

Table 15: *Summary of hypothesis testing (cont.)*

H2d	Slovenian members of Generation Y are motivated by extrinsic motivational factors regarding financial and work conditions in the workplace to a higher degree than Slovenian members of Generation Z.	REJECTED
H3a	Slovenian members of Generation Z are motivated by intrinsic motivational factors in the workplace to a higher degree than Slovenian members of Generation Y.	ACCEPTED
H3b	Slovenian members of Generation Z are motivated by intrinsic motivational factors regarding work relationships in the workplace to a higher degree than Slovenian members of Generation Y.	REJECTED
H3c	Slovenian members of Generation Z are motivated by intrinsic motivational factors regarding influence and advancement in the workplace to a higher degree than Slovenian members of Generation Y.	REJECTED
H3d	Slovenian members of Generation Z are motivated by intrinsic motivational factors regarding financial and work conditions in the workplace to a higher degree than Slovenian members of Generation Y.	ACCEPTED
H3e	Slovenian members of Generation Z are motivated by intrinsic motivational factors regarding autonomy and skills in the workplace to a higher degree than Slovenian members of Generation Y.	REJECTED

Source: own work.

Hypothesis 1 was accepted because the results of the t-test indicated there are statistically significant differences between the means of two samples, Generation Y and Z, however, they differ only at two variables, WR EXT and FWC INT. The first variable consists of motivational factors: a good relationship with colleagues/subordinates, opportunity to meet new people, esteem, and supervisor. The second variable is being represented by training opportunities as the motivational factor. This result is consistent with the existing studies that have also reported that Millennials tend to value opportunities for continuous learning, whereas Generation Z appreciates factors as a reputation for ethical behavior, diversity, and opportunities to volunteer more than Generation Y (Deloitte, 2018). Of course, the result of testing Hypothesis 1 does not indicate the direction of difference, only that there is a difference among both generations in specific factors. Further analysis gave more detailed and explanatory results.

Hypothesis 2 was fragmented into four variations, where the first one is the general one and the other three are the more specific ones. Looking at all four variations, most of them were rejected, meaning that, on average and based on our sample, there is not enough statistical evidence to conclude that Slovenian members of Generation Y are indeed motivated by EXT in the workplace to a higher degree than Slovenian members of

Generation Z. The only hypothesis that was accepted was H2b, therefore we can conclude that Slovenian members of Generation Y are motivated by EXT only regarding WR in the workplace to a higher degree than Slovenian members of Generation Z. This goes in hand with Hypothesis 1, since WR EXT continues to appear as a differential variable between the generations. Based on our sample, we can say that Millennials value the factors of having a good relationship with colleagues/subordinates, an opportunity to meet new people, a fair and considerate supervisor and a sense that they are valued as colleague or worker more than Generation Z.

Hypothesis 3 was, similarly as hypothesis 2, fragmented into five variations, where the first one is the general one and the other four are the more specific ones, related to the analyzed sub-categories. Generally speaking (H3a), we can say that on average Slovenian members of Generation Z are motivated by intrinsic motivational factors in the workplace to a higher degree than Slovenian members of Generation Y. Further analysis was performed in order to actually see which of the four variables connected to intrinsic motivational factors are statistically significant. The results showed that only intrinsic motivational factor regarding financial and working conditions are the ones that motivate Slovenian members of Generation Z to a higher degree than Slovenian members of Generation Y. Again, this is consistent with the Hypothesis 1, since FWC INT appears again as a differential variable between the generations. As already mentioned, the only intrinsic factor in financial and working conditions is the opportunity for training possibilities. What this means is that Generation Z values continuous learning and possibilities to gain knowledge at work.

5.2 Practical implications

The findings from the research suggest that different generations, in fact, have developed different values and attitudes toward work. Therefore it is important to understand the needs and fundamental values of each generation, and adjust the characteristics of job design to them. As presented in the literature overview, only motivated employees are able to perform job-related tasks with better efficiency, in a more creative way, and consequently lead towards higher performance and better business results.

Even though the research showed there are many motivational factors that are appreciated by both generations, the key is to find those that differentiate one from another. So, what motivates Slovenian members of Generation Y at the workplace? Relationships with co-workers and superiors, the evolution of trust among them, opportunities to meet new people and opportunities for personal growth, and the fact that a job is interesting to them. While the latter is more of a condition for applying to a certain job position and not so dependent on an employer's capabilities to motivate an employee, the rest of the mentioned factors are indeed possible to create at the workplace. Positive and productive relationships between employees are built on respect, listening to the employees, trust, and

praise (Al-Masri, 2017). A healthy employer-employee relationship is the core of productivity and success, especially when dealing with Millennials.

While there are many studies about the drivers for Generation Y, much less information is available regarding what motivates Generation Z. Based on this thesis, members of Generation Z appreciate the presence of a fair and considerate superior, clear possibility for advancement and having chances for promotions, and, similarly as their elder generation, the fact that a job is interesting to them. They should always have training opportunities and a clear vision on how will certain training help them with achieving their long-term goals. Employers should provide regular feedback as well. From the existing theory, there are different opinions regarding job security. Some of the researchers argue that it is not one of the factors that Generation Z values (Wong, Gardiner, Lang & Coulon, 2008), whereas other states just the opposite (Lanier, 2017). Interestingly, in this thesis, job security appeared as a much more important factor to Generation Z than to Generation Y.

Looking at the high level of satisfaction of Slovenian members of both generations, apparently, Slovenian employers already take good care of employees' needs and make sure that the right motivational drivers are present at the workplace. Nevertheless, there is still some room for improvement at least for the newcomers in the labor market, Generation Z.

5.3 Limitations and future research

This thesis has some drawbacks that should be addressed in order to draw conclusions as objectively as possible.

First of all, there is no exact age range for each generation, therefore it is difficult to compare the results of empirical studies of generational differences. Since there are so many variations of definitions, when does one generation starts and end, there might be some overlapping of results. For the purposes of this thesis, I decided to use a certain start and end birth years, however one might believe those are not the correct ones and therefore my results for one generation could be the results for another one.

Secondly, when discussing generations, one should not forget that they consist of many individuals. Even though there is evidence for specific behavior patterns, values and attitudes that evolve in each generation, different observations and conclusions might occur when analyzing an individual. Stereotyping should be avoided when dealing with any studies and the same goes for generational studies.

Lastly, the sample size of Generation Z in the thesis might represent another limitation of the research. Due to various reasons, the sample size is not as big as it should be for more precise analysis and consequently more correct conclusions. The possible reasons are:

- the survey was not active for sufficient period of time to attract enough members of Generation Z,
- the survey was active in the summer period when most of the Slovenian employees are on vacation,
- there are less Slovenian members of Generation Z with work experience in comparison to other EU countries, due to the high share of youth who stays in education rather than go to employment.

The topic of comparison of workplace motivational factors Generation Y and Z in Slovenia has a lot of capacity for further development in future research studies. Firstly, it would be interesting to remove the mentioned drawbacks and check whether there would be any variance in findings in case of using different age range, or when examining individuals in comparison to generation they belong to, or if the sample size would be bigger. Future studies could be more specific regarding the Generation Y and check whether there are any differences between younger and older members of the generation. Regarding motivation at the workplace, it would be beneficial to further analyze the concept of satisfaction at work, its effect on motivation, and vice-versa. According to previous studies, both concepts are strongly associated, therefore it might be useful to analyze the causes and effects of it as well.

CONCLUSION

Even though today's technological progress moves increasingly towards the creation of workplace with mainly all-purpose machine intelligence, where automation and robotics could overtake the role of a human worker, there is still an undeniable need for a human workforce. Unfortunately or fortunately, just having employees is not enough in the current competitive work environment – they have to be motivated in order to achieve better business results than the competition. What motivates people at the workplace is the question that keeps busy many theoreticians, researchers, human resources (hereinafter: HR) employees, and employers who try to understand the underlying causes of employee's actions and behavior.

Motivation is a combination of forces inside an individual that makes one acts in a certain way to achieve set goals (Westwood, 1992). Concerning motivation at the workplace, researchers found out there are many motivational factors that can be further grouped into larger clusters. A famous academic Abraham Maslow (1943) stated in his Hierarchy of Needs theory that there are five levels of human needs, where some are more important

than the others. Soon after, Herzberg, F., Mausner, B. and Snyderman, B. (1959) developed the Two-Factor Theory that included, as the name says, only two main groups of factors: hygiene factors or extrinsic ones, and motivators or intrinsic ones. The former are the factors that do not come from the work itself but are provided by superiors, whereas the latter are mediated within the person (Deci, 1972). While hygiene factors represent prerequisites for motivation, motivators directly encourage employees for work. When comparing both theories, it is not hard to notice there are some parallels between them, therefore we can apply both theories when investigating a certain topic connected to the motivation at work. In this thesis I used the Hierarchy of Needs theory as the basis for the understanding of human needs, however the Two-Factor theory and its division of motivational factors to extrinsic and intrinsic ones was used as the prime framework for the analysis.

Rather than analyzing individuals, research switched focus to analyze bigger groups of people that are in some explicit characteristics similar to each other. One of the possibilities is to use a generational approach – looking at people through the lens of different generations. A generation is a group of people that were born in a certain age range and that share significant life events at critical developmental stages (Kupperschmidt, 2000). These events influenced the development of their values, and attitudes toward work, life, and relationships. According to the theory, the current workforce consists of four generations; Baby boomers, Generation X, Generation Y, and Generation Z. In this thesis, the last two were taken into consideration in this research. Members of Generation Y, also called Millennials, were born between 1978 and 1994 and were majorly affected by the September 11, two economic crashes in 2000 and 2008, and the globalization of society and the marketplace (Williams, 2015). They are socially conscious, confident, respect differences in the work environment and are technology-savvy. Even more so are the members of Generation Z, people born after 1995. Their values and attitudes represent some sort of extension of those of Millennials.

The findings from the research are consistent with the previous studies to a certain level. Generation Y and Z are to some degree different regarding workplace motivational factors. To be more exact, Millennials are motivated more by the relationships with co-workers and superiors, the evolution of trust among them, opportunities to meet new people and opportunities for personal growth when comparing them to their younger co-workers. Members of Generation Z, on the other side, value more the presence of fair and considerate superior, clear possibility for advancement and having chances for promotions.

To conclude, it is definitely beneficial for an organization to deal with employees' needs since they represent one of the most important stakeholders. Many theoretical frameworks for understanding generational behavior exist to help HR departments in the development of one that will suit their nature of the business, organizational culture, vision, and mission.

Since only motivated employees are the ones that will transform a result to an added value result, this is the topic that should receive even more attention in the future.

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APPENDIXES

Appendix 1: Summary in Slovenian

Čeprav se današnji tehnološki napredek vse bolj približuje ustvarjanju delovnih mest s strojno inteligenco, kjer bi lahko avtomatizacija in robotika prehiteli vlogo človeškega delavca, še vedno obstaja nesporna potreba po človeški delovni sili. Na žalost ali na srečo, zgolj imeti zaposlene v trenutnem konkurenčnem delovnem okolju ni dovolj. Potrebno jih je motivirati, da dosegajo boljše poslovne rezultate od konkurence. Kaj motivira ljudi na delovnem mestu, je vprašanje, s katerim se soočajo številni teoretiki, raziskovalci, kadrovniki in delodajalci, ki poskušajo razumeti vzroke za ravnanje in vedenje zaposlenih.

Motivacija je kombinacija sil znotraj posameznika, ki delujejo nanj na specifičen način z namenom doseganja ciljev (Westwood, 1992). Kar se tiče motivacije na delovnem mestu, so raziskovalci ugotovili, da obstaja veliko motivacijskih dejavnikov, ki jih je mogoče združiti v večje nadskupine. Znani akademik Abraham Maslow (1943) je v svoji teoriji o hierarhiji potreb trdil, da obstaja pet ravni človeških potreb, kjer so nekatere pomembnejše od drugih. Kmalu zatem je Herzberg et al. (1959) razvil dvo-faktorsko teorijo, ki je priznavala samo dve glavni skupini faktorjev, higienski ali zunanji dejavniki in motivatorji ali notranji dejavniki. Prvi so tisti, ki ne izhajajo iz samega dela, ampak jih zagotavljajo nadrejeni, medtem ko se slednji pojavijo znotraj osebe (Deci, 1972). Medtem ko higienski dejavniki predstavljajo predpogoj za motivacijo, motivatorji neposredno spodbujajo zaposlene k delu. Pri primerjavi obeh teorij ni težko opaziti, da obstaja nekaj vzporednic med njimi, zato lahko pri obravnavanju določene teme, povezane z motivacijo na delovnem mestu, uporabimo obe teoriji. V tej magistrski nalogi sem uporabila teorijo o hierarhiji potreb kot osnovo za razumevanje človeških potreb, vendar pa je bila kot glavni okvir za analizo uporabljena teorija dveh faktorjev in njena razdelitev motivacijskih dejavnikov na zunanje in notranje.

Namesto, da bi analizirali posameznike, so se raziskovalci osredotočili na analizo večjih skupin ljudi, ki so v nekaterih eksplicitnih značilnostih podobni drug drugemu. Ena od možnosti je uporaba generacijskega pristopa - gledanje ljudi skozi objektiv različnih generacij. Generacija je skupina ljudi, ki so se rodili v določenem starostnem obdobju in si delijo pomembne življenjske dogodke na kritičnih razvojnih stopnjah (Kupperschmidt, 2000). Ti dogodki so vplivali na razvoj njihovih vrednot in odnosa do dela, življenja in medsebojnih odnosov. Glede na teorijo trenutno delovno silo sestavljajo štiri generacije; Baby-boomerji, Generacija X, Generacija Y in Generacija Z. V tej nalogi sta bili preučevani zadnji dve generaciji. Člani generacije Y so bili rojeni med letoma 1978 in 1994, na njih pa so močno vplivali dogodek 11. september, dve gospodarski krizi v letih 2000 in 2008 ter globalizacija družbe in trga (Williams, 2015). So družbeno zavedni, samozavestni, spoštujejo razlike v delovnem okolju in so tehnološko ozaveščeni. Še bolj tehnološko podkovani so člani generacije Z, osebe, rojene po letu 1995. Njihove vrednote in pogled na odnose predstavljajo nekakšen podaljšek tistih od pripadnikov generacije Y.

Ugotovitve raziskave se v določeni meri skladajo s preteklimi študijami. Generacija Y in Z se do neke mere razlikujeta glede motivacijskih dejavnikov na delovnem mestu. Natančneje, generacijo Y bolj motivirajo odnosi s sodelavci in nadrejenimi, prisotnost zaupanja med njimi, priložnosti za spoznavanje novih ljudi in možnosti za osebno rast, če jih primerjamo s svojimi mlajšimi sodelavci. Člani generacije Z, na drugi strani, bolj cenijo prisotnost poštenih in pozornih nadrejenih, prav tako pa jim je bolj pomembno imeti jasno razložene možnosti za napredovanje v primerjavi z generacijo Y.

Definitivno je koristno, da organizacija obravnava potrebe zaposlenih, saj le-ti predstavljajo enega najpomembnejših deležnikov. Na voljo je veliko študij in raziskav za razumevanje generacijskega vedenja, s katerimi si lahko kadrovniki pomagajo pri razvoju motivacijskega modela, ki bo ustrezal dotični naravi poslovanja, organizacijski kulturi, viziji in poslanstvu. Ker so samo motivirani zaposleni tisti, ki lahko ustvarjajo z dodano vrednostjo, je to tema, ki bi morala v prihodnosti prejeti še več pozornosti.

Appendix 2: List of Abbreviations

SURS	Statistical Office of Republic of Slovenia
WR	Work Relationships
IA	Influence and Advancement
FWC	Financial and Working Conditions
AUS	Autonomy and Use of Skills
INT	Intrinsic Motivational Factors
EXT	Extrinsic Motivational Factors
EU	European Union
HR	Human Resources

Appendix 3: Glossary

From	Work Relationships
To	Odnosi na delovnem mestu
From	Influence and Advancement
To	Vpliv in napredovanje
From	Financial and Working Conditions
To	Finančni in delovni pogoji
From	Autonomy and Use of Skills
To	Samostojnost in uporaba sposobnosti
From	Full-time employment
To	Zaposlitev za nedoločen čas
From	Part-time employment
To	Zaposlitev za določen čas
From	Student work
To	Delo preko študentske napotnice
From	Self-employed
To	Samostojni podjetnik

Appendix 4: Survey

Sem študentka mednarodnega magistrskega programa Poslovanje in organizacija (International Full Time Master Program In Business Administration - IMB) na Ekonomski fakulteti v Ljubljani in v okviru magistrske naloge, pod mentorstvom doc. Tamare Pavasović Trošt, PhD, primerjam motivacijske faktorje slovenskih pripadnikov generacije Y in Z na delovnih mestih v Sloveniji. Vprašalnik, ki je pred vami, je popolnoma anonimen in vam bo vzel 5 minut časa. Podatki so zaupni in bodo uporabljeni izključno v raziskovalne namene. Za sodelovanje se vam že vnaprej zahvaljujem.

1. V katero starostno skupino spadate?

- do 14 let
- 15 - 23 let
- 24 - 32 let
- 33 - 40 let
- 41 let ali več

2. **Trenutno** delo opravljam (država):

- v Sloveniji
- izven Slovenije
- trenutno nisem zaposlen

3. **Trenutno** delo opravljam:

- manj kot 6 mesecev
- med 6 meseci in 1 letom
- med 1 in 2 letoma
- med 2 in 5 leti
- več kot 5 let

VSEBINSKA VPRAŠANJA

V nadaljevanju sledijo štirje sklopi trditev vezanih na motivacijske faktorje na delovnem mestu. Opredelite vaše stališče glede pomembnosti vsake trditve, tako da uporabite lestvico od 1 (sploh nepomembno) do 5 (zelo pomembno).

1. Odnosi na delovnem mestu - z uporabo lestvice od 1 (sploh ni pomembno) do 5 (zelo pomembno) označite, v kolikšni meri so vam pomembne spodnje trditve na delovnem mestu.

Sploh ni **Malo** **Niti** **Pomembno** **Zelo** **Ne**
pomembno **pomembno** **niti** **pomembno** **pomembno** **vem**

Imeti dobre odnose s sodelavci.
 Imeti dobre odnose s podrejenimi.
 Imeti dobro harmonijo med oddelki.
 Ljudje, s katerimi delaš, ti zaupajo.
 Imeti priložnost spoznavanja novih oseb in interakcije z njimi.
 Redno prejemanje povratne informacije za opravljeno delo.
 Prejeti ustno priznanje za uspešno opravljeno delo.
 Biti cenjen kot delavec oz. sodelavec.
 Imeti jasno zastavljene delovne cilje.
 Imeti pošteno in pozorno nadrejeno osebo.
 S svojim delom prispevati k dobremu družbe.
 Prejeti pravično plačilo glede na izvedbo dela.

2. Vpliv in napredovanje - z uporabo lestvice od 1 (sploh ni pomembno) do 5 (zelo pomembno) označite, v kolikšni meri so vam pomembne spodnje trditve na delovnem mestu.

Sploh ni **Malo** **Niti** **Pomembno** **Zelo** **Ne**
pomembno **pomembno** **niti** **pomembno** **pomembno** **vem**

Imeti vpliv znotraj celotnega podjetja.
 Imeti vpliv znotraj posameznega oddelka.
 Sodelovati pri odločitvah.
 Opravljati poklic, kateremu družba opredeli visok status.
 Napredovati in imeti možnosti za napredovanje.
 Imeti možnost osebnega dosežka pri

delu.

Biti motiviran za prevzem odgovornosti
za delovne rezultate.

Imeti možnost osebne rasti in napredka.

Biti spoštovan s strani vodstva zaradi
svojih sposobnosti in vloška v delo.

3. Finančni in delovni pogoji - z uporabo lestvice od 1 (sploh ni pomembno) do 5 (zelo pomembno) označite, v kolikšni meri so vam pomembne spodnje trditve na delovnem mestu.

	Sploh pomembno	ni pomembno	Malo pomembno	Niti niti	Pomembno	Zelo pomembno	Ne vem
Prejemati osnovne ugodnosti (dopust, bolniška odsotnost, pokojninsko in zdravstveno zavarovanje).							
Imeti dobre delovne pogoje (fleksibilen delovni čas, udoben, čist in modern delovni prostor).							
Varnost zaposlitve - biti zaposlen za nedoločen čas.							
Imeti visoko konkurenčno plačo.							
Imeti fleksibilno plačo - prejemati plačo na različne načine, npr. služben avto, življenjsko zavarovanje, bonusi za otroško varstvo, itd.							
Prejemati pomoč kadrovske službe.							
Biti fizično varen na delovnem mestu.							
Biti opremljen z vso potrebno in sodobno opremo na delovnem mestu.							
Ne biti preobremenjen do izčrpanosti zaradi dela.							
Biti zaposlen v podjetju s pozitivnim statusom v družbi, delati za podjetje s ponosom.							
Imeti redno možnost za obiskovanje izobraževalnih delavnic, tečajev.							

4. Samostojnost in uporaba sposobnosti - z uporabo lestvice od 1 (sploh ni pomembno) do 5 (zelo pomembno) označite, v kolikšni meri so vam pomembne spodnje trditve na delovnem mestu.

Sploh ni pomembno **Malo pomembno** **Niti niti** **Pomembno** **Zelo pomembno** **Ne vem**

Biti neodvisen pri delu.

Biti avtonomen pri delu in imeti osebno svobodo.

Imeti možnost uporabe svojih spretnosti in sposobnosti.

Biti zainteresiran v delo.

Uporabljati svoje znanje in sposobnosti pri delu.

5. Razvrstite spodnje motivacijske dejavnike glede na pomembnost od 1. do 6. mesta, kjer 1. mesto predstavlja najvišjo pomembnost in 6. mesto najnižjo pomembnost. Razvrstite jih tako, da jih premikate z levega stolpca na desna prosta mesta.

Možnost napredovanja (M)

Varnost zaposlitve - biti zaposlen za nedoločen čas (H)

Fleksibilen delovni čas (H)

Ravnovesje med delom in družino (M)

Delo, ki prispeva k dobremu družbe (M)

Konkurenčna plača (H)

6. Predstavljajte si, da se odločate za novo delovno mesto. Med spodnjimi situacijami ocenite in označite, katera izmed dveh opcij vas bolj motivira.

1 2 3 4 5

Delovno mesto za nedoločen čas z nižjo plačo.

Delovno mesto za določen čas z višjo plačo.

Delovno mesto z vnaprej določenimi navodili, brez avtonomnosti.

Delovno mesto, ki zagotavlja osebno svobodo in neodvisnost pri delu.

Delovno mesto z visoko konkurenčno plačo.

Delovno mesto, ki omogoča osebno rast.

7. V kolikšni meri ste zadovoljni s svojim trenutnim delom oziroma zaposlitvijo?

- Zelo nezadovoljen
- Nezadovoljen
- Niti niti
- Zadovoljen
- Zelo zadovoljen
- Ne vem

Odgovorili ste na vsa vsebinska vprašanja. Za konec vas prosim, da odgovorite še na nekaj demografskih vprašanj.

Spol:

- Moški
- Ženski

Letnica rojstva:

Država rojstva:

- Slovenija
- Drugo:

Kakšna je vaša najvišja dosežena formalna izobrazba?

- Osnovnošolska ali manj
- Srednja šola
- Višja visokošolska izobrazba
- Univerzitetna izobrazba
- Specializacija ali magisterij
- Doktorat
- Drugo:

Oblika trenutne zaposlitve:

Možnih je več odgovorov

- nedoločen čas
- določen čas
- s.p.
- honorarna pogodba
- študentska napotnica
- praksa
- brez zaposlitve
- Drugo:

Velikost podjetja, v katerem trenutno opravljate delo:

- mikro podjetje (do 10 zaposlenih)
- majhno podjetje (od 11 do 50 zaposlenih)
- srednje podjetje (od 51 do 250 zaposlenih)
- veliko podjetje (nad 251 zaposlenih, javna podjetja)
- trenutno nisem zaposlen

Regija, v kateri trenutno opravljate delo, je:

- Gorenjska
- Goriška
- Jugo-vzhodna Slovenija
- Koroška
- Obalno-Kraška
- Osredjeslovenska
- Podravska
- Pomurska
- Posavska
- Primorsko-Notranjska
- Savinjska
- Zasavska
- Trenutno nisem zaposlen

Gospodarska panoga, v kateri trenutno opravljate delo, je:

- Storitve
- Izdelki široke porabe in industrijski izdelki
- Finančne storitve
- Tehnologija, informacije/komunikacija in razvedrilne dejavnosti
- Energetika in komunalne storitve
- Ne vem
- Drugo:

Odgovorili ste na vsa vprašanja v tej anketi. Vaše sodelovanje v raziskavi je pripomoglo k pridobitvi pomembnih podatkov za moje magistrsko delo. Hvala za vaše odgovore!

Appendix 5: Survey questions adopted from Work Values Questionnaire

Work Relationships	
Item and classification	Statement and translation in the Slovenian language
Relationships with colleagues (EXT)	Relationship with work colleagues. Imeti dobre odnose s sodelavci.
Relationships with subordinates (EXT)	Relationships with subordinates. Imeti dobre odnose s podrejenimi.
Harmony (INT)	Harmony among all groups in your organization. Imeti dobro harmonijo med oddelki.
Trust (INT)	Being trusted by all people you work with. Ljudje, s katerimi delaš, ti zaupajo.
Opportunity to meet people (EXT)	Opportunity to meet people and interact with them. Imeti priložnost spoznavanja novih oseb in interakcije z njimi.
Feedback (INT)	Regular feedback concerning the results of your work. Redno prejemanje povratne informacije za opravljeno delo.
Recognition for doing a good job (INT)	Recognition for doing a good job. Prejeti ustno priznanje za uspešno opravljeno delo.
Esteem (EXT)	Sense that you are valued as colleague or worker. Biti cenjen kot delavec oz. sodelavec.
Clarity of work goals (INT)	Clarity of work goals and targets. Imeti jasno zastavljene delovne cilje.
Supervisor (EXT)	A fair and considerate boss. Imeti pošteno in pozorno nadrejeno osebo.
Contribution to society (INT)	Contribution to society. S svojim delom prispevati k dobremu družbe.
Fairness (INT)	People being equitably paid for performance compared to others. Prejeti pravično plačilo glede na izvedbo dela.
Influence and Advancement	
Item and classification	Statement
Influence within organization (INT)	Influence within organization as a whole. Imeti vpliv znotraj celotnega podjetja.
Influence in a work group (INT)	Influence in a work group / team. Imeti vpliv znotraj posameznega oddelka.
Participation in decisions (INT)	Participation in decision making. Sodelovati pri odločitvah.
Job status (EXT)	To have a job others recognize as very high status. Opravljati poklic, kateremu družba opredeli visok status.
Advancement (INT)	Advancement and chances for promotion. Napredovati in imeti možnosti za napredovanje.
Achievement (INT)	Personal success at work. Imeti možnost osebnega dosežka pri delu.
Responsibility (INT)	Being encouraged to take responsibility for work outcome. Biti motiviran za prevzem odgovornosti za delovne rezultate.
Personal growth (INT)	Opportunity for personal growth and development. Imeti možnost osebne rasti in napredka.

table continues

continued

Managerial respect (INT)	Being respected for your skills and input. Biti spoštovan s strani vodstva zaradi svojih sposobnosti in vloška v delo.
Financial and Working Conditions	
Item and classification	Statement and translation
Benefits (EXT)	Vacation, sick leave, pensions, insurance. Prejemati osnovne ugodnosti (dopust, bolniška odsotnost, pokojninsko in zdravstveno zavarovanje).
Work conditions (EXT)	Comfortable, clean, modern. Imeti dobre delovne pogoje (fleksibilen delovni čas, udoben, čist in modern delovni prostor).
Job security (EXT)	A job as permanent as possible. Varnost zaposlitve – biti zaposlen za nedoločen čas.
Pay (EXT)	A high competitive salary by performance-related systems or rapid promotion. Imeti visoko konkurenčno plačo.
Flexible benefits (EXT)	Being paid in various ways to suit you (car, life insurance, childcare vouchers). Imeti fleksibilno plačo – prejemati plačo na različne načine, npr. služben avto, življenjsko zavarovanje, bonusi za otroško varstvo, itd.
Human resources (EXT)	Being helped with selection and appraisal. Prejemati pomoč kadrovske službe.
Physically safe (EXT)	Physically safe conditions at work. Biti fizično varen na delovnem mestu.
Resources (EXT)	Being provided with all necessary and up-to-date equipment. Biti opremljen z vso potrebno in sodobno opremo na delovnem mestu.
Fatigue avoidance (EXT)	Not being overworked to exhaustion. Ne biti preobremenjen do izčrpanosti zaradi dela.
Company image (EXT)	To be employed by a company for which you are proud to work. Biti zaposlen v podjetju s pozitivnim statusom v družbi, delati za podjetje s ponosom.
Training opportunities (INT)	Regular, relevant opportunities to attend useful training courses. Imeti redno možnost za obiskovanje izobraževalnih delavnic, tečajev.
Autonomy and Use of Skills	
Item and classification	Statement and translation
Independence (INT)	Independence in work style. Biti neodvisen pri delu.
Autonomy (INT)	Autonomy and personal freedom. Biti avtonomen pri delu in imeti osebno svobodo.
Chance to use skills (INT)	Chance to use skills and abilities. Imeti možnost uporabe svojih spretnosti in sposobnosti.
Job interest (INT)	To do work which is personally very interesting to you. Biti zainteresiran v delo.
Use of ability (INT)	Use of ability and knowledge in your work. Uporabljati svoje znanje in sposobnosti pri delu.

Appendix 6: Statistics of the main categories

Statistics		WR	IA	FWC	AUS
N	Valid	129	129	129	129
	Missing	0	0	0	0
Mean		4,4180	4,0904	4,0684	4,3442
Median		4,5000	4,2222	4,0909	4,4000
Std. Deviation		,37788	,53966	,40465	,48022
Skewness		-,727	-1,112	-,109	-1,137
Std. Error of Skewness		,213	,213	,213	,213
Kurtosis		,484	2,069	-,245	3,245
Std. Error of Kurtosis		,423	,423	,423	,423
Minimum		3,17	2,11	3,09	2,40
Maximum		5,00	5,00	5,00	5,00

Source: own work (N=129).

Appendix 7: Hypothesis 1 – SPSS Results

Group Statistics

	N		Mean		Std. Deviation		Std. Error Mean	
	Generation		Generation		Generation		Generation	
	Z	Y	Z	Y	Z	Y	Z	Y
WR_INT_AVG	37	92	4,2973	4,3944	,38448	,43474	,06321	,04532
WR_EXT_AVG	37	92	4,3568	4,5435	,46936	,39816	,07716	,04151
IA_INT_AVG	37	92	4,1453	4,2514	,64719	,53017	,10640	,05527
IA_EXT_AVG	37	90	3,1351	3,0778	,85512	1,00814	,14058	,10627
FWC_EXT_AVG	37	92	4,1432	4,0457	,40794	,42592	,06706	,04441
FWC_INT_AVG	37	92	3,7297	4,1304	1,17020	,82831	,19238	,08636
AUS_AVG	37	92	4,2486	4,3826	,58005	,43136	,09536	,04497

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
WR_INT_AVG	Equal variances assumed	,005	,943	-1,185	127	,238	-,09711	,08198	-,25933	,06510
	Equal variances not assumed			-1,249	74,725	,216	-,09711	,07778	-,25206	,05784
WR_EXT_AVG	Equal variances assumed	3,309	,071	-2,286	127	,024	-,18672	,08168	-,34835	-,02510
	Equal variances not assumed			-2,131	57,933	,037	-,18672	,08762	-,36212	-,01133
IA_INT_AVG	Equal variances assumed	,436	,510	-,963	127	,337	-,10609	,11014	-,32404	,11187
	Equal variances not assumed			-,885	56,428	,380	-,10609	,11990	-,34623	,13405
IA_EXT_AVG	Equal variances assumed	1,621	,205	,304	125	,762	,05736	,18876	-,31622	,43094
	Equal variances not assumed			,325	78,525	,746	,05736	,17623	-,29345	,40816

table continues

continued

FWC_E	Equal variances assumed	,178	,674	1,191	127	,236	,09759	,08194	-,06455	,25973
XT_AV	Equal variances not assumed			1,213	69,222	,229	,09759	,08043	-,06286	,25804
G										
FWC_I	Equal variances assumed	5,349	,022	-2,195	127	,063	-,40071	,18259	-,76203	-,03938
NT_AV	Equal variances not assumed			-1,900	51,148	,030	-,40071	,21087	-,82402	,02261
G										
AUS_A	Equal variances assumed	1,636	,203	-1,439	127	,153	-,13396	,09310	-,31818	,05026
VG	Equal variances not assumed			-1,271	52,762	,209	-,13396	,10543	-,34545	,07753

Group Statistics

	Generation	N	Mean	Std. Deviation	Std. Error Mean
Advancement	Z	37	2,81	1,506	,248
	Y	92	3,24	1,693	,176
Job security	Z	37	3,57	1,482	,244
	Y	92	3,58	1,811	,189
Flexible working hours	Z	37	3,30	1,244	,205
	Y	92	3,95	1,448	,151
Work-life balance	Z	37	2,73	1,742	,286
	Y	92	2,41	1,392	,145
Contribution to society	Z	37	5,08	1,164	,191
	Y	92	4,50	1,687	,176
Pay	Z	37	3,51	1,967	,323
	Y	92	3,33	1,468	,153

Independent Samples Test

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper

table continues

continued

Advancement	Equal variances assumed	2,507	,116	- 1,340	127	,183	-,428	,320	-1,061	,204
	Equal variances not assumed			- 1,409	74,276	,163	-,428	,304	-1,034	,178
Job security	Equal variances assumed	3,889	,051	-,025	127	,980	-,009	,336	-,673	,656
	Equal variances not assumed			-,028	80,703	,978	-,009	,308	-,622	,605
Flexible working hours	Equal variances assumed	1,313	,254	- 2,391	127	,018	-,648	,271	-1,185	-,112
	Equal variances not assumed			- 2,551	76,863	,013	-,648	,254	-1,155	-,142
Work-life balance	Equal variances assumed	2,397	,124	1,085	127	,280	,317	,292	-,261	,894
	Equal variances not assumed			,986	55,406	,328	,317	,321	-,327	,960
Contribution to society	Equal variances assumed	11,866	,001	1,917	127	,057	,581	,303	-,019	1,181
	Equal variances not assumed			2,236	95,562	,028	,581	,260	,065	1,097
Pay	Equal variances assumed	10,153	,002	,592	127	,555	,187	,316	-,439	,813

table continues

continued

Equal variances not assumed			,524	52,900	,603	,187	,358	-,530	,905
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