A Qualitative Investigation into the Motivation and Associated Rewards that Impact the Millennial Generation in the Workplace.

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ABSTRACT

The title of this study was identified as: "A Qualitative Investigation into the Motivation and Associated Rewards that Impact the Millennial Generation in the Workplace". It was assumed that the Millennial generation will dominate the workforce by 2020 (Erickson, 2008). With the year 2020 soon approaching, this study examines the motivation and associated rewards which impact Millennials as employees. The research explores how the Millennial generation is defined and includes previous literature and the views of participants of this study. The research will explore the theory of motivation, while evaluating rewards offered by organisations that impact the motivation of Millennials. This research undertakes a qualitative approach. Five semi-structured interviews were conducted with participants from the chosen organisation. The chosen organisation will be referred to as Company X and participants will be given a codename to retain anonymity.

One of the main findings of this study is that the Millennial generation cannot be considered a homogenous group. The findings from the study found that the Millennial participants acknowledge both monetary and non-monetary rewards however it cannot be determined which is preferred by the Millennial generation as one. Furthermore, the research highlights that the Millennial generation are intrinsically motivated by their work. The limitations of the study were considered while also providing recommendations based on the findings for both the organisation and future research.

Key Words: Motivation, Motivational drives, Millennial, Intrinsic and Extrinsic Motivation.

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Hayley Byrne

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Chapter 1. Introduction

1.1 Introduction

The purpose of this study is to investigate motivation and associated rewards which impact the Millennial Generation. The research will be conducted in a multinational professional consulting organisation which will be identified as Company X in order to retain anonymity. With approximately 477,000 employees, Company X is part of a global network located across 120 countries that resides in Ireland since 1969. The aim of the introduction chapter is to present a brief background on the focus of the research. Additionally, each chapter will be summarised while providing its purpose to the study.

1.2 Research Context

Recently, the interest in Millennials, or known as Generation Y, has developed as an interest to academics. The workforce today is made up of four generations. Strauss and Howe (1991) state that the Millennial generation is one of the four generations within the current workforce: The Silent Generation refers to individuals born from 1925 to 1942, the Baby Boomers born from 1943 to 1960, Generation X born from 1961 to 1981, and Millennials, or Generation Y born after 1982.

The most recent generation to enter the workforce is the Millennial generation and it will make up the majority of the workforce by 2020 due to a substantial shift in workplace demographics over the next decade. Each generation carries contrasting beliefs, ethics, values, attitudes and expectations to organisations (Niemiec, 2000), and organisations must be able to continuously adapt to the diversity of a multigenerational workforce to attract, retain and motivate their employees (Scandura and Williams, 2000).

1.3 Research Aim

The research aim of this study is to establish the motivational factors of Millennials, and how associated rewards impact the Millennial generation. Are these motivational factors intrinsic or extrinsic? Millennials being the latest cohort to enter the workforce continues to be a source of rich data for academics. My research will add to this growing body of work.

1.4 Research Objectives

Various objectives that are directly related to motivation and Millennials, and the relationship between Millennial motivation have been developed in order to achieve the aim of this study. These questions must be answered to acquire an overall concept that Millennials are motivated by different factors in comparison to other generations, and what organisational rewards have an impact on the motivation of Millennial employees. To achieve this, three objectives have been defined by the researcher:

1. Understanding the Millennial Generation.

2. Millennials are intrinsically motivated.

3. Millennials are motivated by monetary rather than non-monetary rewards.

1.5 Research Design

This study focuses on the motivation of Millennials within the chosen organisation, and the impact of rewards on the motivation of Millennials. A research strategy derived from qualitative research paradigms has been chosen in order to explore the motivation of millennials. This method seems to be an appropriate way to collect information regarding motivation and Millennials as qualitative research methods develop a conceptual framework by analysing participants beliefs and uncovering the meanings and relationships between them (Saunders, Lewis, Thornhill, 2012). The most suitable data gathering method for this particular study include semi-structured interviews. Research design will be further evaluated within chapter 3, the Methodology chapter.

1.6 Research Ethics

The NCI research ethics guidelines were followed throughout the research process,. The participants were guaranteed that the information collected through interviews would not be shared with any other individual bar the researcher's thesis supervisor and if requested by the external marker. Research should not harm an individual or organisation, thus the research does not disclose any personal information regarding identity of the participants and all data remains anonymous. The topic of ethics will be further discussed in chapter 3, the Methodology chapter.

1.7 Outline of Study

The purpose of this study is to investigate the motivation and rewards associated with the Millennial generation. This thesis adopts the following structure:

1.7.1 Chapter One**:** Introduces the research area and outlines the background and rationale of the study. It explains the aims and objectives of the study along with the chosen research methods and ethical considerations.

1.7.2 Chapter Two: Presents a review of the literature which focuses on the millennials and the various meanings of motivation. Its main focus is defining the key terms: motivation and millennials. It focuses on several motivational theories which will be further evaluated with the findings of this study. Furthermore, reward management will be discussed in relation to extrinsic and intrinsic motivation, while also focusing on monetary and non-monetary rewards. The Millennial generation will be classified and defined by characteristics. This chapter will also evaluate what motivates Millennials and why Millennials should be studied according to previous literature. Finally, the research question will be defined, and the study objectives evaluated.

1.7.3 Chapter Three**:** Draws on the research design and methodology. A qualitative approach was chosen to conduct the research for this particular study. In this chapter, the research design is described by evaluating sampling methods and a review of data gathering instruments. Ethical considerations of the research will be discussed in depth, including informed consent, anonymity and confidentiality. Finally, this chapter will evaluate how the data gathered will be evaluated.

1.7.4 Chapter Four: Information gathered through the data gathering process is presented in this chapter. A qualitative research method has been chosen for this research by utilising the use of semi-structured interviews. The data collected through the semi-structured interviews is carefully analysed and grouped into different themes through thematic analysis.

1.7.5 Chapter Five**:** Summarises the findings from the analysis conducted in the previous chapter. Each theme is supported by the data collected and evaluated against the findings from the literature reviewed in chapter two. This is achieved by evaluating the objectives of the study and providing a summary of findings. This chapter also addresses the limitations of the study, while also suggesting recommendations for the

organisation and for future research. Finally, a personal reflection is provided by the researcher.

1.8 Conclusion

The reader has been introduced to the subject of motivation and millennials. This chapter gave the reader a greater insight on the research context, aims, objectives, design and ethical considerations in relation to this study. The next chapter, the literature review, will examine the literature around the area of motivations and millennials.

Chapter 2. Literature Review

2.1 Introduction

This chapter aims to provide an inclusive review of the research that has been previously conducted by academics in the area of motivation, Millennials and reward. The following literature signifies the importance of studying Millennials in the workplace and the factors that affect the motivation of this generation within organisations. As the Baby Boomer generation retires, the interest of motivating Millennials is growing due to the age cohort dominating the workforce. In order to accomplish the purpose of this research, it is significant to evaluate, and critique similar research carried out by other academics. Finally, the research question will be defined, and the study objectives evaluated.

The research within this study will define key concepts including motivation, millennials and reward. It focuses on motivational theories conducted by three psychologists including Maslow (1987), Herzberg (1959) and Vroom (1964). Thus, giving a greater understanding of monetary and non-monetary rewards and furthermore extrinsic and intrinsic rewards that affect employee motivation.

2.2 Motivation

Motivation has been widely researched as it helps to identify factors that affect the behaviours of individuals. However, Smola and Sutton (2002) recommend that more analysis examining Millennials workplace motivation must be carried out. Millennials are the least studied generation of the four generations within todays workforce, and an understanding of what motivates Millennials will allow organisations to attract, retain and utilise the fastest growing generation in the workplace (McDonald, 2008). Evaluating literature based on motivational theories will give a greater understanding of what motivates millennials, especially within the workplace.

2.3 Defining Motivation

The Oxford English Dictionary defines motivation as the "desire or willingness to do something" (Oxford, 2016). Building on to the Latin term for movement, Atkinson (1964) describes motivation as "the contemporary (immediate) influence on direction, vigour, and persistence of action". Furthermore, Campbell and Pritchard (1976) propose that motivation is involved with a set of independent/dependant variable

relationships that clarify the direction, breadth and determination of one's behaviour, responsible for the effects of the ability, skill and understanding of the task, and the constraints operating in the environment.

There are various definitions for motivation, resulting in Borg et al. (2017) describing it as a multifaceted area with no universal description despite the topic being studied thoroughly due to the uniqueness of the mind of each human being. Borg et al. (2017) believe that there is no collective explanation of motivation due to motivational factors changing over time that depend on the individual's factors such as age, life stage and duration of employment. Whereas Nabi et al. (2017) refers to motivation as the determination of accomplishing a goal, marked by a goal directed behaviour. Similarly, Baron (1983) defines motivation as "a set of processes concerned with the force that energises behaviour and directs it towards attaining some goal". When an individual is referred to as motivated, it suggests that the individual is attempting to accomplish a certain task.

2.4 Motivational Theories

Since motivation is such a complex subject, various academics have attempted to uncover a solution to motivating individuals. Thus, there are several motivational theories that can be characterised into two sub-headings: Content theories and Process theories. Two of the main content theories include Herzberg's Two-Factor theory (1959) and Maslow's Hierarchy of Needs (1987), while two of the main process theories include Vroom's Expectancy Theory (1964) and Locke's Goal Setting Theory (1991). Herzberg (1959) and Maslow (1987) are two of the most well-known motivational theorists, and both content theories will be evaluated in depth. Vroom's Expectancy Theory (1964), which is a process theory, will also be evaluated in depth in relation to this study. Each theory will be presented with a figure to provide the reader with a visualisation of the concept.

2.4.1 Herzberg Two Factor Theory

Herzberg et al. (1959) founded the Two Factor Theory, also known as the Intrinsic vs Extrinsic Motivation Theory. The study acknowledges two separate psychological dimensions, "satisfaction – no satisfaction", "dissatisfaction – no dissatisfaction" (Furnham, Eracleous and Chamorro, 2009). Through this theory, Herzberg (1966) emphasises a clear distinction between "job satisfaction" and "job dissatisfaction". He

explains that the opposite of "job satisfaction" is no job satisfaction rather than "job dissatisfaction" and similarly, the opposite of "job dissatisfaction" is no job dissatisfaction rather than "job satisfaction."

Herzberg et al (1959) was one of the first researchers who recognised factors that cause motivation can differ from the factors that cause demotivation. According to Herzberg's Two Factor Theory, an organisation cannot motivate employees until the dissatisfaction has been removed. This study refers to the psychological dimensions as motivators and hygiene factors, where motivators describe the intrinsic factors and hygiene factors describe the extrinsic factors (Kultalahti and Viitala 2014). Motivators include factors such as achievement, recognition, work itself, growth etc, whereas hygiene factors include supervision, policies, procedures, relationships and working conditions within the organisation (Nabi et al., 2017; Borg et al., 2017) (See Figure 1).

A previous study conducted by Kultalahti and Viitala (2014) state that Millennials are more interested in extrinsic motivational factors, which are examined through Herzberg's Two Factor Theory. Motivation of employees is not necessarily caused by hygiene factors being present, however hygiene factors may result in work dissatisfaction if they do not exist within the organisation, while motivators lead to increased efficiency due to employee satisfaction (Furnham, 2005).

Herzberg's two factor theory has received criticism as it is common for individuals to claim responsibility for levels of satisfaction and to hold external factors accountable for dissatisfaction. Coffey (2013) states that the main area of criticism is due to the disbelief that job satisfaction suggests there is sufficient levels of employee motivation and/or productivity. Herzberg (1966) declares that the reasoning here is that the factors that cause satisfaction are separate from the reasoning behind dissatisfaction, thus satisfaction and dissatisfaction cannot be perceived as opposites of one another.

Hygiene or Maintained Factor	Motivation Factors
Interpersonal Relations	Challenging Work
Quality of Supervision	Achievement
Company Policy and Administration	Growth in the Job
Working Conditions	Responsibility
Job Security	Advancement
Salary	recognition

Figure 1 – Herzberg's Two Factor Theory

2.4.2 Maslow's Hierarchy of Needs

One of the most famous and frequently discussed motivation theorists is Abraham H. Maslow. Maslow's Basic Hierarchy of Needs is one of the most commonly used motivational theories and believes that each individual has wants and desires that will affect their behaviour (Borg et al., 2017). This theory is based on the idea of when one level of needs is satisfied, the attention of the individual will then be on the higher level of needs (Maslow, 1987). Therefore, an individual must satisfy lower levels of needs to accomplish higher levels of needs (Nabi et al., 2017).

Individual needs are classified into five levels ascending from lower to higher order of needs: Psychological, Safety, Belonging/Love, Self-Esteem and Self-Actualisation. Due to this structure, the Hierarchy of Needs is often represented or illustrated by a pyramid model, starting with the most important at the base and largest segment of the pyramid (See Figure 2). Maslow (1987) states that motivating an individual through the Basic Hierarchy of Needs depends on what level of needs the person is on, and that satisfied needs will no longer motivate the individual.

Maslow's Basic Hierarchy of Needs has received criticism from academics, including Sjöberg (1999), due to a lack of empirical findings that support the theory and little evidence to prove that the levels exist like that, or always appear in that order. However, although the theory has received some criticism on the order of the levels, studies have shown that the levels themselves are relevant to motivation (Sjöberg, 1999).
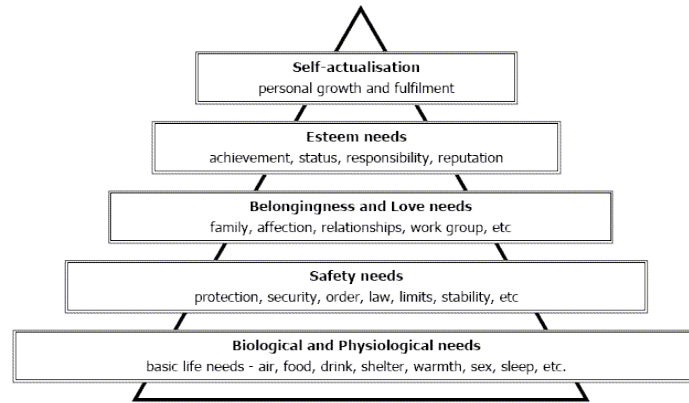
Figure 2 – Maslow's Hierarchy of Needs.

2.4.3 Vroom's Expectancy Theory

As a process theory, Vroom's expectancy theory (1964) contrasts the content theories of Maslow and Herzberg as it does not suggest propositions on what motivates individuals within an organisation. According to Saile and Schlechter (2012), one of the most common theories that defines the relationship between reward and motivation is Vroom's Expectancy Theory. Luneneburg (2011) states that Vroom's theory is a cognitive process theory of motivation established on the concept that individuals believe there is a relationship between the effort they put forth at work, the performance they accomplish from that effort, and the rewards received due to their effort and performance. Simply, the theory believes that individuals will be motivated if they believe that intense effort will result in good performance and furthermore, good performance will result in appealed reward. It was the first theory to be developed with direct organisational settings but has been further developed and expanded by academics including Porter and Lawler (1968).

According to Armstrong (2002), individuals are only motivated to work for rewards within an organisation if the rewards are valued by the individual, thus highlighting the importance of this theory regarding the relationship between reward and motivation (See Figure 3).
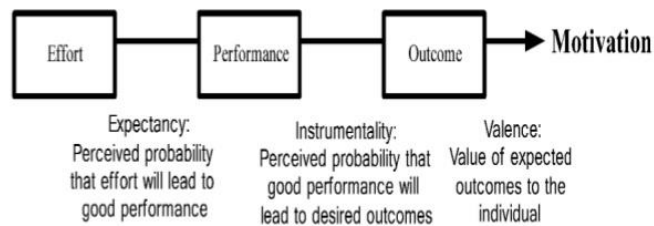
Figure 3 – Vroom's Expectancy Theory

2.5 Reward Management

~~Reward management is defined by~~ Deeprose (1994) defines reward management, ~~p.26)~~ as "the process of developing and implementing strategies, policies and systems which help the organisation to achieve its objectives by obtaining and keeping the people it needs, and by increasing their motivation and commitment." (p.26). Reward management includes both extrinsic and intrinsic motivation, as well as monetary and non-monetary rewards (Armstrong & Murlis, 1991). Consistent with Herzberg, extrinsic rewards are important when it comes to motivation and job dissatisfaction as employees have come to expect extrinsic rewards such as pay increases. Individuals will expect certain extrinsic rewards in employment but will also seek intrinsic rewards in exchange for their commitment. Coffey (2013) states that employees will evaluate the sufficiency of their exchange with the organisation by assessing both extrinsic and intrinsic rewards. For the purpose of this research, the focus is going to be on intrinsic and extrinsic rewards and monetary and non-monetary rewards.

2.5.1 Intrinsic and Extrinsic Motivation

Motivation can be separated into two styles, intrinsic and extrinsic motivation. Ertas (2015) states that motivation consist of intrinsic factors, which refer to individual desire to accomplish a certain task, and extrinsic factors, which refers to unrelated and external influences on the task the individual is trying to accomplish. ~~Within the workplace,~~ In the organisation, i~~i~~ntrinsic motivation highlights the rewards that stem from the work itself, along with need for appreciation, accomplishment and

creativeness, while extrinsic motivation highlights rewards that are external, including compensation, financial rewards and benefits, workplace characteristics, and workplace relationships between colleagues and supervisors (Ertas, 2015). Therefore, individuals ~~Individuals~~ that pursue ~~seek~~ enjoyment and satisfaction of curiosity in the form of a personal challenge within the organisation are motivated intrinsically, whereas individuals that are engaged in the organisation for the purpose of obtaining a goal excluding the work itself are motivated extrinsically (Amabile, 1993).

It is evident that there is a distinct difference between intrinsic and extrinsic motivation. However, research suggests that there can be a relationship between intrinsic and extrinsic motivation. Amabile (1993) strongly believes that once the framework of extrinsic motivation is met by an individual, intrinsic motivation can lead to high levels of satisfaction and performance. Yet, Furnham et al., (1998) argues that not all individuals are similarly motivated; some employees are motivated more intrinsically and others extrinsically.

2.5.2 Monetary and Non-Monetary Reward

Armstrong (2002) separates reward into two groups: monetary and non-monetary rewards. Furthermore, monetary reward is used to describe factors such as salary, merits, incentives, commission and bonuses, whereas non-monetary rewards is used to describe recognition, authority to make decisions, career progression, flexible working hours and company uniforms (Armstrong, 2000).

Ford (2011) states that the majority of organisations use monetary rewards to motivate employees to increase their performance and rarely rely on non-monetary rewards. Gratton (2004) believes that organisations do not spend enough time and effort on considering non-monetary sources of rewards and motivation and its impact on motivation. ~~(Gratton, 2004).~~

Research conducted by the Society for Human Resource Management (2009 Employee Job Satisfaction Survey, 2009) states that more than half of the survey's participants confirmed that benefits and compensation are important to them. However, Research conducted by Sullivan (2014) on motivation has acknowledged the importance in developing non-monetary rewards within an organisation, including recognition schemes, as a key motivator for employees.

2.6 Millennials

2.6.1 Classification of Millennials

The~~re are some variations in the~~ classification of age of the Millennial generation differs from various academics. Howe and Strauss (1991) describe the Millennial generation as individuals born from 1982 to 1991, whereas Foot and Stoffman (1998) refer to Millennials as individuals born between 1980 and 1996, or "Baby Boom Echo's" as they are the children of the Baby Boomers that have been born between 1946-1965. Similarly, Bell and Narz (2007) describe individuals in their mid-forties as Baby Boomers, individuals in their early forties as Generation X, the new generation that is now entering the workforce in their twenties are referred to as Generation Y or Millennials. It must be noted that various academics use several different dates when referring to the birth of the Millennial generation, however cut off dates are usually 1980, 1981 or 1982. For the purpose of this study and to keep consistency, the term 'Millennial' will be used and will refer to individuals born between 1980 and 1996.

2.6.2 Characteristics of Millennials

Various positive and negative characteristics are attained by the Millennial generation. Suleman and Nelson (2011) state that the individuals within the Millennial generation are highly educated, ambitious with a strong assertion of their identity and tier actions matter to society. Furthermore, Guha (2010) state that Millennials are filled with confidence, fuelled from their trust and optimism.

As the first generation born into the digital world, Millennials have become dependent on the use of technology at an earlier age in comparison to older generations. Due to this, Millennials utilise technology and can easily adapt to new technology within the workplace (Bencsik, Horvath and Timea, 2016). According to Deal, Altman and Rogelberg (2010), individuals that utilise technology from an earlier stage of life are more competent in comparison to individuals who learn at a later stage of life. Kaifi, Nafei, Khanfar, and Kaifi (2012) believe that as the Millennial generation increases within the workplace, organisations will develop a more integrated approach towards technology.

Thompson and Brodie Gregory (2012) claim that from a young age, Millennials were surrounded by an environment filled with positive feedback, attention and direction resulting in a requirement for this environment within the workplace. Due to this,

millennials are often perceived as needy and entitled individuals (Thompson and Brodie Gregory, 2012).

Millennials are family orientated and require a good work/life balance. Millennials prefer to focus on their personal lives rather than their professional lives due to witnessing their parents experiencing economic difficulties due to the recession (Ng, Schweitzer, & Lyons 2010). Work/life balance expectation has created conflict within the organisation between Millennials and other generations, especially Baby Boomers (Myers & Sadaghiani, 2010). Other generations can perceive the emphasis Millennials have on family and work/life balance as laziness and selfishness and thus causing conflict within the organisation.

2.7 What Motivates Millennials in the Workplace

In consonance with La Motta (1995), employees create their own motivation in the workplace, and they to be liberated, to be involved, to be accountable in their organisation to reach their full potential. Research conducted by Hannus (2016) and Vikholm (2016) explain that the motivational factors and work interests of Millennials differentiate from other generations, and the purpose of this study is to develop a greater understanding to what it is that motivates Millennials and whether certain rewards have an effect on the motivation factors have an impact on generational within the workplace.

Previous studies by Kultalahti and Viitala (2014) state that Millennials are more interested in intrinsic motivators rather than extrinsic motivators. However, studies carried out by Ng and McGinnis Johnson (2015) state that Millennials have a preference of extrinsic factors. Furthermore, recent studies have shown that the Millennial generation are adopting different values and attitudes in the workplace, which develops a different outlook on work (Twenge, 2010). Thus, organisations will be composed of several ~~different~~ generations with ~~ll have~~ different values and attitudes. ~~within the same workplace.~~ For example, there are reports that state Millennials prefer materialistic rewards and value leisure time over work time which emphasises work/life balance (Ng and McGinnis Johnson, 2015). This forms the idea of policies and practices that motivate individuals within the workplace are out-dated, as Millennial values and attitudes are different in comparison to other generations values and attitudes.

In order for an organisation to be successful ~~effective~~ in today's world, it must be able to recognise the various beliefs, attitudes and workplace expectations of a multigenerational workforce (Niemiec, 2000). Therefore, organisations need to be quick to respond to diversity in the workplace with the intention to keep both young and older employees happy within the organisation (Smith,2005). In comparison, Deal (2007) states all generations have the same values and attitudes regardless of the generation which they belong to, and any difference that are perceived are due to situational factors and not because of age.

2.8 Why study Millennials in the Workplace

As the Baby Boomer generation retires, Millennials will dominate the workforce. Ng and McGinnis Johnson (2015) state that there are several reasons why organisations should pay attention to the Millennial Generation. Organisations must note that low birth rates and an aging population resulting in retirements is affecting the number of skilled workers within the workforce. In 2008, a quarter of the world's population was composed of Millennials, with the assumption that this generation will dominate the workforce by 2020 (Erickson, 2008). Calk and Patrick (2017) predicted that the Millennial workforce will be composed of 38.8 million individuals and includes half of all employees of the world's workforce. Therefore, the motivation of Millennials is an important factor for attracting and retaining individuals of today's workforce.

Studies have shown that organisations are finding it difficult to motivating and retaining Millennials due to the fact that this generation are quicker to change occupations and exert vast amount of pressure for change in how organisations operate (Solomon, 2000). Similarly, Lancaster and Stillman (2002) suggest that a greater understanding and an adaptation of Millennial motivational factors will provide organisations with a competitive advantage.

2.9 Conclusion

Through this chapter, the concept of motivation has been defined by contrasting various definitions from several academics. Furthermore, various motivational theories were evaluated, including both content and process theories. The theories evaluated included: Herzberg's Two Factor Theory, Maslow's Hierarchy of Needs, Vroom's Expectancy Theory and X.

Finally, the Millennial generation was classified and characterised by evaluating literature based on this generation. After evaluating various definitions of this generation, it was decided that the term 'Millennial' will be used to keep consistency for the purpose of this study.

Research Question

As highlighted in the literature review above, the motivation of the Millennial Generation varies from the motivation of other generations. From examining previous literature, the title of this study was identified as: A Qualitative Investigation into the Motivation and Associated Rewards that Impact the Millennial Generation in the Workplace. This study will allow the researcher to gain a greater understanding of employee motivation and the rewards associated with it, while gaining a greater insight to the Millennial Generation.

From evaluating previous literature, various questions that are directly related to Millennials and motivation, and the correlation of Millennial motivation and performance have been developed. These questions must be answered to acquire an overall concept that millennials are motivated by different factors in comparison to other generations, and what rewards have an impact on the motivation of Millennial employees.

1. What are the characteristics of generation Y or Millennials?

This question will assess how the characteristics of the millennial generation differ from the characteristics of other generations. It will assist the researcher on understanding if individuals within this age cohort can be labelled as one by using the term 'Millennial'.

2. How do Intrinsic and Extrinsic motivational factors impact the Millennial generation?

This question will establish if the Millennial Generation are intrinsically or extrinsically motivated as employees.

3. What are the main rewards within an organisation that may motivate or demotivate the Millennial Generation within the workplace?

The aim of this question will give the researcher an insight into whether employees from the Millennial Generation are motivated more by monetary, non-monetary or a total rewards approach. The question will allow the researcher to have a greater insight into employee motivation and the rewards correlated to it.

Chapter 3. Methodology

3.1 Introduction

This study focuses on the motivation of millennials within the workplace, and the impact of motivation on Millennial performance. This chapter will discuss in depth the research design of the study, including the chosen research method, the sample chosen and the data gathering process used for this study. It will also cover the limitations of the research, and a description of the ethical considerations will be described. Finally, a description of the data analysis procedure will be described.

3.2 Research Design

Research can be defined as a systematic study into and the analysis of resources and materials to establish statistics and attain new conclusions (Nabi et al, 2017). Research can be divided into two methods: Qualitative and Quantitative. Qualitative methods are usually used to attain a depth of understanding while quantitative methods are usually used to attain breadth of understanding (Patton, 2002). Generally, quantitative research is deductive, meaning that the researcher begins with a theory which develops one or more hypotheses from the theory whereas in contrast, qualitative research is inductive, where concepts are developed from the information gathered (Warren and Karner, 2010).

In order to accomplish the purpose of this research, a qualitative research method has been chosen in order to analyse motivation as the researcher's aim is to gain a depth understanding of the motivation of Millennials. According to Bryman (2008), qualitative research can be described as a research method that highlights words rather than quantification in the assortment and analysis of information. Its purpose is to comprehend the social world from a particular point of view and is often referred to as interpretive, as it involves the researcher making sense of the subjective and socially constructed meanings articulated on the area being researched (Saunders, Lewis, Thornhill, 2012).

3.2.1 Qualitative Research Methods

A qualitative approach seemed to be an appropriate way to collect information on the motivation of Millennials as qualitative research methods develop a conceptual framework by analysing the participants meanings and relationships between them (Saunders, Lewis, Thornhill, 2012). Qualitative research often concentrates on a

smaller number of case studies, a specific social setting or group of individuals, allowing the researcher to explore the phenomenon in depth.

Additionally, qualitative research deemed appropriate for this particular study as the approach has been utilised by previous academics on similar studies. A study carried out on Millennials and how they perceive motivation by Kultalahti and Viitala (2014) gathered empirical data through a qualitative research method, which collected information through Facebook using the method of empathy-based stories (MEBS) and the theoretical groundwork is supported by literature on motivation. Similarly, a study that examined the reasons behind the differences in motivational factors by Borg et al. (2017) used a qualitative method including interviews and observations of employees working within an organisation at three different organisations. The outcomes and results of the study were also analysed from a qualitative point of view.

3.3 Sampling

Trochim (2002) describes sampling as the method of selecting units, including people, organisations etc, from a specific group of interest in order to get a result based on the population chosen to study. The term refers to the selection of specific data sources from which information is gathered to address the research objectives. The purpose of sampling methods is to maximize efficiency and validity (Morse and Niehaus, 2009). As this study is based around the motivation of millennials, the research was conducted with individuals born within this generation as they have greater knowledge on the topic. Additionally, the researcher chose to study millennials within one organisation resulting in insider research and limitations.

3.3.1 Sampling Method

A common qualitative research method for the identification and selection of information-rich cases is purposeful sampling (Palinkas et al., 2015). The researcher decided that this research method was appropriate for this study as this method allows the researcher to identify and select individuals that are knowledgeable about or experienced with a phenomenon of interest (Cresswell and Plano Clark, 2011). In order to acquire efficient and effective empirical data, the researcher carefully chose the interviewees based on their generation, organisation and experience. This was achieved through Snowball sampling, a non-random purposeful sampling technique. Snowball sampling is defined by Davis, Gallardo and Lachlan (2013) as the "method

of asking study participants to make referrals to other potential participants, who in turn make referrals to other participants" (p. 165). The research began with one participant, who then made referrals to potential participants resulting in a total of five participants.

3.3.2 Sample Size

The sample size, which refers to the number of participants to be included in the research, may or may not be decided prior the data gathering process as it depends on the resources, time available and the research's objective (Mack and Woodsong, 2005). The sample size used in qualitative research methods is often smaller than the sample size used in quantitative research methods. According to Mason (2010), most academics debate that the most important factor to consider when choosing a sample size for a qualitative research method is saturation. Saturation is used to describe when the data gathering process fails to gather new relevant information. A small sample of individuals is required as this research has taken a qualitative approach with the participation of semi-structured interviews. The researcher intends to reach a sample size of 8-10 participants for the qualitative analysis. This cannot be considered a representative sample of the Millennial generation but can be deemed as feasible due to the given timeframe of the study and will present an understanding of the examined subject which in this case is motivation.

Due to Snowball sampling, the intended number of 8-10 participants was not achieved. The participants who took part in this research included five individuals within the HR department of the chosen organisation. Participants were born between the years 1980-1996. The participants and company will remain unnamed for confidentiality. As a millennial, the researcher was interested to hear other millennials opinions regarding motivation. Before the beginning of the study, permission from the chosen organisation was received to interview millennials on motivation within the organisation. The topic of consent will be further discussed under Ethical Considerations. The individuals of the chosen organisation who took part showed great interest and willingness to take part in the research.

3.4 Data Gathering Instruments

The aim of this study is to investigate motivation and associated rewards which impact the Millennial Generation. Having considered the aim of the study, population and

context, the researcher decided that the appropriate qualitative research method to collect relevant information would be interviews. Furthermore, the researcher decided on a semi-structured approach.

3.4.1 Interviews

To facilitate the collection of the appropriate data required for this study, semi-structured interviews were deemed the most suitable instrument to utilise. Interviews are a common qualitative method of collecting data to acquire information on the subject of interest. According to McGrath, Palmgren and Liljedahl (2018), qualitative research interviews are preferred when the researcher is attempting to understand the interviewee's personal opinion of a phenomenon rather than producing a generalized understanding of a certain group of individuals.

Interviews can be separated into three sub-groups: unstructured interview, semi-structured interview, and structured interview. Both structured and semi-structured interviews were considered for this study. There are several differences between unstructured and semi-structured interviews, but as cited by Mäkinen (2015), Hirsjärvi and Hurme state that the main difference is that in semi-structured interviews the researcher can assume that all of the interviewees understand the topic and are eligible to participate.

From evaluating the three forms of interviews, semi-structured interviews have been chosen to attain the required information for this study. The term 'semi-structured' interview is used to typically describe a context where an interviewer has a range of questions similar to a structured interview but has the ability to diverge from the sequence of questions (Bryman, 2012). Semi-structured interviews allow the researcher to explore into the factors of motivation in depth by asking open ended questions allowing the respondent to have flexibility in their answer. Additionally, the structured aspect of the interviews allows the researcher to determine whether the motivational factors discussed are accurate to the Millennial generation.

3.4.2 Questionnaires

It was taken into consideration that Millennials are comfortable with technology and various e-forms, thus a questionnaire was considered for a research instrument. Based on the structure of questionnaires, they can be referred to as either a qualitative or quantitative research method. Like all research methods, there are several advantages

and disadvantages to the utilisation of questionnaires. Many researchers utilise questionnaires in comparison to other qualitative approaches, such as interviews, for their convenience, time saving and low-cost benefits. However, questionnaires often experience a lower response rate, and hold the risk that participants are not fully engaged with the questions they are presented with. From evaluating the advantages and disadvantages of semi-structured interviews and questionnaires, the researcher concluded that semi-structures were more appropriate for the collection of information required.

3.5 Insider Research and Limitations

Inside research can be described as research which has been conducted within a specific social group, organisation or culture or culture of which the researcher is also a member (Greene, 2014). Similarly, Loxley and Seery (2008) describe it as research that is undertaken by members of the same group who also share characteristics. Although there are many advantages of inside research, the disadvantages and limitations must be considered.

Throughout the research process, the researcher encountered some limitations. Before the research began, approval was needed from the organisation. For the insider researcher, gaining access to information may be problematic as they may be perceived as too much of an insider, with the assumption that they are too aware of the situation (Greene, 2014). In contrast, they may be perceived similarly to an outsider researcher, too distance from the group to be trusted with sensitive data (Greene, 2014).

Primarily, the organisation chosen for the study expressed that they would only partake in interviews and not observation methods. Mack and Woodsong (2005) describe observation as a qualitative research method that allows the researcher to witness the various perspectives within the community studied. Participant observations allows the researcher to learn what life is like for an "insider" while remaining an "outsider" of the organisation. The organisations rejection of observation is perceived as a limitation for the study as observation was considered for a research instrument. Semi-structured face-to-face interviews were chosen based on this limitation. Secondly, semi-structured face-to-face interviews are time consuming, which creates another limitation as the employees within the chosen organisation are quite busy due to the

demand of the organisation. To overcome this limitation, participants were willing to take part in the interview during lunch hours or partake after working hours.

3.6 Ethical Considerations

Throughout the research and data gathering process, the researcher strictly followed the NCI research ethics guidelines. The NCI Human Participants Ethical Review was completed and returned to NCI. The aim of this form is to provide the researcher with information regarding the research method they intend to peruse.

3.6.1 Informed Consent

Bell and Waters (2014) state that informed consent is based on the principal that all participants of the research study should be provided with as much information on the proposed study that is needed to make an uninfluenced, informed decision when deciding whether they are going to participate in the study or not. Warren and Karner (2010) explain that researches are required to provide participants with an informed consent form in which they can agree to by signing. Consent was required as the research involved collecting information from employees within an organisation. Each participant of the research was provided with a Plain Language Statement and an Informed Consent Form, which can be seen in Appendix B. Informed Consent Forms are used easily with interview research in comparison to other research methods including field research (Warren and Karner, 2010). The researcher provided the participants with a contact number in case they had any questions or queries at any stage of the research process. The plain language statement explained the purpose of the research and what participation involved for the individual and was attached to each consent form for the participant to carefully read. Each participant was advised to keep the plain language statement to ensure that they knew exactly what participation actually involved and future reference. The interviews were dependant on voluntary contribution and participants could terminate their participation at any given time.

3.6.2 Anonymity and Confidentiality

The anonymity and confidentiality of participants is essential for ethical practice in research studies. Warren and Karner (2010) state that researcher is expected to keep the participants' identities anonymous when publishing personal information collected through the data gathering process. This is based on the concept that publicity of the

data gathered may harm the participants and/or the organisation by damaging their reputation.

Where possible, the aim of the researcher is to guarantee participants that all efforts will be made to ensure that any information they provide will be in confidence and cannot be traced back to the participant in reports, presentations and other forms of dissemination (Crow and Wiles, 2008). The details regarding anonymity and confidentiality was explained to the participants through the Plain Language Statement and Informed Consent Form, which can be seen in Appendix B.

All information was electronically recorded, and participants were made aware and agreed to this by signing the Informed Consent Form. The information was recorded on an iPhone and then transferred to a laptop for the researcher to transcribe and analyse. Both the iPhone and laptop are encrypted with a password and transcripts could not be accessed by anyone other than the researcher. The researcher deleted any information on the iPhone once it had been securely saved to the laptop. The participants were reassured that all personal data and information gathered would be kept confidential in line with NCI's ethical considerations and would be deleted as soon as the study is approved.

3.7 Data Analysis

After the data collection process, the data analysis stage of the research involves the researcher transcribing the data gathered to create codes corresponding with participants responses to the questions and themes across the interviews (Mack and Woodsong, 2005). After conducting interviews with the population sample, the information was transcribed into word documents in order for the data to be analysed. Transcription is the first step in analysing data as it involves the researcher observing the data through repeated careful listening of the recorded information and putting the information in writing. It is an informative process which allows the researcher to make judgements through the representation of audible data into written form (Bailey, 2008). The interviews were transcribed and saved onto a laptop encrypted with a password. If the original data gathered from the interviews included personal information such as identity of the individual, this was replaced with the letter X.

After the information is transcribed into written form, the researcher is then able to categorize the data to help identify factors that contribute towards Millennial

motivation. Categorization refers to the process of organising, coordinating and classifying coding units from the data transcribed (Sekaran and Bougie, 2010). Simply, categorisation allows the researcher to identify patterns and relationships within the data collected once it is arranged into categories and subcategories (Sekaran and Bougie, 2010).

The semi-structured face to face interviews were recorded on an iPhone encrypted with a password. Transcription of the data began after all five interviews were conducted. During the transcription process, it is important that the research does not exclude any information recorded and/or adjust any slang or grammar used by the interviewee.

3.8 Conclusion

The methodology chapter summarised the qualitative methodology used to conduct this research. How the research was conducted was explained by the researcher, while also describing the various stages used to collect and analyse the data. This chapter also discussed the limitations and challenges of the research.

Chapter 4. Findings

4.1 Introduction

Chapter 4 will discuss the results of the qualitative approach which was utilised by semi-structured interviews for this research. The research focuses on participants born within the Millennial generation, thus the information collected from the data gathering process provides an insight into the motivation of the Millennial generation of employees within Company X. Participants of the study were asked questions based on motivation and the associated rewards which impact them. The questions used within the semi-structured interviews can be seen in Appendix A, and transcripts of the data recorded are available on request. The data collected from the semi-structured interviews was analysed and all participants included in this study shall remain anonymous.

This chapter will provide a demographic description, which will highlight the participants in relation to their age, gender and employment status. This chapter also explores the following three objectives by looking at the common themes:

1.   Understanding the Millennial Generation.

2.   Millennials are intrinsically motivated.

3.   Monetary rewards are the most important motivators for Millennials.

4.2 Demographic Description

As discussed in the Methodology chapter, the researcher intended to reach a sample size of 8-10 participants for the qualitative analysis. Out of the 8-10 expected participants, a total of 5 semi-structured interviews were conducted, resulting in a response rate of 50%. This cannot be considered a representative sample of the Millennial generation but can be deemed as feasible due to the given timeframe of the study and will present an understanding of the examined subject which in this case is motivation.

The research population for this enquiry was achieved through "snowball sampling" employees. The researcher asked a member of Company X to take part in the study and asked that participant to make referrals to other potential candidates, resulting in the response rate of 5. For the purpose of this research it was important that the

researcher interviewed employees that were born within the Millennial generation age category. As discussed in chapter 2, Millennials can be defined as individuals born within the years of 1980 to 1996. The research participants range in seniority from Graduate level to Specialist Level within the HR department. Each interviewee was assigned a number to hide their identity. Throughout this chapter, interviewees will be referred to as their assigned number prior to the letter A, for example: the first interviewee is referred to as A1 (Audio 1), the second interviewee as A2, and so on. The findings of the research will draw on the literature from chapter 2.

4.3 Thematic Analysis

Thematic analysis refers to the process where the researcher can identify patterns/themes within the qualitative data collected. Furthermore, Maguire and Delahunt (2017) describe the goal of thematic analysis is to identify patterns (also known as themes) within the data, which are perceived as important or interesting to the researcher in order to address the research question and objectives. The first objective allows the researcher to determine themes that can be used to define the Millennial generation. Objective two allows the researcher to understand if the Millennial generation are intrinsically motivated as employees. Finally, objective three involves the researcher determining if Millennial employees are motivated by monetary rewards, non-monetary rewards or a total reward approach. To address the research question and achieve the established objectives, various themes have been identified by analysing the data collected. The researcher then carefully reviewed each of these themes and categorised them into common themes, which will be evaluated within the objectives discussed in this chapter.

4.4.1 Objective One: Understanding the Millennial Generation

The researcher's primary objective was to gain a greater understanding of employee motivation and the rewards associated with it, while also gaining an insight into the Millennial generation. This was achieved by examining previous literature regarding employee motivation and the associated rewards, which was discussed in chapter 2, while the qualitative data gathered by the semi-structured interviews allows the researcher to see if it relates to the Millennial generation.

During the semi-structured interviews, the participants were asked how they would define the Millennial generation. This question allowed the researcher to gain an

insight into the participant's perception of the term 'Millennial'. All participants expressed their opinions on the Millennial generation. Although each participant had a different response, four common themes emerged from the data: diversity, technology, negative, and privileged.

1. Diversity

The theme diversity was derived by the researcher after participant A1 described the generation *as "a mixed bunch of people".* Similarly, Participant A5 described it as being "split in two", and A2 stated that *"it's a bit of both".* The data suggests the Millennial generation cannot be considered a homogenous group. A dichotomy exists at either end of the Millennial age spectrum. A5 explain that older Millennials *"had similar experiences to their parents growing up"* and that the younger Millennials were *"born into technology and are whiz kids".* Similarly, A1 describe the experience of the older Millennials as *"you have to watch the ads, you had a video, you didn't have access to much technology"* whereas the younger Millennials have the *"mind-set of you don't have to wait and get everything a bit quicker".* Likewise, A2 describes her childhood growing up on the older spectrum of the generation as *"out on the roads playing football or tip-the-can"* whereas the younger Millennials *"don't struggle to function without a tablet or a phone".* This theme is closely linked with the concept of technology defining the Millennial generation, which will be further discussed below.

It is evident that 'Millennials' believe there is a predetermined perception of them from older generations that some Millennials don't agree with. Furthermore, there is a lack of consensus as to the validity of these perceptions. A4 explains there is a *"perceived notion"* for the Millennial generation, and A2 states they "*don't like the perception that Millennials ... want to constantly change"* as they are *"so anti- change".* After A5 had discussed how they would describe the term 'Millennial', they stated that *"older generations see us as over-privileged and spoiled, but we're not all like that, I've worked hard to get where I am today".* In contrast, A3 agrees with the predetermined perception of the generation, and states *"that's the sense I get from people my age, we assume that were entitled to a lot without having to work for it".* Interestingly, the three participants who believe, while disagreeing with, the term 'Millennial' comes with a predetermined perception, were born on the older spectrum of the Millennial generation. Whereas participant A3, being born on the younger

spectrum of the generation, gives a sense that they agree with the predetermined perception.

2.   Technology

The theme technology emerged from the data. Three participants referred to the Millennial generation as being shaped by the technology they grew up with. From the researchers understanding, the Millennial generation is divided into two segments, depending on where on the millennial age spectrum you were born. This is also reflected within the theme that believes the generation is 'diverse'.

The same participants, A2, A5, and A1, explained how they believed technology has shaped and impacted the Millennial generation. Both A1 and A5 believe that the Millennial generation is based on the level of technology they experienced growing up. A5 explains that younger Millennials were either *"born straight into technology and are whiz kids"* and the older side of the generation are *"easily adapting to the technology era". Similarly*, A1 explains that the Millennial generation consists of mixed individuals where the older half *"didn't have much access to technology… not everything was immediate"* and the younger half *"grew up a little later…they had access to more technology"*. Furthermore, A2 believes that younger Millennials in comparison to older Millennials *"don't know how to function without a tablet or a phone"* and thinks *"that's insane"*. The researcher found A1, A2 and A5's perception of the Millennial generation being shaped by the era of technology they were born into as all three participants were born on the older spectrum of the Millennial generation.

Furthermore, A1 states how technology has had an impact on the Millennial generation due to social media. They stated *that "because we grew up, no matter if it's on the back end or far end of the Millennial scale, with social media I feel like being able to voice their opinion on social media or the internet impacts the work life because they feel like they- it sounds bad to say but they feel like they have a voice"*. This gave a greater insight into the implications that have emerged for employers regarding the Millennial generation.

3.   Negative

The data suggests the term 'Millennial' is perceived as a negative term as three out of the five participants described the term 'Millennial' negatively in some form.

Participant A5 stated that they *"feel like Millennial can be used as a negative term as older generations see us as privileged and spoiled"*. This reflects back to the generation believing that there is a predetermined perception of them, and A5 then disagreed with the concept as they continued with *"but we're not all like that"*. Similarly, Participant A4 expressed that they *"always associate it [Millennial] as a bad term, like when you hear it on TV and the radio and things like that kind of use it as a bad term"*. This gave a sense that Millennials believe other individuals are constantly criticizing them as a generation in a negative way. After describing the Millennial generation as over entitled, participant A3 said *"I know that's very negative but that's the sense I get from my age"*.

4.   Privileged

Another term used to describe the Millennial Generation was *"snowflake"* (Participant A4). The term snowflake is a slang word used to describe an individual, typically from the Millennial generation, to imply that they are exceptionally unique, over entitled and easily offended or somehow deficient in coping mechanisms. Moreover, A3 used the term *"over-entitled"* and A5 agreed by explaining *that "older generations see us as privileged and spoiled"*.

4.4.2 Objective Two: Intrinsic Motivation

The second objective of the research was to understand if the Millennial generation are intrinsically motivated as employees. For the purpose of this research objective, the researcher included a question in the semi-structured interviews that asked participants 'Do you find your work challenging' and a follow up question asking participants 'How much do you value challenging tasks at work in relation to your overall work experience?'. All participants stated that they value challenging work for various reasons, resulting in two subthemes emerging: self-development and work experience.

Four out of five participants said that they found their work challenging. However, A4 explained *that "it can be quite monotonous and tedious as well"*. Similarly, A5 explained that they are new to the organisation and they feel once *they "master these tasks, I won't find it challenging and somewhat boring"*. The participant that did not find their work challenging stated that they found it *"interesting, but it's not*

challenging". Since the interviews have taken place, participant A5 has resigned from Company X.

1.   Self-development

The subtheme of self-development emerged from the findings. A2 believed that challenging work is needed to have *"a sense of achievement"* as they *"personally enjoy it [challenging work] then at the end"*. A3 states that they value challenging work as *"you feel like you're learning"* and similarly, A5 values challenging work as they *"like to be pushed and challenged"* and believes that challenging work shows that *"you are constantly learning and developing new skills"*. A4 explains that they value challenging work due to the belief as it *"shows that your manager very trusting in you and they think that you can take on more responsibility"*.

2.   Work Experience

Secondly, the subtheme of work experience emerged due to Participant A1 expressing that *"challenging work is a component of having a good job experience"*. Similarly, A4 states that Company X allows people *"get exposures to different areas"*. It is evident from the findings that millennials see it as the responsibility of the employer to give them challenging work. Both subthemes of work experience and self-development can be closely linked to the theme of career progression, which will be discussed in depth below.

4.3.3 Objective Three: Monetary and Non-Monetary Rewards

The final objective of the research was to determine if Millennial employees are motivated only by monetary rewards, non-monetary rewards or a total reward approach. To attempt to fulfil this objective, the researcher asked the participants 'How does your organisation attract and retain Millennial employees?'. This question was used to establish what the participants believed to attract and retain them. It was evident that the participants believed that organisations attract and retain Millennials by a Graduate programme, career progression and work-life balance. This question was used to compare their answers to 'What organisational benefits are important to you?' to get a greater insight to what actually attracted and retains them to Company X. However, no participants mentioned the Graduate programme, although they discussed that career progression and work-life balance was important to them. Furthermore, the researcher asked participants 'Would monetary or non-monetary

rewards motivate you to work harder?' to see if their answers from both previous questions were contradicting.

According to the participants, three common beliefs of how their organisation attracts and retain Millennial employees is through their Graduate Programme, career progression and work-life balance. These will be discussed in depth and then compared to the benefits Millennials find important to them.

1.   Graduate Programme

The participants agreed that the Graduate programme is used to attract the Millennial generation, as it has been mentioned throughout all interviews conducted. Graduate programmes involve attracting individuals that have recently graduated from college, which is generally individuals within the age cohort of the Millennial generation. The Graduate programme can be utilised to attract and retain Millennials in various ways, however none of the participants mentioned it as an important benefit to them. However, as Company X utilises the graduate programme to attract and retain Millennials, individuals within this age cohort may find it increasingly difficult to get entry to some career paths without third-level education.

A1 described how the Graduate programme attracts and retains Millennials through corporate citizenship and eco volunteering as it became a trend for Millennials *"a lot became eco-warriors … and more environmentally friendly" due* to more access to technology informing them on the environment. This participant believes that organisations will attract and retain Millennial employees if they show that they take responsibility for the environment. A1 describes some activities Company X. does to achieve this including *"handing out things that you could plant rather than throw away"*.

Another aspect of the Graduate programme for attracting and retaining Millennials involves allowing the employees to gain experience within Company X. According to A4, Company X allows *"people coming from college … get exposures to different areas"*. Whereas A3 states that the Graduate programme is a "*really good programme in place for people my age"* as the organisation arranges monthly events for socialisation and networking.

The participants also mentioned career progression is also a driver of the Graduate programme. A5 described the graduate as *"appealing*" as there was a good progression route that you *"work for a certain period of time and then if you perform well, you're promoted, which is important to Millennials*". Participant A1 agreed as they said career progression within Company X attracts Millennials as *"you work for a certain period of time then you're promoted"*. The theme of career progression as a way of attracting and retaining Millennials will be discussed in further detail below.

2.   Career progression

Each participant was asked to describe the opportunities for development, personal growth and progression within Company X. Some participants also mentioned career progression as a driver of the Graduate programme, which has been previously discussed. A1 mentions that opportunity for career progression is greater for the employees within the graduate programme, and *"not so much for people who come in at a role-based role"* as its *"not as guided"*. Agreeing with this and as a graduate, A3 believes that *"the career progression path is good"* and believes this is due to the stream they have started with. As another graduate, A5, explains that *"there are great opportunities for development"*. The Graduate programme include operational support functions, including *"a career counsellor… head of intake group, talent fulfilment specialist"*.

An employee who is not on the Graduate programme explains that there are various opportunities of progression within Company X: *"Our organisation is very much structured on different levels and different scales, so I suppose there would be the opportunity for me to … move up to management level … also the opportunity as well in terms of lateral movement"*. Furthermore, A3 explains the flexibility of Company X. as *"there is a lot of opportunity …if I express interest in something that I want to get involved in they [managers] will do their best to get me there"*.

Significantly, after stating that career progression is used to attract and retain Millennials, it emerged that the participants find it as an important benefit. When asked what non-monetary benefits they value in the organisation, A5 states that *"the main one would probably be career progression"*. Similarly, A4 states that *"career progression is really important to me"*. All participants discussed the progression route within Company X positively, and four out of five participants stated that a lack

of career progression would impact their performance within Company X. A4 compared the career progression of Company X to a previous employer negatively: "*there was pretty much no progression at all and like it was so demotivating and disengaging*". While A5 explained *how "if I couldn't progress within a company, this would have a major effect on my performance"*. However, the participant who believed that a lack of career progression would not impact their performance stated that they *"were unsure of how career driven"* they were.

3.   Work-life Balance

The theme of work-life balance was derived by the researcher due to the various mentions of flexibility, including flexi-hours, flexitime, and working from home. The majority of the participants discussed the option of working from home, and many found it important to them.

All participants described how Company X is flexible when it comes to working hours. Many of them explained that their managers are very understanding when it comes to the employee's personal life including appointments and offer flexibility to their employees. A3 explains that if they have to *"leave early for whatever reason, my managers really flexible about that"*. Furthermore, A2 explains that *"I can start early to finish early and even if I have to go home for Doctors' appointments, they're pretty lenient on letting me go"*. Similarly, A4 describes how they can *"take the flexibility in the morning or the afternoon if I had something on"*.

In relation to attracting and retaining Millennials, A2 believes that the flexibility Company X provides has a major impact: *"we've great flexibility, so like working from home and even like were not a standard nine to five or half five, I think that helps a lot"*. A4 also states that *"we have flexible working, which Millennials are very interested in"*.

After stating that flexibility and work-life balance is used to attract and retain Millennials, it emerged that the participants find it as an important benefit. When asked what organisational benefits are important to you, four out of five participants mentioned benefits that can be grouped as 'work-life balance'. A2 and A1 both stated that working from home was an important organisational benefit to them, while A4 stated that *"flexibility would be really important for me, so the working from home option is very important because it gives me that work-life balance"*. Similarly, A5

explained how flexibility was important to them as *"I need to be able to make doctors' appointments or take some time off work to spend with family, and Company X really encourages this".* A5 also mentioned that they "*would choose a company that treats me as a person who has a life outside of work over money".*

A5 states that non-monetary rewards would motivate them to work harder: *"any job can offer you an unreal salary or a great bonus, but not all organisations treat you as a human that has a life outside of work ... these days people are more concerned about their mental health and work-life balance than a big fat cheque".* Similarly, A3 state that non-monetary are more motivating than monetary rewards as *"any organisation will offer me the monetary... but if the company offering me less [money] than company Y down the road but were treating me like I was a human ...non-monetary is definitely more important".* Such statements suggest that Millennials perceive monetary rewards as easily achievable, thus portraying monetary rewards as an entitlement with less value. Interestingly, both of the above participants are on the younger spectrum of the generation and live at home with their parents, whereas the participant with a contrasting view is born on the older spectrum and living independently by renting a residence. In contrast, A1 mentioned that there are not many non-monetary rewards that appeal to them, bar the flexible working: *"they don't appeal to me ... it's just kind of boring",* and that monetary rewards that motivate them include pensions. The researcher found this interesting as another participant stated that "*pensions wouldn't exactly motivate you, like its important and you do need it in an organisation, but it doesn't engage you or motivate you in any way".*

Whereas A4 believes that a total reward approach is needed to motivate Millennials: *"you do need a mix like a total reward package".* When asked would monetary or non-monetary rewards motivate them more, A2 stated that they were unsure if they would motivate them to work harder but mentioned that *"in the past they have definitely been, like, an influence in whether or not I have taken a role".*

4.7 Conclusion

In this chapter, the findings of the qualitative analysis carried out through semi-structured interviews was presented. The study has investigated three different research objectives to assist in understanding the motivation of the Millennial generation as employees within Company X. The data was collected from the semi-

structured interviews and analysed under themes using a coding system. The findings were analysed using the literature collected in chapter 2, the Literature Review. According to the data collected, the Millennial generation can be described as diverse with a predetermined concept of being over privileged, spoiled and with the expectation for things to be handed to them without hard work. They are also shaped by the technology they grew up with, hence why the generation is divided. The individuals within this generation are intrinsically motivated and value challenging work. It is also evident that monetary rewards are in fact not the most important motivators for millennials, as the majority of the participants are motivated by non-monetary rewards. However, a total rewards approach should be considered for maximum motivation.

The following and final chapter 5 will discuss the main findings, inferences and recommendations of the study, while highlighting the factors that have influenced the research. This will be achieved by drawing from chapter 2, the Literature Review, and chapter 4, the findings.

Chapter 5. Discussion, Conclusion and Recommendations

5.1 Introduction

The purpose of this research was to determine the motivational factors of Millennials, while gaining a greater insight into the millennial generation as employees. The final chapter will highlight the conclusions that have emerged from the findings in accordance with the objectives of this study. The sample demographics and the limitations of the research conducted will be evaluated. Recommendations for future research and a personal reflection on this subject will also be discussed at the end of this chapter.

5.2 Sample Demographics

Firstly, it is important to note the demographics of the chosen sample for this study. Since the data gathered through this research consisted of 5 individuals within one organisation, it is important to realise that the sample cannot represent or generalise the results of the Millennial generation. This cannot be considered a representative sample of the Millennial generation but can be deemed as feasible due to the given timeframe of the study and will present an understanding of the examined subject which in this case is motivation.

5.3 Overview of Research Findings

This section will evaluate the objectives of this study through the review of research that has been previously conducted by academics in the area of motivation and the findings of this study. Simply, the researcher will evaluate the findings of this research in contrast to the literature review.

5.3.1 Objective 1: Understanding Motivation and the Millennial Generation

Firstly, the researcher's objective was to gain an understanding of employee motivation and the rewards associated with it, while also gaining insight into the Millennial Generation as employees. The researcher gained an understanding of motivation by discussing motivational theories within the literature review chapter, including Maslow's Hierarchy of Needs, Herzberg's Two Factor Theory and Vroom's Expectancy Theory. Borg et al. (2017) states that motivation cannot be defined universally due to motivational factors constantly changing and depending on the individual's factors, including age, lie stage and career stage.

Based on the findings of this study, this statement can be perceived as true as it is evident that the motivational factors of Millennials differ from older generations. the findings reflect this statement as each participant believed that they were motivated in contrasting ways.

The researcher gained insight on the Millennial generation by comparing literature in chapter 2 and asking the participants to define the Millennial generation. The following allows the research to provide an understanding of the Millennial generation from the findings and previous literature.

1. Diversity

The main finding of this study is that the Millennial generation is not a homogenous group, meaning that individuals within this age cohort cannot be defined by the term 'Millennial'. Not all individuals within this age cohort possess the same characteristics and value the same rewards. Furthermore, the research suggests that apart from defining a cohort in terms of age, the value of term Millennial as a descriptor of characteristics is unclear. It may be why this organisations strategy developed to attract and retain millennials appears to have mixed results. The following discussion enables the reader to see how the Millennial generation is grouped.

2. Technology

According to Bencsik, Horvath and Timea, (2016), Millennials have become dependent on the use of technology in comparison to other generations as they are the first generation born into the digital world. This can be perceived as somewhat true. Many participants described the Millennial generation as being shaped by the technology they grew up with.

Maslow's (1943) Hierarchy of Needs suggests individuals have wants and desires that affect their behaviour (Borg et al., 2017). It is based on the belief that individuals have a hierarchy of needs, which only once the lower need of the hierarchy is satisfied then can the individual focus on satisfying the next level. The research suggests technology as enabler of millennial socio-economic function has become a basic need for millennials. However, as technology appears to manifest itself in many aspects of millennial life, it can fall under several of Maslow's Hierarchy of Needs, including the need for safety, love and belongingness, and self-esteem.

Once the physiological needs of an individual have been satisfied, which includes the need for food, water and rest, the individual will then focus on the need for safety. Both the physiological and safety levels of the hierarchy are often referred to as the basic needs of an individual. Typically, the physiological needs of Millennials have already been satisfied by their parents, or Gen X's, as they have ensured the bottom layers of the hierarchy were in place for them by providing them with food, shelter and warmth. For older generations, including Generation X, the safety need on the hierarchy has a different meaning to the Millennial generation. To Generation X, examples of actions motivated by this hierarchy includes finding a secure job, obtaining health insurance and health care, and contributing money to a pension or savings account.

Contemporary literature, including Solomon (2000), states that Millennials are known as a generation that is quicker to change occupations. Although two out of five participants mentioned they would not be interested in a 'job for life', three participants stated that they would stay with an organisation for life once there are opportunities for progression and development. When asked would a job for life attract them, A1 states that *"when you know there's progression, you know you can move up, there's a job for life"* while A4 states *"if there was always room for opportunity and growth yeah definitely"*. As there are mixed opinions on the value of a job for life, it is hard to determine whether Millennials see a secure job as a need for safety.

According to Maslow (1943), the need for self-esteem refers to individuals yearning to gain respect and appreciation from others. Individuals have a need for accomplishment and to have their actions recognised. Millennials are engaged in the use of technology to try to gain respect and appreciation from others. This can be seen on apps such as Instagram, as Millennials often measure respect and appreciation through 'likes'. It is claimed that an excessive use of technology can have a major effect on an individual's mental health including anxiety and depression (Goss et al. 2016). Furthermore, dependence on technology has become so extreme that some Millennials suffer with anxiety when they cannot access technology. Participant A1 explains how they believe that social media has impacted the Millennial generation: *"because we grew up … with social media, I feel like being able to voice their opinions on social media or the internet impacts the work life because … they feel like they have a voice"*.

Technology has allowed for the integration of social media and recruitment which has had implications for organisations. The development of websites such as Glassdoor (Lagunas, 2014) exemplifies this development. Glassdoor allows current and former employees to anonymously review organisations. As a result, implications for recruitment and retention occur as it provides individuals with a perception of the organisation. Millennials appear to prefer contributing to and accessing anecdotal information of this kind. ABC Ltd may need to consider its communications strategy to ensure its ability to recruit and retain staff are not negatively impacted by the social media forums. Conversely, social media does present an opportunity for organisations to gain some insights regarding perceptions of this cohort.

3. Negative

Guha (2010) describes the Millennial generation with positive characteristics, including confidence, trust and optimism, whereas the participants used various negative terms to describe them, such as over-entitled, privileged and spoiled. This concurs with Thompson and Brodie Gregory (2012) who describes the generation as needy and entitled. Furthermore, the Millennials are perceived as "snowflakes" to older generations. Based on this, the factors that older generations may perceive as reward, such as third level education and a satisfying income, Millennials may see as being a right and entitlement.

5.3.2 Objective 2: Millennials are Intrinsically Motivated

Herzberg's Two Factor theory assisted the researcher on establishing objective two: Millennials are intrinsically motivated. According to Herzberg (1966), motivation develops from the challenge of the job itself through responsibility, achievement, recognition, advancement, and growth. Furthermore, it suggests that not all individuals are similarly motivated and that some employees are motivated more intrinsically and others extrinsically. To investigate the nature of Millennial motivation, this study focused on whether challenging work is valued by the participants. Two subthemes emerged from the findings, which will be discussed in relation to the literature review.

Consistent with Herzberg et al. (1969), extrinsic rewards are important when it comes to motivation as employees have come to expect extrinsic rewards but will also seek intrinsic rewards in exchange for their commitment.

The literature presented in chapter 2 portrayed a split perception of Millennials being intrinsically or extrinsically motivated. Kultalahti and Viitala (2014) state that Millennials are more interested in intrinsic motivators rather than extrinsic motivators, while Ng and McGinnis Johnson (2015) state that Millennials have a preference of extrinsic factors.

According to Herzberg (1966), when an employee is intrinsically motivated, they engage in the work purely because they enjoy it and get personal satisfaction from it, whereas the intrinsic factors include the work itself, recognition and responsibility. The research findings agree with the beliefs of Kultalahti and Viitala, as they show that Millennials are intrinsically motivated. This preference manifests in their desire for challenging work, recognition, and self-development. Four out of five participants said that they found their work challenging, with the remaining participant exiting the organisation due to the lack of challenging work. Interestingly the research suggests that millennials see it as the responsibility of the employer to give them challenging work. Furthermore, the findings establish that Millennials are reliant on managers to have some responsibility in helping them achieve the rewards they desire.

5.3.2 Objective 3 Monetary and Non-Monetary Reward

The final objective of this research was to establish if the Millennial generation are motivated by monetary or non-monetary rewards. Research carried out by Ng and McGinnis Johnson (2015) state that Millennials have a preference of extrinsic factors. In accordance with Armstrong (2000), individuals are only motivated to work for rewards offered by an organisation if the rewards are valued by the individual. On the provision that Millennials have the education, skills and technology doesn't necessarily mean that they will be motivated to work in an organisation unless they value the rewards offered. The organisation's reward system must be valued by the individual, thus the inputs and outputs of both the individual and organisation must be equal. However, Coffey (2013) states that employees will evaluate their working experience assessing extrinsic and intrinsic rewards. The researcher established that this is true, as participant A4 stated that extrinsic and intrinsic rewards have influenced their decision on taking a role: *in the past they have definitely been, like, an influence in whether or not I have taken a role".*

Furthermore, findings of the study show that millennial performance is contingent on the ability of the company to provide rewards. Participant A5 explained how *"if I couldn't progress within a company, this would have a major effect on my performance".* This suggests employee effort may be negatively impacted should a company find they can no longer maintain these rewards, as may be the case during an economic recession.

It is evident from the findings that Millennials expect monetary rewards from their employees while they value non-monetary rewards more. However, there is a contrasting view within the Millennial generation regarding monetary and non-monetary rewards depending on which end of millennial age spectrum the individual is born. Statements from younger Millennials such as *"any job can offer you an unreal salary or a great bonus, but not all organisations treat you as a human"* suggest that Millennials perceive monetary rewards as an entitlement and are easily achievable, thus portraying monetary as little value to them and suggesting that non-monetary rewards are valued more. Whereas individuals born on the older end of the spectrum claim that non-monetary rewards "don't appeal to me … it's just kind of boring". This has more in common with Generation X, as previous studies have stated that they value monetary rewards more than non-monetary due to the economic hardship they have experienced through the recession. There is a contrasting view within the Millennial generation depending on which spectrum of the age cohort the individual is born. Millennials that are born on the older spectrum of the generation are more similar to generation X, as they value monetary rewards, whereas the Millennials born on the younger spectrum of the generation expect monetary rewards but value non-monetary rewards more. However, all 'Millennials' are family orientated and value a work-life balance, which is reflected in the findings of this study.

5.4 Summary of Findings

Below is a summary of the important finding that emerged from the research. Please note that the findings of this study are based on five participants within one organisation and may not represent an accurate perception of the Millennial generation as a whole.

- The main finding of this study is that the Millennial generation is not a homogenous group, meaning that individuals within this age cohort cannot be

defined by the term 'Millennial'. Not all individuals within this age cohort do not possess the same characteristics and value the same factors as the label.

- Technology has had a major effect on the Millennial generation as the homogenous group claims to be shaped by the technology they grew up with. Millennials born on the younger and older spectrum of the generation have been impacted by the technology they have experienced. Younger Millennials have become dependent on the use of technology in comparison to other generations as they are the first generation born into the digital world, whereas older Millennials have experienced the development of technology, meaning they can relate to Baby Boomers experience with technology.

- The Millennial generation is motivated intrinsically rather than extrinsically, resulting in the need for challenging work, recognition, and self-development.

- As the Millennial generation is not a homogenous group, it cannot be determined if the generation is motivated more by non-monetary rewards or monetary rewards. It is evident from the findings that Millennials born on the younger spectrum of the generation expect monetary rewards and value non-monetary rewards more, whereas Millennials born on the older spectrum value monetary more than non-monetary rewards. This view is contrasting to previous studies conducted on this age cohort as it is generally believed to be motivated by monetary rewards.

5.5 Recommendations for Organisations

As the workforce today is composed of four generations, organisations must meet the expectations of the contrasting generations to ensure the success of the business. As previously mentioned, in 2008 a quarter of the world's population was made up of Millennials, meaning that the Millennial generation is dominating the workforce of today. As the findings have shown that the Millennial generation have different attitudes towards work, it can be challenging for HR to develop polices and reward schemes to attract and retain them as well as other generations. The researcher has suggested the following recommendations for organisations based on the findings of this study.

The main finding of this study suggests that the Millennial generation is not a homogenous group, meaning that all individuals within this age cohort cannot be

defined by the term 'Millennial'. Organisations that try to attract and retain Millennials in a generalised way will not succeed. Unlike their parents, Gen X's, Millennials have a desire for organisations where they have the opportunity for personal development and progression.

Generation X entered the world of work in recession when high performance was expected in order to maintain employment, meaning that Gen X's focus was on performance rather than progression. If an organisation does not provide a clear path for progression and development, Millennials will look for an organisation that does, resulting in many Millennials having various employers throughout their careers. In order to attract and retain millennials, ABC Ltd should provide employees with the opportunity to attend workshops and training courses to ensure that they are constantly developing their skills and taking on new challenges. Additionally, when a new position becomes available within ABC Ltd, HR should ensure that they hire internally to provide employees, especially Millennials, with challenging work and more responsibility.

As the Millennial generation is motivated intrinsically rather than extrinsically, individuals born into this age cohort desire organisation that offer challenging work, recognition, and self-development in return for their output. Organisations must intrinsically motivate their employees for them to attract and retain the Millennial generation. This may be achieved by providing employees with additional responsibilities, the opportunity to progress, and even recognition programmes.

Findings of this study suggest that Millennials born on the younger spectrum of the generation expect monetary rewards and value non-monetary rewards more, whereas Millennials born on the older spectrum value monetary more than non-monetary rewards. A total rewards approach will engage both spectrums of the Millennial generation, while also being beneficial for organisations that have a multigenerational workforce. A total rewards approach looks at all factors of reward, including intrinsic, extrinsic, monetary and non-monetary, allowing the organisation to develop a package including compensation, benefits and a positive workplace experience.

5.5.1 Costings
The recommendations that have been provided may involve some cost implications for the organisation due to the implementation of a total rewards approach and the

development of workshops and training courses for employees. However, the success of the business relies on these investments as the Millennial generation begin to dominate the workforce.

Furthermore, the development of workshops and training courses will cost the organisation but will end up saving the for the organisation in the long run as they will retain talented and valuable employees and can focus on filling positions internally.

5.6 Limitations of the Study

This area focuses on areas in which this study can be improved upon for further research. One of the main limitations of this research is the sample size of 5 participants within one organisation. To extend the research, the study should be carried out with a larger number of participants from varying occupations and organisations. Having a larger group of participants with varying backgrounds would allow the researcher to strengthen this study and get a greater insight into the millennial generation and the factors that motivate them.

Furthermore, the chosen research approach can be perceived as a limitation. This research was based on qualitative research approach. However, if this study was conducted with a quantitative approach it would allow the researcher to reach a larger sample than what has been achieved. Although qualitative methods allow for a deeper understanding of the participants opinions surrounding the topic of Millennials, motivation, and reward, quantitative methods would allow for a less biased result as the data is scientifically analysed.

5.7 Recommendations for Further Research

This section allows the researcher to discuss further research opportunities that will assist or contrast the findings of this study. After conducting this study, the researcher identified various gaps that follow from the findings on the investigation into the motivation and associated rewards which impact the Millennial generation.

Although there is a significant amount of research conducted on the topic of motivation, further research is required on the Millennial generation. A further study to evaluate motivation of the Millennial generation by using a quantitative study may give a greater insight into what intrinsic and extrinsic factors motivate Millennials.

Due to the timeframe of this research, this study focuses on Millennials within the HR department of one organisation. Other researchers might wish to refine and expand this research to other professions and organisations.

This would enable a broader collection of data to get a greater insight into whether a career path has an impact on an individual's motivational levels. Furthermore, a broader collection of data may result in a more accurate representation of the Millennial generation.

This study was conducted during a time of economic expansion. With the presumption of Millennials believing that the economy is continuously improving, the findings state that this generation value non-monetary rewards more than monetary rewards. Further research could involve carrying out this study in a time of economic hardship to see if Millennials have the same view of Generation X regarding monetary rewards in a collapsing economy.

5.8 Conclusion

This final chapter allowed the researcher to discuss the summary of findings that stemmed from the research conducted. Furthermore, the limitations of the study have been presented. In conclusion, to answer the research question of "What motivates the Millennial generation?" is that the Millennial generation is not a homogenous group and cannot be classified to be motivated more by monetary or non-monetary rewards based on this label. By evaluating the objectives in relation to the findings of the study, the researcher was able to offer recommendations for Human Resources to consider when attempting to motivate the Millennial generation as employees. the millennial generation is intrinsically motivated, resulting in Herzberg's two factor theory having a major effect on the motivation of Millennials as they value challenging work and responsibility. The researcher also provided recommendations for future research on the topic of Millennials and motivation.

5.9 Personal Learning Reflection

For me, the dissertation process was both a challenging and rewarding process. Throughout both my bachelor's degree and Master of Arts in HRM, I have had a keen interest in the 'human' aspect of HR management, resulting in an interest in the topic of motivation. I believe that the 'human' aspect of HR management is often over-looked, and more organisations need to use it to maximise their employees. In both my

academic and personal life, I believe that completing this dissertation as my biggest accomplishment yet and have gained a set of skills that I will carry throughout my professional life.

One of the main skills that I have gained through completing this dissertation was research skills. The ability to conduct research is a highly valued skill in various professions. As I needed to decide on which research method was appropriate for this study, I evaluated both quantitative and qualitative approaches before deciding. Through this dissertation, I learned how to obtain and evaluate information, and how to present it in a concise and effective way. I also have further developed and improved my communication skills, both verbal and written, which is an important skill to have for both personal and professional reasons.

The biggest challenge for me throughout the dissertation process was time management. After the opportunity arose for me to gain experience within the HR field, I couldn't resist accepting my first full-time job. I knew that working full-time while working on a dissertation would be difficult, however I believe that taking the role served as an advantage to me in relation to the dissertation process. Working in a HR environment allowed me to have a greater insight into the policies and reward systems within an organisation that I would not have had in my previous employment. I managed to complete this thesis by setting goals for myself. Firstly, I created a realistic plan prior to starting the dissertation. I treated each chapter as an individual assignment and gave myself achievable timeframes. Although some chapters took longer than expected, I managed to keep on track.

Regarding the overall experience, I am happy with how I executed the dissertation process. The challenges I faced and the various skills I have developed have helped shape me into the person I am today. Since completing the dissertation, I believe that my confidence has grown and that I am no longer afraid to step out of my comfort zone, which will be beneficial to me when faced with challenges in my professional career. Hard work truly does pay off in the end.

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Appendix A

Interview Questions

Interview question 1: How would you define the millennial generation

Interview question 2a: How long have you been working in your organisation?

Interview question 2b: What is your level within your organisation? (e.g. intern, team lead, manager etc.)

Interview question 3: How does your organisation attract and retain millennial employees?

Interview question 4a: Do you find your work challenging?

Interview question 4b: How much do you value challenging tasks at work in relation to your overall work experience?

Interview question 5a: What workplace flexibility does your organisation provide?

Interview question 5b: Do you have an influence on your working hours? (i.e. can you decide over your schedule? Can you work from home?)

Interview question 6a: What opportunities are there for development, personal growth, progression in career etc. in your organisation?

Interview question 6b: Would a lack of career progression impact your performance within your organisation?

Interview question 7a: What organisational benefits are important to you?

Interview question 7b: What non-monetary benefits do you value in your organisation?

Interview question 7c: Would monetary or non-monetary rewards motivate you to work harder?

Interview question 8: If a job for life was available within your organisation, would this attract you?

Interview question 9: Is there any comments you would like to add that has not been addressed in this interview?

Appendix B

Plain Language Statement

Introduction to the Research Study

Research Study Title: A Qualitative Investigation into the Motivation and Associated Rewards that Impact the Millennial Generation in the Workplace.

University: National College of Ireland (NCI).

Principal Investigator: Garrett Ryan phone (087) 923 2544 or email

garrett.ryan@ncirl.ie

   i.   **Details of what involvement in the Research Study will require**

This project involves taking part in semi-structured interviews. These interviews will be audio taped and seek to gather information on your experience of motivation within your organisations.

Questions will be directed towards your thoughts on the Millennial generation and motivation and how you believe it could be improved to better match the needs of the organization and staff.

It is estimated that these interviews will take no longer than 30 minutes to complete. Participants will be offered a copy of their interview transcripts for validation purposes.

   ii.   **Potential risks to participants from involvement in the Research Study (if greater than that encountered in everyday life)**

I do not anticipate any risk to participants as a result of involvement in this Research Study.

   iii.   **Benefits (direct or indirect) to participants from involvement in the Research Study**

The objective of this Research Study is to gain new knowledge that will enable the Human Resources/ Learning and development functions to develop new strategies that are more aligned and attuned to the motivation levels of Millennials.

This study may therefore be of benefit to you by providing you with the opportunity to contribute to the development of these polices so that you and other staff may benefit from improved developmental opportunities.

iv. Advice as to arrangements to be made to protect confidentiality of data, including

that confidentiality of information provided is subject to legal limitations.

Every effort will be made to ensure confidentiality of participants. Participant names will not be recorded, as all participants will be assigned a code. The audio tapes will be downloaded to a password-controlled computer, and typed transcripts will be held within password-controlled documents. Biographical details and mention of any organisation will be omitted in the final report to protect participant's identity. Confidentiality of information provided is subject to legal limitations.

v. Advice as to whether or not data is to be destroyed after a minimum period.

Audio tapes and transcripts will be deleted on the successful completion of the MA in HRM.

vi. Statement that involvement in the Research Study is voluntary

Involvement in this Research Study is voluntary. Invited participants relationship with their organisation will not be affected in any way should they decide not to take part.

Participants who decide to take part may withdraw from the Research Study at any point. There will be no penalty for withdrawing before all stages of the Research Study have been completed.

Informed Consent Form

I.   Research Study Title: Research Study Title: A Qualitative Investigation on the Motivation of Millennials in the Workplace, and the Factors influencing Motivation on Millennial Performance.

University: National College of Ireland (NCI), School of Education Studies.

Principal Investigator: Garrett Ryan

II.   Clarification of the purpose of the research.

The aim of this study is to investigate motivation and associated rewards which impact the Millennial Generation. In addition, through a combination of the latest research into Millennials and factors that affect motivation, this research will make recommendation for further development of this process.

III.   Confirmation of particular requirements as highlighted in the Plain Language Statement.

This project involves taking part in semi-structured interviews. These interviews will be audio taped and seek to gather information on your levels of motivation in your organisation. Questions will be directed towards your thoughts on the current operation of the process and how you believe it could be improved to better match the needs of the organization and employees. It is estimated that these interviews will take no longer than 30 minutes to complete. Participants will be offered a copy of their interview transcripts for validation purposes. Every attempt will be made not to interfere with normal business operations, as such interviews will not be conducted at month or quarter end.

Participant – please complete the following (Circle Yes or No for each question)

Have you read or had read to you the Plain Language Statement?

Yes/No

Do you understand the information provided?

Yes/No

Have you had an opportunity to ask questions and discuss this study?

Yes/No

Have you received satisfactory answers to all your questions?

Yes/No

Are you aware that interviews will be audiotaped?

Yes/No

IV.   Confirmation that involvement in the Research Study is voluntary.

Involvement in this Research Study is voluntary. Invited participant's relationship with their organisation will not be affected in any way should they decide not to take part.

Participants who decide to take part may withdraw from the Research Study at any point. There will be no penalty for withdrawing before all stages of the Research Study have been completed.

V.   Advice as to arrangements to be made to protect confidentiality of data, including that confidentiality of information provided is subject to legal limitations.

Every effort will be made to ensure confidentiality of participants. Participant names will not be recorded, as all participants will be assigned a code. Audio tapes will be downloaded to a password-controlled computer, and typed transcripts will be held within password-controlled documents. If participants unwittingly make mention of the organisation and/or other staff by name, such names will be substituted for a fictitious name in the final report.

VI.   Signature:

I have read and understood the information in this form. My questions and concerns have been answered by the researcher, and I have a copy of this consent form.

Therefore, I consent to take part in this research project.

Participants Signature: _____

Name in Block Capitals: _____

Witness: _____