



Workplace Motivators in Millennials and Generation Z: An Austrian and South African Perspective

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Affidavit

I hereby affirm that this Bachelor's Thesis represents my own written work and that I have used no sources and aids other than those indicated. All passages quoted from publications or paraphrased from these sources are properly cited and attributed.

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Abstract

As older generations retire and younger generations enter the workforce workplace values and motivation factors amongst workers may differ. Consequently, it is important that managers stay updated on current work trends and behavior. This is especially true for the present-day workplace as the covid-19 pandemic has seen many workers willingly leave their jobs in search of better work opportunities or have stopped working altogether (known as the Great Resignation). This has resulted in a tight labor market as companies seek to motivate and retain their employees. The purpose of this research paper is to examine how companies may achieve employee motivation and retention by exploring the contemporary workplace values and motivation factors of younger generations living in Austria and South Africa. An online survey was created to gather data on millennials and generation z which was then analyzed to determine which workplace values were considered most important. In addition to this, the researcher also examined whether any differences would occur between Austrian and South African workers. Results indicated that the only difference in workplace values between millennials and generation z was work-life balance while there were no differences between Austrian and South African workers. Furthermore, the researcher found that respondents considered intrinsic values most important and would also lead to higher levels of motivation. Based on these findings, managers should focus more on intrinsic values in the workplace in order to increase employee motivation.

Keywords: Workplace Values, Motivation Factors, Generations, Millennials, Generation z, Austria, South Africa, Intrinsic Values, The Great Resignation

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List of Definitions

Altruistic Values- Values that stem from concerns for the wellbeing of other people

Cohort- Group of people with a shared characteristic such as age

Extrinsic Values- External motivation factors such as completing a task in order to get something in return

Generation- All of the people born and living at about the same time, regarded collectively

Generation z- All individuals born between 1997 and 2013

Generational Unit- Subgroups within a generation which may have different worldviews unless they feel a conscious sense of connection and belonging with members of the group

Intrinsic Values- Internal motivation factors such as completing a task because you personally enjoy it

Millennials- All individuals born between 1981 and 1996

The Great Resignation- Coined in 2021 to describe the ongoing trend where masses of employees voluntarily resign from their jobs following the covid 19 pandemic

Work-life Balance- Dividing one's time and focus between work and family or leisure

1 Introduction

The covid-19 pandemic has had an impact on many aspects of daily life and the workplace is no exception. Since the pandemic employee behavior and attitude towards work has changed (Kuzior et al. 2022), resulting in what is known as the “Great Resignation”. This term, coined by psychologist Anthony Klotz (2021) is used to refer to the mass voluntary departure of employees from their workplace in search of better work opportunities or to stop working altogether.

Although this is prominent in the United States, the Great Resignation has reached a global impact on the job market. According to Deloitte (2022), studies across 31 global markets indicated that more than 40% of workers were considering leaving their jobs. This has led to a tighter job market in which job openings are plentiful while workers are scarce (Ghayad, 2022). This occurs at the expense of employers as employee resignations undermine the performance of the organization (Bayraktar, 2022). Higher employee turnover rates entail that companies incur the financial costs of having to rehire and train new employees as well as other costs such as poorer staff morale, decreased customer satisfaction and reduced productivity (Bayraktar, 2022). As a result, companies should find ways to appeal to, motivate and retain their employees.

However, as the workplace consists of employees of different generations, age-based differences regarding the importance of work-values and motivation factors between employees may occur. According to Otieno and Nyambegera (2019), each generation is believed to have its own behavioral characteristics that define their expectations and preferences for the workplace. Although the unique profile and skill-set of various generations in

the workplace may bring unique benefits to a company (Otieno & Nyambegera, 2019), it could also lead to reduced employee engagement and dissatisfaction if the demands and expectations of these generations are not met. This is particularly evident in the younger generations such as millennials and generation z.

According to Gallup (2016), millennials are the most likely generation to state they are open to new job opportunities and that they plan to leave their jobs. Moreover, 36% of millennials and 53% of generation z respondents worldwide were expected to leave their employment within the next two years (Deloitte Global, 2022). Therefore, the aim of this research paper is to examine how companies may achieve employee motivation and retention amongst younger generations by identifying the contemporary workplace values and motivation factors of millennials and generation z.

Furthermore, as the Great Resignation has occurred on a global scale (Deloitte 2022), this research paper will also examine if, in addition to generational differences, workplace differences may occur due to location as well. This allows the researcher to examine these phenomena in an international context which may be useful for international organizations. The relevant data of millennials and generation z living in Austria and South Africa will be collected using an online survey and analyzed using a statistical software program to identify any significant trends and draw conclusions. This knowledge will then be organized and recommendations for management will be made.

Although much of the literature and data referred to in this paper was adapted from sources based in the United States, it should be noted that the implications behind these statistics could be applied to respondents in Austria and South Africa as well. As the rate of globalization has increased and

innovations in information technology is achieved, rapid advancements have been made in communication across the world (Purba, 2021). In the workplace businesses are able to connect with other businesses and customers worldwide (Purba, 2021). In a more general context people are able to share thoughts and ideas on a worldwide platform through the use of social media. Research conducted by Pew Research Center (2022) across 19 countries found that medians of 73% describe people as more informed about current events in other countries. This indicates that, despite national borders, thoughts and opinions emanating from the United States will reach individuals living in Austria in South Africa.

Although research already exists on generational differences in the workplace, little research has been conducted comparing the workplace values of millennials and generation z. Furthermore, most of the literature and research conducted has been on Western culture, specifically in the United States. By conducting research through the perspective of Austrian and South African workers, this research paper provides new insights into the work values of respondents from these countries. This is particularly beneficial as it should be noted that employee motivation is also impacted by the economic and social conditions in a country (Vaitkuviene et al., 2010, cited in Snelgar, 2017).

2 Literature Review

2.1 Defining a generation and why it matters

As older generations begin to retire and new, younger generations enter the workforce companies may need to review their current workplace strategies. Management and policies may become outdated as society's values and thinking shifts, leading to complications and misunderstandings among younger generations. In other words, what has appealed to older generations may not appeal to younger generations. This is because each generation has "Their own distinct characteristics, work values, and motivators that may have an effect on both individual and organizational performance" (Burke et al., 2015 cited in Heyns & Kerr, 2018). As political, economic, and technological climates at the time of upbringing have an impression on an individual these factors will influence how people think and act (Dimock, 2019).

According to the Pew Research Center (2015), age is one of the most common indicators for differences in attitude and behavior. When employers are able to understand the different perspectives of a generation and their respective needs the organization will benefit as employee morale and productivity will increase (Mahmoud et al. 2020). Therefore, it is becoming increasingly important to understand what differences there are regarding work values and overall characteristics between generations and how management can apply these to help create effective motivation tactics and a harmonious workforce.

To effectively analyze the impacts of political, economic, and technological climates on a generation at a particular time, an estimated age range should be established to ensure that individuals are born around the same time period and share certain common events and experiences (Oxford, 2010). Individuals

should also be in similar stages of the life cycle. This is the different phases that individuals pass through in a regular lifetime and generally consist of 8 phases: infancy, toddlerhood, preschool years, early school years, adolescence, young adulthood, middle adulthood and late adulthood (Eatough, 2022).

This is due to the fact that significant events will have different impacts on individuals in different stages of the life cycle (Dimock, 2019). The ways in which we feel, think and experience things differ as we grow older (Eatough, 2022). This stems from the popular theory by Erik Erikson (1950) in his book “Childhood and Society” in which Erikson explains that personality develops in a series of 8 stages, impacted and developed by social interactions across the whole lifespan (Cherry, 2022). During each stage most individuals will share common interests, actions and behaviors (Eatough, 2022). Research also indicates that society experiences a “turning” or a change in mood as individuals of a common age group progresses from one stage in the life cycle to another (Strauss & Howe, 1991, cited in Agati, 2012), further discussed in section 2.4.3.

Although the importance of having an age range is established, deciding which exact birth years belong to a generation can somewhat vary. The cut-off years for a generation can be blurred as some individuals born in the cut-off years may find that they identify more with the stereotypes of the previous generation, the next generation, or both generations. As such, generational year ranges are not universally defined by scientific fact but are rather used as guidelines (Pew Research Center, 2015). With this in mind, it is logical to decide on cut-off years delineated by demographics or significant events (Pew Research Center, 2015) and to look at which factors may be unique about the next generation (Dimock, 2019). This allows for a more meaningful generational analysis and to see what generational differences may occur.

For the purpose of this paper millennials and generation z were chosen for analysis. This is because these generations will make up a large portion of the workforce in the coming years. As of 2020, millennials were predicted to make up nearly 1/3 of the global workforce (Statista, 2016) and by 2025 this is expected to increase to 75% of the global workforce (The Deloitte Millennial Survey, 2014) while generation z will make up nearly a quarter of the workforce as they become of working age (Statista, 2016).

The cut-off years for each generation in this paper will follow those outlined by Pew Research Center, and millennials will be considered born between 1981 and 1996 for an age range of 26–41 years old and generation z will be considered born between 1997 and 2013 for an age range of 9 –25 years old. However, as the aim of this research paper is to identify attitudes and values in a workplace setting, only generation z respondents of working age will be considered. Therefore, the age range for generation z will be 16-25 years old.

These age ranges will allow for analysis between individuals of age who have already entered the workforce and individuals who have just entered the workforce. An analysis of these two generations allows for an understanding of how global modern-day events such as the pandemic and rising costs of living affect generations in different stages of the life-cycle as seen through movements such as ‘The Great Resignation’ which will be further discussed in section 2.4.4 of this paper. Furthermore, a comparison can be made between these two generations to see whether entering the workforce during times of economic uncertainty affects employees’ levels of motivation.

2.2 Generation Theory

Generation Theory is the first of two theories which will be referred to in this paper (the second being Motivation and Self-Determination Theory). Generation theory was selected as the purpose of this paper is to understand what differences, if any, occur in the characteristics and work values of different generations. Although this may be a difficult topic to research, various research has been conducted over the years and as a result, numerous theories have been formed that support this notion to varying degrees.

Common elements that appear in generation theory are time interval, cohort, period, and attitude and are most notable in the works of Karl Mannheim (1928, 1952) in his essay 'The Problem of Generations' as he is often considered a pioneer in addressing the sociology of generations (Connolly, 2019). In fact, literature seems to indicate that research conducted since the sociology of generations has been aimed at mainly "extending or challenging [Mannheim's] ideas" (Bristow, 2016, cited in Connolly, 2019). Other researchers have also extensively contributed to this topic, those mentioned in this paper include Strauss & Howe (1991) and Elias (1989, 2013).

Although this theory may be valid to a certain extent, there is certainly room to refute this theory and many researchers have acknowledged the limitations it holds. Mannheim has acknowledged that in addition to the aforementioned elements in generation theory, it is also important to take into account other influential factors on an individual such as region and culture (Mannheim, 1928). For this reason, this paper will also consider location as a factor for comparison. As the researcher had the means to conduct this research in both Austria and South Africa, these two countries were chosen as the locations for

analysis. Additionally, these countries provided an opportunity to explore the effect of regional differences such as country development on the attitude and workplace values of workers by comparing respondents from a well-developed country (Austria) and a less developed country (South Africa). This is further explored in section 2.5 and 2.6 of the literature review.

Nevertheless, in this section each common element of generation theory will be considered to determine how it may affect individual attitude and values. The first element to be considered is the time interval effect. That is, a generation consists of individuals born within a certain time period (Agati, 2012). But to consider the impact of upbringing on a generation, individuals of that generation need to have a “common social location” as well (Mannheim, 1928). This is because sharing a common social location in addition to a common time interval predisposes individuals to the “norms” of that location, somewhat restricting individuals to the generally accepted feelings, attitudes, thoughts, and behavior of that location (Connolly, 2019).

This is also noted in the work of Strauss & Howe (1991) in which they claim that existing social roles and societal attitudes amongst individuals sharing a common location will determine how these individuals will respond to historical events (Strauss & Howe, 1991, cited in Agati, 2012). These social roles can include “institutions, parents, teachers, peers and public figures” which play a major role in shaping an individual during their formative years (Sakdiyakorn et al. 2021). That being said, certain requirements need to first be met in order for this to occur as location alone cannot be the unifying factor between individuals living in a common location. Both Mannheim and Elias recognized this and Mannheim states that within a generation there can also exist “generational units” (Mannheim, 1928).

“Generational units” can be seen as subgroups within a generation which, despite growing up during the same time and within the same location, may have different worldviews unless they feel a conscious sense of connection and belonging with members of the group. (Lippmann & Aldrich, 2015). In other words, “generational units” form based not only on time and location of upbringing but accepting, agreeing and identifying with the unit as well. For example, although two individuals may be born in the same year and location, their experiences of segregation during Apartheid in South Africa will be significantly different depending on whether they are black or white.

These “generational units” can therefore be accountable for different generational experiences despite the time interval effect, and this leads to the next generational element: the cohort effect. While the time interval effect was linear, the cohort effect is more flexible (Agati, 2012) and takes the differences in generational units into account. Therefore, in addition to the time interval effect, there also needs to exist an identifying factor to group individuals together such as the same societal perceptions and the belief that an individual belongs to this cohort (Agati, 2012). Although this makes the data collection process more limited, for the purpose of this paper the data collection process will be limited to millennials and generation z who are working entry level corporate jobs in order to create an identifying factor for the cohort and possible similar work experiences.

Thirdly, there is the period effect. This effect mainly focuses on the notion of significant historical events and how these shape a generation. In the past, traumatic events have been used to reference generations such as the Vietnam War generation and the post-9/11 generation. Children and adolescents today are already being referred to as the “Covid generation” or “Gen C” (Shoichet, 2021). Older research indicated that individuals go through crises in their

lifetimes and it is during these crises that transitions between generations can occur (Sebastian, 1963, cited in Agati, 2012). For example, it is a general consensus that the post-war generations are hard-working because they have been greatly impacted by tragedy, loss, and economic upheaval. (Kane, 2019).

Transitions between generations are also a cause for generational conflict as misunderstandings and different values start to arise, or “clashes between systems of aspirations formed in different periods” (Bourdieu, 1993). For example, older generations such as baby boomers may have needed to put in more effort and work harder for the “luxuries” that are easily accessible, expected even, to present-day generations. This has led to many misconceptions in the media that millennials are, for example, “entitled”, “lazy” and “impatient” (Delgado et al. 2020). On the other hand, younger present-day generations may feel somewhat wronged by older generations because of wars, revolutions, climate change, or the state of the economy. According to Elias (1989, 2013) while these events are significant, the bigger issue for younger generations is the impact this had on their opportunities in terms of employment and life chances (Agati, 2012).

The last effect is the attitude effect. As mentioned earlier in the time period and cohort effect, the social norms and societal attitudes of a common social location (Conolly, 2019) will lead to the formation of peer personality (Agati, 2012). Changes in value and attitude can only occur when the majority or society as a whole begins to initiate these changes. This can be ignited by the experience of common crises as it is during these times that individuals go through “period(s) of transition” (Sebastian, 1963, cited in Agati, 2012). This is apparent in a number of surveys and reports providing empirical data on millennials and generation z such as the Deloitte Global 2022 Gen Z & Millennial Survey and the 2016 Gallup report on “How Millennials Want to

Work and Live”. The data collected in these surveys show empirical evidence that despite being different generations, millennials and generation Z have similar upbringings and experiences leading to shared attitudes and values. This leads to the first hypothesis of the paper:

H1: *There is a significant difference in the attitudes and values of millennials and generation z*

H0: *There are no significant differences in the attitudes and values of millennials and generation z*

2.3 Motivation and Self-Determination Theory

Motivation can be defined as “the process that arouses, energizes, directs and sustains behavior and performance” (Luthans, 1998, cited in Acar, 2014). Employee motivation is defined as the desire and energy that keeps employees continuously interested in and committed to their work. (Dutta, 2022). For this reason, numerous researchers have developed differing motivation theories. The earlier theories are classified as ‘content theories’ and provide insight to identifying the causes or needs of motivation. However, these are limited to a number of factors and circumstances (Snelgar, 2017). Another classification of motivation theory is ‘process theories’ which focus more on the activity than content, such as understanding how behavior is started, how it can be guided, sustained and stopped (Jalilvand & Ebrahimabadi ,2011, cited in Snelgar, 2017).

An example of this is Self-determination Theory by Deci and Ryan (1985, 2000). This is a macro theory of motivation that has been applied to various settings such as education, healthcare, sports and the workplace (Deci et al. 2017). It

has evolved from studies based on intrinsic and extrinsic values or needs (Hardin, 2020). Intrinsic values are psychological needs and include the desire for competence, autonomy and relatedness (Deci & Ryan, 2000). Competence is the belief in one's ability to complete a task, autonomy is the need to feel that one has a choice in the decisions to be made and relatedness is the need for meaningful and supportive relationships (Heyns & Kerr, 2018).

These needs can be met in the workplace when dealing with challenging projects, through personal development and self-actualization (Agarwal & Vaghela, 2018). In other words, intrinsic needs are met with intangible rewards which reflect an interest in learning opportunities and the opportunity to be creative (Ryan & Deci, 2000, cited in Twenge et al. 2010). Individuals with intrinsic needs have an innate desire to personally grow and develop, reflecting their interest in their work (Agarwal & Vaghela, 2018). Oftentimes, intrinsic motivation is autonomous. This is when people are engaged in a task with complete willingness, volition and choice (Snelgar, 2017), the highest rate at which motivation drives one to complete tasks purely for inherent satisfaction (Ryan & Deci, 2000, cited in Heyns & Kerr, 2018).

For this reason, it can be seen that individuals who place importance in intrinsic values can be highly motivated when these needs are met. Intrinsic motivation is extremely important for the business world and is the main influence for prompting creativity in the workplace (Hennessey, 2000, cited in Snelgar, 2017). On the other hand, extrinsic work values include reward payments, material possessions and prestige and reflects a desire for power, status and hierarchal positions. (Sengupta, 2015, cited in Agarwal & Vaghela, 2018). These are tangible rewards and are external to the individual (Twenge et al. 2010) as a means of compensation or incentive for the lack of fulfilment and enjoyment when completing tasks (Thomas, 2009, cited in Snelgar, 2017).

Although many employees may find extrinsic rewards such as financial compensation rewarding, sometimes this form of motivation may have the opposite effect. Some workers may be conditioned to only complete tasks only for the financial gain and no longer focus on developing oneself or learning new things (Snelgar, 2017). The efforts employees put in may be narrowed and their focus could shift to short-term gains and targeted outcomes only (Deci et al. 2017). Furthermore, cash as an incentive does not have the same effect on all employees and is dependent on their income group as well as the economic conditions of the country (Snelgar, 2017).

In some cases, workers who were previously intrinsically motivated and found genuine enjoyment in their work showed less interest after extrinsic rewards were introduced (Snelgar, 2017). This could apply, for example, to the arts industry or other industries fuelled by genuine passion. The last form of motivation to be mentioned in this paper is altruistic needs/values. These values are met by helping other individuals in society through work and making contributions (Twenge et al. 2008, cited in Agarwal & Vaghela, 2018).

Oftentimes altruistic individuals are stimulated with careers that help others, such as in the public sector, and are more motivated by this than the economic rewards of the private sector (Agarwal & Vaghela, 2018). It is evident that intrinsic and extrinsic work values are an influential factor on motivation levels (Jin & Rounds, 2012, cited in Nkomo, 2022) and that different motivation levels can be used to determine employee behavior (Nawab et al. 2011, cited in Snelgar et al. 2017) such as job satisfaction, commitment and overall attitude (Jin & Rounds, 2012, cited in Nkomo, 2022).

Therefore, understanding the workplace values of a generation and meeting these values is key for effective management and employee retention. Autonomy, mastery and purpose are three elements which stimulate motivation in the workforce, more so than extrinsic monetary rewards (Pink, 2009, cited in Snelgar, 2017). With this in mind, the following hypothesis is made:

H0: *Intrinsic values of millennials and generation z are not more positively correlated to motivation levels than extrinsic values*

H2: *Intrinsic values of millennials and generation z are more positively correlated to motivation levels than extrinsic values*

2.4 Workplace values: Millennials and generation z

2.4.1 Increasing Workplace Expectations

Just as defining a generation is a complicated task, so too is deciding on a label for upcoming generations. Various labels are usually conceived by researchers, journalists, or the general public until a certain label gains more popularity than others and a general consensus is reached (Twenge, 2018). Most commonly referred to as millennials for entering the new millennia or Generation Y for following Generation X, this generation is also referred to as the “Trophy Generation” (Struckell, 2019). Millennials were encouraged to participate in numerous extracurricular activities and many received trophies or rewards for virtually everything they participated in, regardless if they were actually a top-performer or not. This is thought to be supported by mostly Baby Boomer parents in order to build greater self-esteem in their children (Struckell, 2019).

Moreover, baby boomer parents (born between the 1940s and 1960s) have become known as “helicopter parents” and their children are the millennials. The term was first coined in 1990 to illustrate how parents may, like helicopters, hover around their children in order to protect them from any harm or disappointment (Cline & Fay, 2020, cited in Vigdal & Brønneck, 2022). As a result, millennials have received greater levels of attention than previous generations and thus reported higher levels of self-confidence (Delgado et al. 2020).

Data collected on sample college students from the United States in 1966–2010 indicated that younger generations were more likely to see themselves as “above average” regarding academic attainment, their drive for achievement and leadership abilities (Twenge & Campbell, 2008). While these increased levels of self-esteem amongst millennials can be positive as higher self-esteem is positively correlated with higher levels of motivation, it is also possible that too much self-confidence can result in narcissism. This is a trait or personality disorder of extreme self-importance. (Web MD, 2020). Several researchers have gone as far as to consider millennials to be “narcissists” (Twenge & Campbell, 2012, Struckell, 2019, Fraley et al., 2022, Nkomo, 2022).

Although most of the data referenced has been from the United States, the same has been said for millennials in other countries. Due to the influence of social media in South Africa, millennials have more in common with their peers in the rest of the world (Martins & Martins, 2012, cited in Nkomo, 2022) and have also been described as narcissists. This implicates that individuals may have a heightened sense of entitlement (a sense that one deserves more) and this trait can be used to determine workplace behavior (Nkomo, 2022), especially amongst younger generations. This idea seems to be on the rise, not

only for millennials but generation z as well. Labeled as generation z, iGeneration, App Generation and Homelanders (Agarwal & Vaghela, 2018) for following generation y and growing up with technology, generation z is thought to be materialistic and entitled too (Agarwal & Vaghela, 2018).

This assumed narcissism and entitlement may be used to explain why millennials and generation z have high workplace expectations. These generations have high expectations for themselves, their managers and their working conditions (The Deloitte Millennial Survey, 2014, Schroth, 2019, Delgado et al. 2020). However, these high expectations may not always be met, leading to a sense of dissatisfaction and higher job turnover rates. This makes it important for companies and managers to know what younger generations expect in order to meet their expectations, ensure their satisfaction and retain employees in order to ensure optimal functioning of a company.

Many younger generation employees view the workplace as an opportunity to learn. Millennials and generation z are looking for a work environment in which they can gain marketable skills and useful experience to help garner a successful future (Acar, 2014), and hope that their managers can provide efficient guidance. Millennials and generation z favor an inclusive style of management, dislike slowness and desire immediate feedback from their managers regarding their performance (Eisner, 2005, cited in Acar, 2014).

These generations are very ambitious and have been raised to believe that they possess great potential. For this reason, many individuals tend to expect quick opportunities for promotions, many willing to change their jobs if they are not promoted (Berkup, 2014). Therefore, millennials and generation z want a leader who acknowledges their individualism and encourages them to think critically and realistically (Delgado, 2020).

Furthermore, these generations also expect to be informed and given the opportunity to respond and have their responses heard and acknowledged, to be given enough independence to prove themselves and earn immediate recognition (Agarwal & Vaghela, 2018). According to a report conducted in 2016 by American analytics and advisory company Gallup, the top 5 things that millennials look for when applying for jobs are: opportunity to grow, quality of manager, quality of management, interest in type of work and opportunities for advancement. The majority of the millennials in the survey (59%) reported that “opportunities to grow” were “extremely important” (Gallup, 2016, p. 26).

2.4.2 Work-life balance

In addition to these workplace expectations, these generations also favor an equal work-life balance. This means establishing a sustainable way to work that minimizes work-related stress by ensuring that one aspect (work or private life) does not dominate the other. This is important as ensuring a balanced divide between work and private time ensures employees feel more energized at work, reduces the risk of burnout (absolute exhaustion that may hinder work performance) and can increase productivity levels (Fisher, 2019).

Millennials and generation z seem to place greater importance on adequate leisure time and less on work centrality (Twenge & Campbell, 2012). This is the amount of importance that individuals assign to their work tasks in comparison to the time spent with family or on leisure (Moura & Oliveira-Silva, 2019). The reasons for this may be that these generations have witnessed the hard work of their baby boomer parents during the 2008 financial crisis and how, despite

their best efforts, unemployment continued to increase and hard work became less valuable (Struckell, 2019).

A study conducted by Ozkan & Solmaz in 2015 found that 69.3% of the generation z students surveyed aimed for occupations at normal wage levels but a guaranteed job position while only 30.7% of students aimed for occupations with higher wages and risks (Ozkan & Solmaz, 2015). This shows that despite millennials and generation z's desire for growth and job advancement, many are not willing to make trade-offs and sacrifice their own autonomy or personal well-being for economic gain. This, of course, makes the role of management within a company more difficult as managers need to find a balance between adequate leisure time for millennial and generation z employees while also managing their expectations. In summary, there exists a "disconnect between expectations and reality", most likely due to the overconfidence that has been instilled in these generations (Twenge et al. 2014, Nkomo, 2022).

Another contributing factor of the pandemic may be the increased reliance on technology which has blurred the lines between work and private home life. As some companies provided the option for remote work, employees realized that working from home was possible and need not return to the office (Bayraktar, 2022). Some workers have realized the benefits of remote work or working from home and felt that these may outweigh traditional work-place environments (Frayley et al. 2022).

However, these blurred lines may make it difficult for employees to distinguish between work and private life and some employees risked being "permanently" at work. This resulted in increased levels of stress and some may have reached a tipping point before deciding to place greater importance

in their own mental health (Bell, 2021). According to Gallup, nearly 6 in 10 millennials stated that work-life balance and personal well-being were “very important” to them. This is 8% more than for baby boomers (Gallup, 2016, p. 31).

2.4.3 Social change and purpose

Millennials and generation z are becoming increasingly aware of global issues and injustices around the world. As a result, these generations are placing greater importance on social and environmental change and values, including in the workplace. This is evident in the annual surveys conducted by Deloitte, an international professional services network committed to driving societal and environmental change, a focus point in their surveys. Although these surveys ask a range of questions dealing with several issues, a common trend that has emerged is concern for the environment, issues related to discrimination and inequality and the feeling that businesses are not doing enough.

According to The Deloitte Global 2022 Gen Z and Millennial Survey, 51% of millennials and 57% of generation z were “Not satisfied at all” with their organizations societal impact and wanted to leave within two years. In addition to this, 52% of both millennials and generation z were “Not satisfied at all” with their organizations progress in creating a diverse and inclusive environment and wanted to leave within two years. Lastly, 48% of millennials and 56% of generation z were “Not satisfied at all” with their organizations commitment to sustainability and wanted to leave within 2 years (see Appendix 1).

To gain some insight on why respondents did not feel satisfied with their organizations performance it may be helpful to look at surveys conducted the previous years. The Deloitte 2021 Millennial and Gen Z Survey reported that

globally 34% of millennials and 38% of generation z believe that systemic racism is very/fairly widespread in their workplace. For Austrian respondents, the value was 36% for millennials and 30% for generation z. In South Africa these values are higher than the global scale as 53% of millennials and 52% of generation z believe that systemic racism is very/fairly widespread in their workplace.

This is not surprising given that South Africa has a long history of colonialism and discrimination which was enacted during the Apartheid era and is sometimes still seen today. The Deloitte 2021 Millennial and Gen Z Survey has also reported on environmental concerns. On a global scale, 44% of millennials and 43% of generation z feel as though we have reached the point of no return and that it is too late to repair the damage done to the environment. In Austria 51% of millennials and 42% of generation z agree with this statement and in South Africa 42% of millennials and 33% of generation z.

These values show the level of concern that millennials and generation z may be experiencing in the workplace and everyday life, and indicate that millennials and generation z may experience dissatisfaction and distrust with their companies. According to the same survey conducted by Deloitte in 2021, globally 70% of millennials and 68% of generation z agreed that businesses focused on their own agenda rather than society. In Austria 71% of millennials and 65% of generation z agreed while in South Africa 75% of millennials and 65% of generation z agreed.

An explanation as to why millennials and generation z are more aware of environmental and societal problems may be due to the fact that these problems are becoming more concerning as time goes on (such as the environment). Still, there may be several other explanations as well. According

to data collected by Pew Research Center 2020 in the United States, 57% of generation z were enrolled in college in 2018 compared to 52% of millennials in 2003, indicating an increase in education levels in the United States. This may lead to an increase in moral reasoning and detecting the differences between right and wrong as research indicates that GPA scores are positively correlated with increased levels of moral reasoning (Delgado et al. 2020).

Education levels have also increased in South Africa. In a report titled “Education and Labour Market Outcomes in South Africa” released by Statistics South Africa in 2018, their biggest achievement was in education. Tertiary qualification achievement increased from 10.9% in 2002 to 14.9% in 2018 (Statistics South Africa, 2020). Furthermore, as the rate of globalization increases so does the rate of cultural and religious diversity within regions (Azimi, 2021). This, coupled with increasing education levels can help explain why millennials and generation z show increased awareness and concern for acts of injustice (Rue, 2018).

Several studies have indicated that these generations place great importance in advocating for positive social change (Deloitte 2014 Executive Summary, The Deloitte Global 2022 Gen Z and Millennial Survey). Although the reported level of education was higher in the United States than South Africa, the impact of increased education rates and diversity on social perception can be seen around the world through the use of social media and trending topics. These trending social movements and topics help to spread awareness on a global scale, making millennials and generation z more conscious of worldwide issues.

This is evident with movements such as the ‘#Metoo’ social movement against sexual abuse, harassment and rape which went viral in 2016. More recently the ‘Black Lives Matter’ social and political movement which started in 2016 to

highlight the racism, discrimination and inequality experienced by black people and went viral again in 2020 after the death of George Floyd in the United States. Public outrage spread through social media and for a week after Floyd's death the 'Black Lives Matter' hashtag was used in approximately 3.4 million original posts with 69 billion engagements on the social media app Twitter (Wirtschafter, 2021).

This encompasses approximately 13% of all Twitter posts and 15.5% of all engagement on Twitter during this time (Wirtschafter, 2021). In essence, access to the internet and social media provides millennials and generation z with exposure to diverse groups of people, making it appear more acceptable to diverge from traditionally conservative beliefs and thinking (Rue, 2018). Another reason why millennials and generation z may place greater importance on social and environmental change may be linked to generation theory once again, specifically "societal turnings" and their respective "archetypes". According to Strauss and Howe (1997), there are 4 societal turnings, namely: "High", "Awakening", "Unraveling" and "Crisis", each one lasting 20–22 years or a generation. This theory stipulates that as each generation comes of age or moves into their midlife, these generations will dominate each of the four turnings (Azimi, 2021).

This is because majority of a generation reaches peak influence over society during midlife as this is when most individuals have established themselves and begin to take positions of power and leadership (McKay, 2022). The overall 'mood' then changes or cultural shifts can occur, providing insights into the values and ways of thinking of the generation at the time. The theory also suggests that rather than history being linear it is cyclical and the generational archetypes change in a regular cycle (McKay, 2022).

The first turning is termed a 'High' and is a time of institutional power and economic growth (Azimi et al., 2021). It is a time when civic values and institutional power is strong but individualism is weak (Life Course, 2014, Azimi et al. 2021, McKay & McKay, 2022). The second turning is an 'Awakening' and is a time when society begins to question this present 'High' and institutional power and starts attacking these institutions in demand for greater autonomy. The third turning, following the 'Awakening' is the 'Unraveling' and is a time of weaker institutions and individuals seeking more self-reliance. This paves the way for the fourth turning which is 'Crisis' and this period includes possible revolution, destruction and rebuilding of institutions which ultimately leads to a new 'High' and the cycle can begin again (Azimi et al. 2021).

During the fourth turning or the 'Crisis' era, the generation that has just entered adulthood is the 'Hero' Generation and the last Hero generation is the GI Generation or so-called 'Greatest Generation' (1901–1924) which entered adulthood during the First World War (McKay & McKay, 2022). With the theory of societal turnings in mind and following the last crisis era which is the end of World War 2 (1945), the next crisis era was predicted to begin again in 2005 (Diana, 2022). As the theory stipulates that each turning lasts approximately 20 years and there are 4 turnings in total, a complete cycle should take approximately 60 years to complete (Strauss & Howe, 1997, cited in Azimi et al. 2021).

The prediction may have held some truth to it as the world did experience a financial crisis in 2008 although the global economy eventually managed to make some progress since then. However, in recent years it seems as though the world may be in a state of crisis yet again following the spread of the Coronavirus in December 2019, the economic recessions that have followed, the growing concerns of for the environment and the Russian invasion of

Ukraine in February 2022. Therefore, it appears as though both millennials and generation z have entered adulthood during times of crisis (Azimi et al. 2021). Mid-generation millennials entered early adulthood (2003–2015) during the Great Recession, one of the worst global economic declines that occurred from late 2007-2009, and the election of the first black president of the United States.

On the other hand, the oldest of generation z is entering adulthood (2013–present) during growing concerns for the environment, a tumultuous 2016 election in the US and the Covid19 pandemic. According to cohort theory, this is significant as individuals who come of age or between 18–23 years are especially affected by major events (Scott & Zac, 1993, Meredith & Schewe, 1994, as cited in Azimi et al. 2021). Therefore, societal turnings and cultural shifts together with increased levels of education can be used to explain why millennials and generation z are more aware of social issues and justice.

2.4.4 Self-fulfillment

The last significant workplace expectation amongst millennials and generation z to be mentioned in this paper is the millennials and generation z’s desire for appreciation in the workforce and for the work that they do (Schroth, 2019). In addition to the aforementioned values, these generations also include “respect” and “recognition” as core values (Kuzior et al. 2022) and want a job that is “fruitful and different” (Berkup, 2014). These set of values might have been heightened during the pandemic as times of dire uncertainty and stress have resulted in “pandemic epiphanies” when individuals fundamentally reassess their goals and identities (Bayraktar, 2022). Many workers may begin to question whether they actually feel satisfied with their jobs and whether they find their jobs engaging and meaningful.

The pandemic has also fueled what is known as ‘The Great Resignation’ (Klotz, 2021). This is when a high multitude of workers voluntarily exit from the workplace and was coined by psychologist Anthony Klotz (Fraley et al. 2022, Kuzior et al. 2022). There are several reasons why workers would voluntarily quit their jobs such as the already mentioned “pandemic epiphanies”, safety concerns, longer working hours and overall exhaustion (Bayraktar, 2022).

A study conducted by Pew Research Center in found that the primary reasons why workers were leaving their jobs were due to “low pay, a lack of opportunities for advancement, and feeling disrespected at work.” (Bayraktar, 2022, Phipps, 2022, cited in Fraley et al. 2022). Due to these reasons, as well as the negative economic and mental effect of lockdowns, restrictions and working from home, many employees actually decided not to return to work. According to the US Bureau of Labor Statistics 2021, there was a noticeable increase in voluntary job changes as of January 2020 (after an initial growth phase).

Employees saw the eased lockdowns as an opportunity to change their employers (Kuzior et al. 2022). This also produced a trend that had not been experienced before- in some sectors there were more jobs available than there were workers. This meant that workers with a job in high demand could be more selective with their employment choices and had more leeway to demand higher salaries (Fraley et al. 2022). Although this was first be observed in the US, the same trend was quickly observed in other Western European countries as well. (Kuzior et al.2022).

Therefore, it can be said that in some ways the Great Resignation is misunderstood. Rather than employees simply choosing to resign and stop

working, many were actually taking the chance to find better opportunities. These include opportunities for aligned career aspirations, growth, purpose and a positive employee experience (Deloitte, 2022). Therefore, many researchers and journalists have opted to call it “The Great Reshuffle” or the “The Great Rethink” instead (Kuzior et al. 2022, Edmond, 2022, Deloitte, 2022).

Several studies conducted on millennials and generation z in the United States (Gallup, 2016) Poland and Germany (Kuzior et al. 2022) shows that millennials and generation z find self-fulfilling values the most motivating and engagement was highest when these were met. Financial motives did not play a significant role (Kuzior et al. 2022). Therefore, it is important that employees feel engaged with their work and that they have a sense of purpose as the more engaged employees are the higher the retention rate within the company will be (Kuzior et al. 2022).

This, combined with millennials and generation z’s desire to succeed in the workplace while also enjoying their own free time makes the role of management more challenging. Therefore, not only do managers need to understand the desires of their employees but effective communication strategies and transparency of the company are also needed. This is especially true during the recruitment and hiring stage to ensure that all potential employees are aware of company policy and opportunities for promotion. With all these values in mind it should now be evident that millennials and generation z are intrinsically motivated and place greater importance on these values than extrinsic values. Therefore, the following hypothesis is suggested:

H0: *Millennials and generation z do not consider intrinsic values more important than extrinsic values*

H3: *Millennials and generation z consider intrinsic values more important than extrinsic values*

2.5 Cultural Dimensions Model: Austria, South Africa and United States

Section 2.2 dealt with generation theory and how a common social location helps with creating an identity and the social norms for a group of people. This section, however, aims to investigate how individuals living in different countries may share common work values and ways of thinking despite having different social norms, culture and standards of living. As already mentioned, this paper will conduct an analysis of millennials and generation z working in Austria (a well-developed country) and South Africa (a less-developed country). In addition to a generational analysis, the intention is to analyze whether there are similarities between the work values of Austrians and South Africans, information which could be useful in international work settings.

A primary reason why a common social location helps to shape us is culture. These are the 'customary beliefs, social forms, and material traits of a racial, religious, or social group' (Merriam Webster Dictionary, 2022) and can also be described as the 'personality' of a region (Snelgar, 2017). A cultural dimensions model was developed in 1980 by Psychologist Dr. Geert Hofstede to provide a framework that helps explain the effect of shared culture on the values of its members and how these values relate to their behavior (Nickerson, 2022). The model contains 6 dimensions which are as follows: power distance, individualism- collectivism, masculinity-femininity, uncertainty avoidance, long term orientation and indulgence (De Bruin, 2017).

Although the cultural dimensions model is useful for making a general sense of the differences across cultures, it should be noted that, as with generation theory, there are certain limitations to this model. This is noted in the work of

professor Brendan McSweeney (2016), a notable critic of Hofstede. McSweeney (2016) criticized the Hofstede model for generalizing about the entire national population of a country based on research conducted in one company: IBM. Therefore, it should be noted that the data in the Hofstede model is focused on general cultural differences and comparative characteristics observed within a company and is not absolute (McSweeney, 2016). By assuming that this data is absolute and a national representation of all individuals of a country would contradict previous claims in this research paper such as the acknowledgement of “generational units” discussed in section 2.2. Therefore, the data in this model should be assessed critically and should only be regarded as a general means of comparison.

That being said, the rankings of these 6 dimensions were included for Austria and South Africa as part of the analysis for this research paper. The rankings for the United States were also included to allow for comparison as much of the literature reviewed in this paper pertains to Northern America. For the purpose of this paper, only 4 of the 6 dimensions will be discussed as these are most relevant to the research purposes of the paper. These are: Power distance, individualism, uncertainty avoidance and long-term orientation. The researcher felt that including the masculinity-femininity and indulgence dimensions were not relevant to the purpose of this paper. The data in this figure was generated from the Hofstede Insights company, a cultural advisory and human capital analytics company.

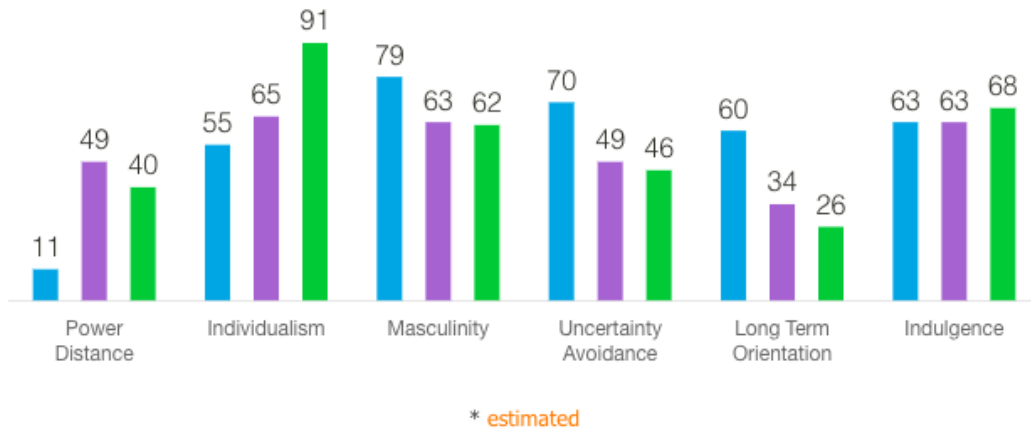


Figure 1: Hofstede's Cultural Dimensions for Austria, South Africa and the United States. Hofstede Insights.

Power distance is the extent of which less powerful individuals of the same culture within an organization accept and expect the unequal distribution of power (Snelgar, 2017). It reflects the attitudes of the culture to the inequalities that is experienced. Countries with a low Power Distance aim for more equality and justification (De Bruin, 2017) whereas countries with a higher ranking accept these hierarchies (Nickerson, 2022).

In this figure it can be seen that Austria has the lowest ranking at 11, showing an extremely accepting attitude towards the distribution of power and wealth (perhaps due to lower levels of inequality and the social system). The United States has a higher ranking of 40 and South Africa has the highest ranking of 49, showing a less accepting attitude towards the distribution of power as inequalities in these countries are higher. This could lead to a greater desire for power and job advancement within South Africa and the United States as compared with Austria.

Individualism is a dimension that reflects the importance of self-interests versus group interests where a higher ranking shows preference for individual achievements and the needs of oneself while a lower ranking shows a more collectivist preference and importance for the well-being of the group (Nickerson, 2022). In this figure Austria has the lowest ranking of 55 reflecting a collectivist attitude, perhaps due to the social systems of the country. South Africa has a higher ranking of 65 while the United States has the highest ranking of 91 reflecting an extreme individualistic attitude. This shows the potential willingness of workers from these respective countries to work together in teams and while Austrian workers may value team work, US workers may not.

Uncertainty avoidance is the degree to which members of a shared culture are willing to partake in unstructured situations (Snelgar, 2017). A higher ranking shows a lower tolerance for uncertainty and risk-taking and individuals may feel safer with set rules in place while a lower ranking shows individuals may be more accepting of unstructured situations and open to change (Nickerson, 2022). Here, Austrians have the highest ranking of 70 showing that they are less open to change and more risk adverse. However, South Africa and the United States have a similar ranking of 49 and 46 respectively, an indication that workers from these countries may be more comfortable with change and risk-taking activities.

The last dimension to be discussed is indulgence. This is the extent of a country's willingness to fulfill their impulses and desires and reflects an outlook on their views to enjoying life (Hofstede Insights). An example of this could be work-life balance and how employees are willing to place greater importance in their freedom, even at the expense of financial gain. Here all 3 countries rank

relatively similar as Austria and South Africa have a ranking of 63 and the United States has a ranking of 68. This shows that, although the United States is generally more indulgent than Austria and South Africa, all 3 countries place great importance on personal satisfaction and leisure time.

2.6 Work Values in Africa and Europe

Previous literature has tried to investigate contemporary work values in Africa and Europe as a whole (Halman & Müller, 2006). The initial understanding was that significant differences would occur between the continents due to the different levels of development. As African countries are mostly agrarian societies, sustenance is a predominant reason to work and viewed as a means for survival while in more industrialized European countries economic growth, accumulating money and possessions is the main focus (Halman & Müller, 2006). Therefore, researchers hypothesized that workers in African countries would be more extrinsically motivated while workers in European countries would lean more towards intrinsic motivation (Halman & Müller, 2006). In other words, the higher the life satisfaction of an individual the more likely they are to switch from extrinsic motivation to intrinsic motivation as higher income groups report the highest levels of intrinsic motivation (Snelgar, 2017).

In this sense, Austrian workers were believed to enjoy their work more and experienced less stress than African workers as it involved innovative thinking and creativity, allowing workers to reach a higher sense of self and self-development, all factors synonymous with intrinsic work values. Conversely, African workers were believed to have more stress at work as it was seen as a means of survival and earning money rather than self-actualization, factors which are synonymous with extrinsic work values (Halman & Müller, 2006). However, research by Halman & Müller (2006) found that this was not the

case. Good pay and job security were highly valued in all countries, even those with modern welfare states. Although Africa scored the highest for importance of workplace values, the differences were not as significant as originally anticipated. This study concluded that there were no obvious patterns regarding workplace values between the African and European countries. The results of the study can be seen in the figure below.

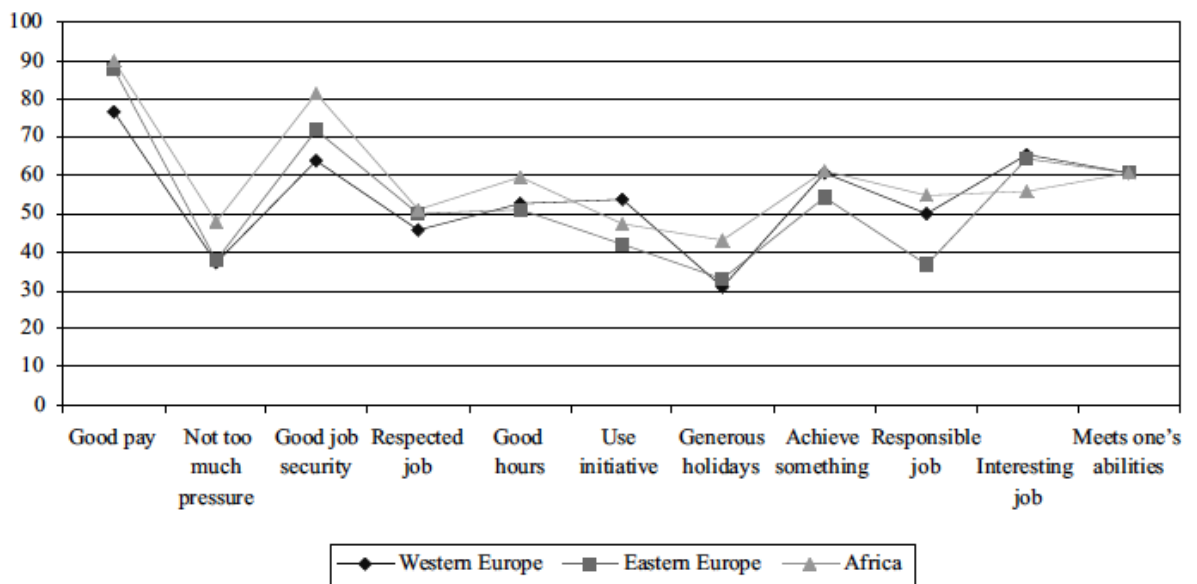


Figure 3: Contemporary Work Values in Africa and Europe (Halman & Müller, 2006)

Research conducted by Snelgar, 2017, further refutes the original theory that workers in African countries are more extrinsically motivated than workers in European countries. In a study comparing extrinsic and intrinsic motivation amongst South African and German workers, results found that South African workers showed higher levels of intrinsic motivation than their German counterparts and that reported levels of intrinsic motivation were higher than extrinsic motivation (Snelgar, 2017). Contrary to popular belief, the lowest income groups had the highest mean score for intrinsic motivation as well as extrinsic motivation (Snelgar, 2017). This shows that increase in income is not

necessarily correlated with increased intrinsic motivation. Therefore, the fourth and final hypothesis is proposed:

H0: *There are no significant differences in the attitudes and values of Austrian and South African workers*

H4: *There is a significant difference in the attitudes and values of Austrian and South African workers*

Furthermore, Africa is a large and complex continent and many differences exist between the countries and especially South Africa. South Africa has one of the most modern, productive and diverse agricultural economies in comparison with the rest of Africa and its agricultural sector is one the world's most diverse (International Trade Administration, 2021). Furthermore, South Africa's economy contains a mix of economic sectors, 10% of which is primary such as agriculture, fishing and mining. 21% is secondary such as manufacturing, construction and utilities and 69% is tertiary such as trade, transport and services (International Trade Administration, 2021). Although the development and economic prosperity of South Africa is behind that of Austria, it can be seen that a pro-business environment in the country and that it does not solely rely on the agricultural sector, allowing for the analysis in this paper.

3 Methodology

This section will discuss how the data were collected and analyzed for the purpose of this paper and consists of five sections. The first section is research design in which three different research design approaches will be discussed, including the research design chosen for this paper. The second section is the survey development in which the questionnaire used to collect the relevant data will be discussed. The third section is the data collection and analysis, where the data collection process will be explained and the data analyzed to test the various research hypothesis. Lastly, the research ethics will be discussed.

3.1 Research Design

There are three types of research design approaches when collecting primary data: quantitative, qualitative and mixed methods (Creswell, 2014). The quantitative approach is based on numerical data often collected using close-ended questions in surveys and is used to test objective theories. This is done through data collection followed by identifying a theory, examining the relationship between variables and using deductive reasoning to see whether the theory was supported (Creswell, 2014). As this research paper aims to examine the causal relationship between dependent and independent variables while also testing generation and motivation theory, the quantitative research approach was used (Creswell, 2014).

A survey was selected as the means to collect data as it fits the description for quantitative research and provides the researcher with the opportunity to gather the opinions of respondents and, by quantifying the data, making it easier to identify any trends (Creswell, 2014). The researcher then intends to generalize these trends and apply them to the general population (Creswell,

2014). Although the study for this research paper was cross-sectional, it is recommended to use longitudinal or time-lag studies if possible. This is due to the fact that cross-sectional studies allow the researcher to compare different variables at the same point in time while longitudinal studies allow the researcher to compare variables over an extended period of time (Indeed Editorial, 2022).

This approach therefore eliminates the chance of recorded observations occurring due to differences in life stages or age and allows for more accurate generational analysis. However, this process requires more time and resources which may make it more challenging to carry out. On the other end of the spectrum there is the qualitative research approach which is used when exploring new phenomena (Creswell, 2014). Data is usually based on in-depth and emerging open-ended questions usually asked in the form of interviews, observations or case studies (Creswell, 2014). This research makes use of inductive reasoning, meaning that data collected on the individual level is assessed and then applied on a broader more general level (Creswell, 2014).

This approach is usually exploratory and can be used to create new research hypotheses to be tested in future studies. The mixed methods research approach is a combination of both quantitative and qualitative data. This approach is used when it is believed to be more beneficial and provides more insight and understanding of a research problem. There are two ways in which mixed methods research can be conducted. The first is explanatory research in which it begins with a quantitative research approach followed by further analysis using a qualitative approach (Creswell, 2014). The second is exploratory research and begins with qualitative research and leads to quantitative research, or both methods can be used at the same time (Creswell, 2014).

3.2 Survey Development

The purpose of this paper is to identify differences in workplace values between millennials and generation z as well as between Austrian and South African workers in order to identify which of these workers are most motivated by. This is done by first finding out if there is a significant difference in the importance of workplace values between millennials and generation z. In addition to this, the researcher aims to find out whether millennials and generation z find intrinsic values more important than extrinsic values.

Following this, the researcher will determine if intrinsic values are more positively correlated to motivation than extrinsic values. And lastly the researcher will determine whether there are any differences in importance of workplace values between Austrian and South African workers. As such, the variables of workplace values were divided into the following groups to create constructs that can be used to measure motivation: Intrinsic values, extrinsic values, work-life balance and altruism. Constructs were also created for motivation levels, namely intrinsic motivation and extrinsic motivation.

The survey consisted of 23 questions in total and was divided into 5 sections. Sections 1-4 were used to measure the importance of workplace values using the following constructs: intrinsic values, extrinsic values, altruistic values and work-life balance. This was done using a five-point Likert scale which measured how much respondents agreed with statements related to the importance of the values from one (strongly disagree) to five (strongly agree). In a similar manner, the Likert scale was also used in section 5 to measure the constructs that are the motivation levels of respondents by asking how much respondents agreed with statements of what motivated them (although this section only included intrinsic and extrinsic motivation). These questions were obtained

and adapted from the existing literature researching similar topics and these sources can be seen in the table below.

Construct	Survey Question	Source
Intrinsic Work Value	<p>I think it's important to have a job that teaches you new skills</p> <p>I think it's important to have a job that challenges me</p> <p>I think it's important to have a job that allows me to grow as a person</p> <p>I think it's important to have performance reviews at my job</p> <p>I think it's important to see the results of what I do at my job</p>	(Snelgar, 2017, Twenge et al. 2010)
Extrinsic Work Value	<p>I think it's important to have a job at a well-known company</p> <p>I think it's important to have a job that offers company career benefits</p> <p>I think it's important to have a high paying job</p> <p>I think it's important to have a job with good chances for advancement and promotions</p>	(Snelgar, 2017, Twenge et al. 2010)
Altruism	<p>I think it's important to have a job that allows me to help others</p> <p>I think it's important to have a job that contributes positively to society</p> <p>I think it's important to have a job that cares about sustainability and the environment</p>	(Snelgar, 2017, Twenge et al. 2010)
Work-life Balance	<p>I think it's important to have a job that gives me a lot of free time</p> <p>I think it's important to have a job with flexible working hours</p> <p>I think it's important to have a job with little supervision by others</p>	(Snelgar, 2017, Twenge et al. 2010)
Intrinsic Motivation	<p>I feel motivated by praise and recognition for my efforts</p> <p>I feel motivated when I am trusted with big responsibilities</p> <p>I feel motivated when given tasks I enjoy</p>	(Snelgar, 2017, Twenge et al. 2010)

Extrinsic Motivation	I feel motivated by (monetary) compensation I feel motivated by the idea of being promoted	(Snelgar, 2017, Twenge et al. 2010)
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Table 1: Construct Items Table

The last 3 questions of the survey were single-choice questions. Question 20 asked respondents to select only one choice for what motivated them the most in the workplace (intrinsic, extrinsic, altruistic values or work-life balance) in order to generate an overall, conclusive answer. However, the option was also included for respondents to provide their own answer if it was not one of the options provided. Question 21 and 22 were related to demographics in which respondents were asked which country they lived in (Austria or South Africa) and which age group they belonged to (16-25 years old or 26-41 years old). Respondents that did not belong to these groups were not considered.

It should also be noted that the questions in the survey were structured in a way that allowed the researcher to find out the opinions of the respondents regarding motivation rather than how motivated they were currently actually feeling. By asking questions in a hypothetical sense, the researcher can identify the opinions and feelings of respondents rather than their current motivation levels. As many of the respondents worked at different companies, they would have different reasons for their motivation choices based on their respective workplace and organizational structures. Asking questions in this sense therefore removes this discrepancy and provides for more accurate data responses.

3.3 Data Collection

The data for this research was gathered in the form of an online survey and was created using Google forms. Once the survey was created the researcher shared the survey link on various social media platforms between 27 November 2022 and 3 January 2023. This allowed for a data-collection period of more than one month in which the researcher was able to garner 102 responses. The link was also shared on a website for survey exchanges as well as amongst employees from two separate companies. As the link was shared to various social media platforms of the researcher, respondents that used this link was most likely associated with the researcher and therefore lived in Austria or South Africa. Furthermore, respondents using social media were most likely millennials or generation z as younger generations are more active on social media. As already noted in section 3.2, the survey included questions related to these demographics and respondents who did not meet these requirements were not considered.

It should also be noted that survey questions were based on the opinions of respondents and asked in a hypothetical sense. This was done to measure their thoughts and opinions rather than their current feelings at work as each working environment is different and differs between companies which would yield unreliable results. This collection method was chosen as it helped the researcher to reach respondents matching the required demographics for this research paper (millennials and generation z living in Austria or South Africa) and proved the quickest and easiest way for the researcher to collect data. As a result, non-probability and convenience sampling was used as the data is non-random.

The aim of this survey was to collect data and measure the importance of workplace values to employees according to generational differences and

regional differences (if any occur) and to use this knowledge to create future predications. This was done by converting the data collected on Google forms into an Excel file and exporting this file into Jamovi, a statistical software program used to run statistical tests and hypothesis testing. The data was then “transformed” and the Likert-scale responses were given numerical values. Next, the respective workplace values (intrinsic values, extrinsic values, altruism and work-life balance) were grouped together accordingly in order to create constructs using the mean value. The same was done for the variables related to motivation in order to create constructs for “Intrinsic motivation” and “Extrinsic motivation”.

The tests that were run using Jamovi include Cronbach’s alpha test of reliability as described in section 4.2 and the Shapiro-Wilk test for normality outlined in section 4.3. Lastly, Jamovi was used to run the Mann-Whitney U test, the Spearman correlation and a paired sampled t-Test. These tests are conducted as hypothesis testing in order to measure the significance of the data and can be found in section 4.4 of this paper.

3.4 Research Ethics

The survey begins with a brief description stating the purpose of the study, its aims, the duration of the study and that participants are under no obligation to complete the survey and can quit at any time. To ensure privacy is protected, the survey and the identities of the respondents are anonymous. Therefore, the researcher does not have any means of tracing answers back to respondents or contacting the respondents through the survey.

The researcher also ensured that all questions were asked in an objective and neutral manner so as to not create any harm or offence to the respondents. As

questions were based on a Likert scale, respondents were given the option to answer “neutral” for questions to ensure they did not feel pressured to answer something that may not be true or for which they did not want to share their opinion. Lastly, the data gathered through this survey are primary and are only intended to be used for the purpose of this research paper.

4 Results

4.1 Sample Description

As this research paper aims to identify whether any generational or regional differences occur regarding the importance of workplace values, the demographics of respondents were required. Namely, which age range and generation they belonged to and whether they lived in Austria or South Africa. These two demographics are shown in the table below.

Age range	n	%
16-25 years old (Gen z)	53	52%
26-41 years old (millennial)	49	48%

Location	n	%
Austria	45	44%
South Africa	57	56%

Table 2: Demographics of Respondents

In this research paper the total number of respondents was 102. Of these respondents, 52% or 53 respondents made up generation z while 48% or 49 respondents made up the millennial generation. As the difference in the n amount according to these grouping variables are not so large, the dataset can be considered fairly equal between millennials and generation z and thus allow for a more accurate generational analysis. However, it should be noted that

these figures include both regional groups (Austrian and South African respondents).

In the next table, 44% or 45 respondents lived in Austria while 56% or 57 respondents lived in South Africa. Once again, this difference is not very significant and the distribution of the dataset between these grouping variables can be considered fairly equal and allow for a more accurate analysis for regional differences. However, it should be noted that these figures include both generations (millennials and generation z).

4.2 Reliability Analysis

Before conducting the hypothesis tests, a test of reliability was conducted to see if each of the constructs created (from grouping composite variables of workplace values together) is reliable and provides an accurate measurement. The Cronbach Alpha can be used for this type of measurement where the acceptance level is generally 0.6. Levels between 0.6 and 0.8 are acceptable and levels above 0.8 is good. The reliability results for each of these constructs are therefore acceptable as they are all above 0.6. which can be seen in the table below.

Composite	Cronbach Alpha
Mean Intrinsic Value	0.837
Mean Extrinsic Value	0.738
Mean Altruism	0.861
Mean Work-Life Balance	0.672
Mean Intrinsic Motivation	0.608
Mean Extrinsic Motivation	0.738

Table 3: Cronbach's Alpha Reliability Tests

4.3 Descriptive Statistics

Each of the Likert-scale questions in the survey related to workplace values (intrinsic values, extrinsic values, altruistic values and work-life balance) were grouped according to these categories in order to create constructs. These are broad concepts which may not be directly observable or measured. The mean, standard deviation and Shapiro-Wilk test for normalcy were conducted for each of these constructs. This was done to measure the central tendency of the data as well as how dispersed it is and whether the data was normally distributed. The dataset was also split by age group (millennials and generation z) and, following this, by location (Austria and South Africa) as seen in table 4 and table 5 respectively.

Construct	Mean	Std. Deviation	Shapiro Wilk
Intrinsic Values	4.29	0.657	<0.001
Extrinsic Values	3.46	0.656	0.124
Altruistic Values	3.93	0.842	0.003
Work-life Balance	3.76	0.767	0.027
Intrinsic Motivation	4.18	0.635	<0.001
Extrinsic Motivation	3.93	0.852	0.001

Table 4: Mean, std. deviation & Shapiro-Wilk test for millennials

Construct	Mean	Std. Deviation	Shapiro Wilk
Intrinsic Values	4.19	0.580	0.001
Extrinsic Values	3.71	0.612	0.341
Altruistic Values	3.62	0.894	0.007
Work-life Balance	3.53	0.749	<0.001
Intrinsic Motivation	4.04	0.697	0.002
Extrinsic Motivation	4.13	0.804	<0.001

Table 5: Mean, std. deviation & Shapiro-Wilk test for generation z

In these two tables it can be seen that the construct Intrinsic Values has the highest mean score amongst both millennials and generation z, however it scored higher for millennials. While the lowest mean score for millennials was for Extrinsic Values, the lowest mean score for generation z was Work-life Balance. Furthermore, Intrinsic Motivation was scored higher for millennials than Extrinsic Motivation while for generation z the opposite occurred and Extrinsic Motivation scored higher. In summary, both age groups had high scores as the lowest overall mean score was 3.46 out of 5. The highest mean score for millennials was for Intrinsic Values and Intrinsic Motivation while the highest mean scores for generation z was for Intrinsic Values, Intrinsic Motivation and Extrinsic Motivation.

The standard deviation is a measure for how dispersed the data is around the mean. While a standard deviation that is close to 0 indicates that the data is close to the mean, having a high or low standard deviation indicates that the data is more spread out either above or below the mean. In this case, the standard deviation for the constructs ranges from 0.580 to 0.894. This range contains the lowest and highest standard deviations and both belong to generation z indicating that data is more dispersed for this age group. The biggest standard deviations occur for the constructs for Mean Altruistic Values and Mean Extrinsic Motivation for both millennials and generation z. This indicates that respondents from both age groups may be divided in their opinions regarding altruism in the workplace and extrinsic motivation. Although this is below 1, the standard deviation for these constructs is relatively high. However, all standard deviations are above 0 indicating that the dispersed data lies above the mean.

The last column in the table contains the results of the Shapiro-Wilk test for normality. This test examines how close the sample data fits to a normal distribution. This test contains a p-value to test for significance. If the p-value is <0.05 then the null hypothesis H_0 : “Data is normally distributed” can be rejected and H_1 : “Data is not normally distributed” can be accepted. In this case, the p-value of the Shapiro-Wilk test for all constructs of both age groups are <0.05 except for “Mean Extrinsic Values”. This construct has a p-value of 0.124 for millennials while generation z has a p-value of 0.341. As these p-values are > 0.05 , the null hypothesis for these two constructs is accepted and the data is normally distributed. For all other constructs with a p-value <0.05 , the null hypothesis is rejected and the data set is not normally distributed.

Construct	Mean	Std. Deviation	Shapiro Wilk
Intrinsic Values	4.23	0.636	<0.001
Extrinsic Values	3.51	0.687	0.069
Altruistic Values	3.61	0.940	<0.001
Work-life Balance	3.63	0.779	0.035
Intrinsic Motivation	4.19	0.669	<0.001
Extrinsic Motivation	4.12	0.799	<0.001

Table 6: Mean, std. deviation & Shapiro-Wilk test for Austrian workers

Construct	Mean	Std. Deviation	Shapiro Wilk
Intrinsic Values	4.24	0.608	<0.001
Extrinsic Values	3.65	0.603	0.019
Altruistic Values	3.89	0.814	<0.001
Work-life Balance	3.65	0.756	<0.001
Intrinsic Motivation	4.04	0.667	<0.001
Extrinsic Motivation	3.96	0.823	<0.001

Table 7: Mean, std. deviation & Shapiro-Wilk test for South African workers

In these two tables comparing Austrian and South African workers, there are some similarities regarding the mean scores. For both Austrian and South African workers, “Intrinsic Values” had the highest mean score. Conversely, for Austrian workers “Extrinsic Values” had the lowest mean score while for South African workers both “Extrinsic Values” and “Work-life Balance” had the same score which was the lowest mean scores. However, both locations had high mean scores as the lowest overall score was 3.51 out of 5. Another interesting result that can be noted from the mean scores is that South African workers had higher mean scores than Austrian workers for all constructs related to workplace values (intrinsic values, extrinsic values, altruistic values and work-life balance). Despite this, South African workers had lower mean scores in terms of motivation than Austrian workers. This is surprising as workers who regard workplace values as important are generally expected to be more motivated. This could reflect lower motivation levels in South African employees despite them having higher workplace values.

As standard deviation is a measure of dispersion around the mean, the biggest standard deviation for Austrians is for “Altruistic Values”, perhaps for the same reasons as millennials and generation z which is generally more divided opinions. The highest standard deviation for South Africans is for “Extrinsic Motivation”, indicating that South African workers are more divided on how motivating they find extrinsic values. All standard deviations are positive indicating that the data lies above the mean and ranges overall from 0.603 to 0.940. These deviations are quite high and indicates that data is generally spread above the mean. For the Shapiro-Wilk test, all p-values are below 0.05 indicating that data is not normally distributed except for the construct “Extrinsic Values” for Austrian workers. For this construct the p-value is 0.069 which is above 0.05 and therefore this is the only construct that is normally distributed.

4.4 Hypothesis Testing

This section deals with the data and relevant statistical tests in order to conduct hypothesis testing. For the first hypothesis test the Mann-Whitney U test was conducted. For data sets containing 2 independent groups (such as age) the t-Test or Mann-Whitney U test can be used. However, this data set did not meet the requirements for the t-Test. First off, the data was based on a ranking system of importance and collected using Likert scale questions and is therefore ordinal. Second, majority of the data was not normally distributed, and therefore non-parametric as shown in section 4.2 of the paper using the Shapiro Wilk test for normality. Although the t-Test is usually recommended when testing 2 independent groups, given these reasons the requirements of the t-Test were violated and therefore the Mann-Whitney U test was used.

The first hypothesis aims to test whether any differences in the importance of workplace values between millennials and generation z occur. This is done by using the mean construct for each of the workplace values (intrinsic, extrinsic, altruism and work-life balance) which makes up the dependent variables and is grouped by age range (millennial or generation z). In this case, the hypothesis tested is as follows:

H0: *There are no significant differences in the attitudes and values of millennials and generation z*

H1: *There is a significant difference in the attitudes and values of millennials and generation z*

The Mann-Whitney U Test includes a p-value which is used to test for statistical significance. This means that the p-value is used to determine whether the

probability of the data observed occurred due to chance or whether it could happen again with other data sets. These probabilities range from 0 (no chance) to 1 (absolute certainty). Therefore, a p-value of 0.5 indicates a 50% chance while 0.05 indicates a 5% chance. In this case, as the data set contains 102 responses, a p-value < 0.05 will be considered statistically significant.

Construct	Mann-Whitney U test p-value
Mean intrinsic value	0.349
Mean Extrinsic Value	0.109
Mean Altruism	0.070
Mean Work-life Balance	0.048

Table 8: Mann-Whitney U Test Comparing Age Range

The Mann-Whitney U test resulted in p-values that were mostly >0.05. The only constructs which yielded a p-value <0.05 is for “Mean Work-life Balance” with a p-value of 0.048. This is the only statistically significant constructs in which the null hypothesis is rejected and H1 can be accepted. Therefore, it can be said that there is a significant difference regarding the attitude and importance of work-life balance between millennials and generation z. As millennials had a mean score of 3.76 for work-life balance and generation z had a mean score of 3.53, it could be that work-life balance is generally more important to millennials than it is generation z.

However, this could be related to the age factor rather than a generational factor as millennials may be more established in the workforce and may begin starting families. On the other hand, as generation z employees begin to break through the workforce work-life balance may not be as important. For all other constructs with a p-value >0.05 the null hypothesis is retained and there is no significant difference in the attitudes and values of millennials and generation

z. This indicates that millennials and generation z generally share similar views regarding intrinsic values, extrinsic values and altruism.

For hypothesis 2:

The second hypothesis deals with the correlation between intrinsic values and intrinsic motivation and extrinsic values and extrinsic motivation, and whether intrinsic values will result in higher levels of intrinsic motivation than extrinsic motivation. This hypothesis was created with the aims of predicting which input variable would be most effective on motivation levels. Given what is now known through the literature review, it is believed that intrinsic values would yield higher results of motivation than extrinsic values, rendering it a more effective form of motivation in the workplace. For this type of test, the Spearman correlation was used. This is because the Spearman correlation coefficient is based on the ranked values for the variables (such as ordinal data) rather than the raw data.

Once again, the Spearman correlation test was used as the assumptions for Pearson's correlation were violated and therefore not met. The violated assumptions include variables that are not normally distributed, variables that are ordinal and variables with outliers (skewed data). Furthermore, the Spearman correlation evaluates the monotonic relationship between variables. This means, the relevant variables tend to move in the same relative direction although not at a constant rate. In other words, as the value of one variable increases/ decreases, so does the value of the other variable. Two indicators that are used in Spearman correlation is the p-value for significance and Spearman's rho or Spearman correlation. This is used to evaluate how an increase in intrinsic values will also produce an increase in intrinsic motivation and likewise how an increase in extrinsic values will produce an increase in extrinsic motivation.

H0: *Intrinsic values are not more positively correlated to motivation levels than extrinsic values*

H2: *Intrinsic values are more positively correlated to motivation levels than extrinsic values*

Spearman's rho or Spearman correlation coefficient measures the strength of association between two variables. While a higher rho coefficient indicates a stronger magnitude of relationship, a lower rho coefficient indicates a weaker relationship. Furthermore, positive relationships indicate that the variables travel in the same direction (as one value increases, do does the other value). For intrinsic values and motivation, the Spearman rho was 0.424 which, although is positive, is a moderately low correlation. For extrinsic values and motivation, the Spearman rho produced a result of 0.388 which is again a positive but low correlation. However, the correlation coefficient for extrinsic values were lower than that of intrinsic values. Furthermore, the p-value of both variables produced a result of <0.001 . As this is less than 0.05 the data is significant and therefore the null hypothesis is rejected and H2 is retained. Therefore, it can be said that intrinsic values are more positively correlated to motivation levels than extrinsic values.

This is further supported by descriptive statistics when looking at the mean score for the importance of intrinsic and extrinsic values as well as motivation. The combined mean score of millennials and generation z for intrinsic values is 4.24 with a standard deviation of 0.617 while the mean score for extrinsic values is 3.59 with a standard deviation of 0.642. This shows that intrinsic values are generally regarded as more important than extrinsic values and as such should result in higher levels of motivation. The combined mean score for intrinsic motivation is 4.11 with a standard deviation of 0.669 while the mean

score for extrinsic motivation is 4.03 with a standard deviation of 0.812. As this standard deviation is higher it shows a larger dispersion of data or differing views between participants. Although the null hypothesis is rejected, it should be noted that extrinsic values are still a motivating factor in the workplace. Table 9 below was adapted from Snelgar (2017) and shows the intervals for means based on a 5-point Likert scale to interpret how strong the motivation levels are. An intrinsic motivation mean score of 4.24 and an extrinsic motivation mean score of 4.11 both fall in the same category of “moderate motivation”.

Range	Classification
1.0–1.8	No motivation
1.9–2.6	Low motivation
2.7–3.4	Neutral
3.5–4.2	Moderate motivation
4.3–5.00	High motivation

Table 9: Intervals for Motivation. Adapted from Snelgar, 2017

For hypothesis 3:

The third hypothesis aims to test, in addition to their being no significant difference in attitude and value between millennials and generation z, whether these generations value intrinsic values as more important than extrinsic values. As the data is not normally distributed, the assumption for the paired samples t-Test was violated and therefore could not be used. In addition, the data set is ordinal scale. Therefore, the Wilcoxon Signed-rank test was conducted. This was possible as there are no significant differences between millennials and generation z in terms of attitude and workplace values (as seen in hypothesis 1), therefore these generations were considered as one sample.

As “Mean Intrinsic Values” and “Mean Extrinsic Values” were being tested, these constructs made up the paired variables for the test.

H0: *Millennials and generation z do not consider intrinsic values more important than extrinsic values*

H3: *Millennials and generation z consider intrinsic values more important than extrinsic values*

The test had a p-value <0.001 which is significant and therefore the null hypothesis could be rejected indicating that the difference between the paired variables (intrinsic and extrinsic values) is not 0. Millennials and generation z therefore regard intrinsic values more important than extrinsic values. The effect size of a statistical test indicates how meaningful the relationship between two variables in a population or sample-based group are. Here, the effect size was 0.861 which is considered a large effect size.

For hypothesis 4:

The fourth and final hypothesis aims to test whether any differences in the importance of workplace values between Austrian and South African workers occur. Although this is similar to the first hypothesis, the difference is rather than focusing on generational differences the researcher aims to focus on regional differences and respondents are grouped according to location rather than age. The choice was made to include location as a variable to expand on the research questions identified from generation theory. That is, although generational differences may exist, it should also be noted that this is not the sole identifier for attitudes and values of an individual and regional differences may also help shape these attributes. As seen in the first hypothesis test, the mean constructs for each of the workplace values are used and make up the dependent variable. However, the independent variable for this test is location

rather than age and respondents are grouped according to where they live (Austria or South Africa).

As this hypothesis is testing for regional differences, the groups are considered to be independent. This means that, although it is possible for respondents to live in both countries, respondents should only belong to one of the groups in order to identify regional differences. The data therefore contains 2 independent groups, is ordinal and non-parametric (as previously discussed). This led the researcher to use the Mann-Whitney U test for statistical analysis where the hypothesis can be seen below.

H0: *There are no significant differences in the attitudes and values of Austrian and South African workers*

H4: *There is a significant difference in the attitudes and values of Austrian and South African workers*

In this test, the p-value for all constructs was >0.05 and is therefore not significant. The null hypothesis is therefore accepted and H4 is rejected, indicating that there are no significant differences in the attitudes and values of Austrian and South African workers. This can be seen in table 10 below.

Construct	Mann-Whitney U test p-value
Mean Intrinsic Value	0.924
Mean Extrinsic Value	0.439
Mean Altruism	0.373
Mean Work-Life Balance	0.726

Table 10: Mann-Whitney U Test Comparing Location

5 Conclusion and Discussion of Results

This section discusses the results from the survey and gives an overview of these findings which is then compared to the claims mentioned in the literature review. The researcher will then use this knowledge to discuss potential implications for managers within an organization and how they may use the findings in this research paper to appeal to and motivate their millennial and generation z employees. In addition to this, this section will also acknowledge the possible limitations of the research paper and discuss ways in which these may be improved for future research.

5.1 Managerial Implications

The first null hypothesis to be accepted assumed that there are no significant differences in the attitude and values of millennials and generation z. This indicates that, despite claims in the literature review that each generation has its own distinct work values and motivators (Burke et al., 2015, cited in Heyns & Kerr, 2018), managers may apply the same workplace strategies and motivation tactics towards millennials and generation z. There is only one instance where a significant difference in the importance of workplace values between millennials and generation z was found. This was the importance of work-life balance.

As the mean value of this construct was 3.76 for millennials and 3.53 for generation z, it can be argued that work-life balance may be more important to millennials than generation z. These scores are somewhat in line with the statements of the literature review that millennials and generation z place

greater importance on adequate leisure time and less on work centrality (Twenge & Campbell, 2012). Mean score values of 3.76 and 3.53 are slightly above neutral and lean more towards importance. Therefore, managers may consider offering employees opportunities for better work-life balance. This can be achieved by focusing more on the well-being of their employees and what the organizations may offer them in order to help them reach their physical, social and financial goals and purpose (Gallup, 2016). In other words, organizations should view their employees as people first.

Hypothesis 2 explored the correlation between intrinsic values and motivation in comparison to extrinsic values and motivation. As hypothesis 2 was accepted, it can be said that intrinsic values are more positively correlated to motivation than extrinsic values. This claim is further supported by the data collected in the survey where “vocation (passion and genuine enjoyment)” was the most highly selected motivation factor amongst millennial respondents. Additionally, “learning new skills and gaining experience” was the most highly selected motivation factor for generation z respondents and second highest for millennial respondents.

As vocation and learning new skills are considered to be intrinsic values, they correspond with the claims in the literature review that the highest rate of motivation is achieved when one is driven to complete tasks purely for the inherent satisfaction of it (Ryan & Deci, 2000, cited in Heyns & Kerr, 2018). These values may be strengthened in the covid and post-covid era as the pandemic has caused many workers to question their satisfaction in the workplace and whether they find their jobs engaging and meaningful (Bayraktar, 2022).

It is for these reasons that managers should know when intrinsic or extrinsic values as motivation factors would be most applicable. Nevertheless, the opportunity to achieve intrinsic values in the workplace should be encouraged as these may help employees find enjoyment and a sense of meaning in their work and would be most motivating. Managers could implement intrinsic reward systems such as praise, recognition and showing an appreciation for employee efforts. Where possible managers could also emphasise the goals of the organization as a whole rather than focusing solely on its finances and profits.

It is evident from the data in the literature review that altruistic values amongst younger generations are increasing in importance (Deloitte 2021, Deloitte 2022). Therefore, organizations could take a similar approach and find ways to align their values with younger generations. This could be achieved by investing more resources into sustainable research and practices as well as placing more emphasis on human resources in order to tackle or improve on any issues related to discrimination in the workplace. Talks and meetings could be conducted to ensure all employees know what is expected of them and what could be expected of the company as well as implementing an open-door policy in which employees feel they are able to approach their managers or supervisors with questions, complaints or suggestions.

This correlates with the third hypothesis that millennials and generation z consider intrinsic values more important than extrinsic values. As discussed in section 4.3 when dealing with descriptive statistics, the mean score for the construct intrinsic values was 4.29 for millennials and 4.19 for generation z, the highest scores of all constructs. However, it should be noted that while for millennials the second highest mean score was for the construct intrinsic motivation, for generation z the second highest construct was for extrinsic

motivation. This indicates that although intrinsic values are considered most important, for generation z this applies to a lesser extent.

Lastly, hypothesis four supports the claim by Halman and Müller (2006) that there are no clear and obvious patterns to explain the varieties and similarities in the work orientations across different countries. This is evident in section 4.3 of the paper dealing with the descriptive statistics of Austrian and South African workers. Once again, the highest mean score was for the construct intrinsic values for both Austrian and South African workers followed by intrinsic motivation. Again, this indicates that managers should place an emphasis on intrinsic values in the workplace and that this notion could be applied in an international context amongst the younger generations.

On the other hand, extrinsic values had the lowest mean score for Austrians while the lowest mean score for South African was extrinsic motivation as well as work-life balance. It is interesting to note that South African respondents received higher mean scores across all workplace-values regarding their importance than Austrian respondents but lower mean scores regarding level of motivation. This indicates that, despite an acknowledgement in the importance of workplace values, South African workers are feeling less motivated than their Austrian counterparts. This may be due to the economic and political difficulties within South Africa.

5.2 Limitations and Future Research

There are certain limitations within this research paper which need to be acknowledged. The first is the relatively small sample size of 102 respondents. Given this sample size, it is possible for a Type II error to occur as the sample size may not be big enough to reject the null hypothesis. Furthermore, the number of respondents belonging to different demographical groups were not

equally dispersed. While 48% of total respondents were millennial and 52% were generation z, and 44% of total respondents were Austrian and 56% were South African is a fairly equal distribution between these two grouping factors (age range and location), when looking at one grouping factor in relation to another these are not so equally dispersed. Of the millennial respondents only, 61% are Austrian and 39% are South African while of the generation z respondents only, 28% are Austrian and 72% are South African. Therefore, it is recommended that in future research these demographics should be more equally dispersed across all grouping factors to ensure more accurate and reliable results.

Secondly, as data was collected using convenience sampling, this creates a limitation as there is a possibility for selection bias which does not provide an accurate foundation to be applied to the general population. Therefore, it is recommended that data should be collected using probability sampling in future research in order to avoid selection bias. Third, as the research conducted in this paper was cross-sectional, data was only analyzed at one point in time (Indeed Editorial Team, 2022). A limitation of this may be that the data observed may be due to age and the different stages of the respondent's life cycle rather than generational differences. In order to account for this limitation and gather more accurate generational data, researchers should examine respondents across a time span of a few years in order to compare their thoughts and opinions in different stages of life (Indeed Editorial Team, 2022).

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7 Appendices

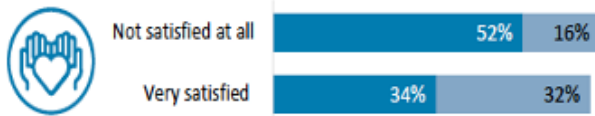
Appendix A:

Gen Zs' satisfaction on the following efforts of their organization and its impact on their loyalty

Societal impact



Progress in creating a diverse and inclusive environment

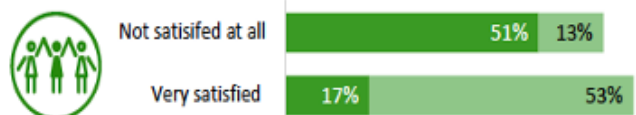


Commitment to sustainability

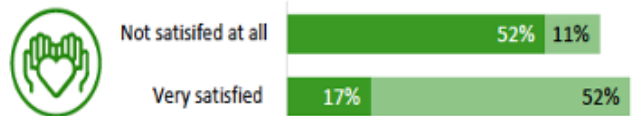


Millennials' satisfaction on the following efforts of their organization and its impact on their loyalty

Societal impact



Progress in creating a diverse and inclusive environment



Commitment to sustainability

