

The Effects of Generational Differences on Workplace Motivation

by

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One of the most challenging responsibilities faced by management is motivating their employees to put effort into doing their best work. Seventy nine percent of managers also believe that this is their most important function. (Longenecker, 2011) This task can be a daunting one, though. This is because there are a multitude of needs that must be met to satisfy and motivate employees. Additionally, not all employees have the same needs, and the variety of employees in the workforce is becoming more diverse than ever thanks to increasing lifespans. The difficulty in pleasing a diverse workforce is immense, unless an employer understands how to satisfy the assorted needs of different kinds of people. Thus, it is imperative for management to learn, understand and create systems within the organization that can appeal to diverse workforce and meet their needs that drive motivation.

The commotion about the so-called “generation gap” seems to be on the rise, and some believe it is constantly widening. With this study, we will gather information on how a diverse work force and motivation are related. Research will be done to discover if motivation differs across generations in the workplace. Knowing whether or not each generation of worker is motivated differently would be helpful knowledge for the leader trying to develop a system to motivate staff, and for deciding whether all the commotion about the generation gap really is necessary.

Literature Review

Currently the United States’ labor force is comprised of four generations of workers: the Traditionalists, the Baby Boomers, Generation Xers, and Millennials. (When Generations Collide..., 2010) The Traditionalists will not be discussed in this paper because this generation is such a rapidly declining part of the labor force, with most retiring or already retired. Each generation was raised under different sets of circumstance which helped shape their beliefs and viewpoints. Each generation is also characterized by different sets of values and traits, which will be discussed in the following sections.

With so many differences among these generations, it is obvious that these could create clashes in a workplace where multiple generations work together. Employee motivation is a key area where these generational differences may be seen. This section will also discuss motivation and how it might be affected by generational differences.

Baby Boomers

A rise in fertility rates in the 1940s caused a rise in the birth rate all the way into the 1960s. The people born in these years (1946-1964) are known as the Baby Boomers. With over four million babies born each year during the baby boom, this generation was the largest to date. As of 2008, this generation made up 40% of the labor force. (Dohm, 2000) In the coming years this number will decline, as baby boomers began retiring at a more rapid pace.

Baby boomers grew up in a period of change, with an emerging economy and parents coming home victorious from World War II. This generation was raised by parents who stressed the value of hard work and responsibility. They were onlookers and participants of the Vietnam War. They also grew up during a time when equality among genders was becoming more important, with major civil rights and women’s movements taking place. The assassinations of Dr. Martin Luther King, Jr. and John F. Kennedy were

also witnessed by this generation. Due in part to this upbringing, a number of traits that describe Baby Boomers are patriotic, loyal, polite, fiscally conservative and having faith in organization. Values of the Baby Boomers include integrity, making their mark, political correctness and community involvement. (When Generations Collide..., 2010)

Generation Xers

Generation Xers were born between 1965 and 1981. Eighty percent of the 45 million Generation Xers are actively participating in the labor force, making them a prominent part of the current labor force. (When Generations Collide..., 2010) They grew up during a time of peace, with the Cold War ending and the fall of the Berlin Wall. The AIDS epidemic was also experienced by Generation Xers. This generation entered the workforce during tough economic times in the 1970s and 1980s. Because of this, they witnessed friends and families suffer job losses. Many were also forced to take jobs below their skill level during the economic down turns. This was also the first generation to experience new technology like the home computer, the internet and videogames. Traits of Generation Xers include resourceful, adaptable, independent and innovative. Values of Generation Xers are team work, entrepreneurial spirit and advancement opportunity. (When Generations Collide..., 2010)

Millennials

The newest generation and future of the workforce is the Millennial generation. Members of this generation are young, born between 1982 and 2000. Older Millennials are the children of Baby Boomers and younger Millennials are children of Generation Xers. They are also known as “Echo Boomers” because of their comparable size to the baby boomer generation. The Millennial generation includes people in many stages of life. Some are beginning their careers, having graduated from college not long ago, and the youngest are in middle school. Therefore, not all of this generation is participating members of the labor force. Many believe Millennials grew up being sheltered from the reality of the outside world and not experiencing discipline. (Baute, 2010) They were also told by parents that they were special, which led to the nickname Generation ME. (Baute, 2010)

This generation is growing up in a time of technological growth. Due to the growth of instant communication technology, this generation is always connected and also very tech savvy. They are being shaped by events of terrorism and war in the Middle East. Threats and instances of environmental crises have also affected this generation. Traits that differentiate Millennials from others include integrated, tech savvy, realistic, environmentally conscious and globally concerned. Values of the Millennial generation include education, work-life balance, innovation and diversity. (When Generations Collide..., 2010)

With such different upbringing and life experiences it is obvious that these generational differences will affect values and needs of each generation. For instance, Boomers and Generation Xers were brought up learning the meaning of hard work while Millennials grew up with a sense of entitlement. (Baute, 2010) Baby Boomers experienced a prosperous economy in their youth while Xers and Millennials have both experienced tough economic times while growing up. The development of technology over time has also created a difference in technological understanding across generations,

with Millennials being the most technologically literate. Millennials have grown up in an era of environmental and global consciousness, which was not experienced by other generations. These differences though, are broad differences and there likely to be many differences within generations, too.

Motivation

Motivation can be defined as the inner drive to satisfy needs. (Longenecker, 2011) It is logical then to believe that a person will expend effort if it results in the satisfaction of a need. (Longenecker, 2011) One recent theory argues that motivation in the workplace can be measured by four indicators: engagement, satisfaction, commitment and intention to quit. (Nohria, 2008) Engagement can be defined as the effort an employee puts into the job. Satisfaction is based on whether or not an employee feels his or her expectations of a company are met. Commitment, in this case, is how connected and committed an employee feels towards the organization. Lastly, intention to quit reflects whether an employee is planning on staying with the organization or leaving. (Nohria, 2008) For the purpose of this paper, motivation for the entire job will be the focus and not specific task motivation, although employees do develop motivation profiles, meaning they are more motivated to perform some tasks over others. (Stamov-Roßnagel, 2010)

In the 1940s, Maslow developed the Hierarchy of Needs. This theory states the order in which needs will be satisfied based on importance. (Maslow, 1948) The most basic needs will be the first to be satisfied out of necessity. After that, other needs can be the focus. The needs identified by Maslow, starting with the most basic include: physiological, safety, social, esteem and self-actualization. Maslow asserts that since everyone is different, the order of importance of needs will vary from person to person. Because of this assertion of differences across individuals, this theory could go along with the theory of the generation gap.

McGregor published his Theory X and Y approach to motivation in the 1950s. Theory X asserts that employees are inherently lazy and must be coerced by management to work. (McGregor, 1972) On the other hand, Theory Y states that people possess the desire to work and will seek out responsibility. With Theory X, authoritarian leadership is required. Theory Y involves a more participative leadership style where the employee is not simply coerced by rewards to work. (McGregor, 1972) Motivation is viewed from the perspective of management with this theory. This theory could affect employee motivation and development because of the way it asserts management views employees. If a manager takes the Theory X point of view, employee morale and motivation are most likely not addressed properly and will suffer because of it.

Herzberg developed the Motivation-Hygiene Theory, which discusses what factors will help employees to motivate themselves. These factors are split into two groups: hygiene factors and motivators. (Herzberg, 1974) Herzberg's theory states that hygiene factors are factors that create discontent among employees and include: company policy, supervision, working conditions, salary, status and security. The motivators are factors that cause an employee to be motivated to work. These include: achievement, recognition, meaningful work, responsibility, growth and advancement. (Herzberg, 1974) Herzberg claims that the truly motivated employee is not motivated by things such as time off and salary because the truly motivated worker wants to come to work even if his or her pay isn't high. To create a motivated workforce, under Herzberg's theory, it is

most important to maximize motivators in the workplace and minimize the influence of hygiene factors. Herzberg makes the case for job enrichment versus job enlargement. He asserts an enriched job, one with meaning, will bring out the most use of an employee versus, an enlarged job with little purpose.

Herzberg's theory has been controversial and some even argue that it is not applicable in modern times. (Sachau, 2007) Since it does not profile extrinsic motivators in a positive way, it is difficult to say that this theory could be applicable to all individuals. Recent psychology research has found that the theory might be more applicable than critics have stated. (Sachau, 2007)

In this paper, the focus of motivation will be based on the four needs hardwired into our brains that contribute to motivation. (Nohria, 2010). These drives include the drive to acquire, the drive to bond, the drive to comprehend and the drive to defend. (Nohria, 2010) All people are driven to acquire goods, both physical and psychological. The ability or inability to acquire these goods has an impact on a person's emotional state, and therefore affects their actions. (Nohria, 2010) Many people also strive to distinguish themselves from other through acquiring goods. The drive to acquire is an insatiable desire; a person will always want more of a good, be it food, money, and intangible goods also. (Nohria, 2010)

In the workplace, the drive to acquire is most often satisfied by an organization's reward system. (Nohria, 2010) These systems can encompass many types of rewards, including, salary, recognition, time-off and promotion. Reward systems are often performance based. Thus it is important for an organization to have a system of rewards that satisfies the drive to acquire and effectively motivates employees to prevent negative consequences of an unmotivated work force. For this reason, it is essential to understand the different rewards that are desired by each generation of workers.

In many cases, employees want a job that is challenging and presents opportunity to grow and learn more. (Nohria 2010) This is where the drive to comprehend comes in. The best way to help an employee achieve their drive to comprehend is through job design. (Nohria 2010) When presented with a challenging job, an employee is excited and ready to tackle new scenarios and problems. The opposite occurs when a job is static and dull. A position like this can result in demoralized and bored employees.

The drive to bond, in the context of an organization, is the desire of an employee to feel a sense of belonging to the company. When this drive is achieved, it also creates positive emotions for an employee. When an employee feels a sense of belonging, the positive emotions can lead to desirable behavior and increased motivation. (Nohria, 2010)

Finally, the drive to defend is a natural human instinct. Employees can satisfy this drive at work by being part of an organization that is just, has clearly defined goals, and is a forum for open communication. Satisfaction of this drive can lead to feelings of confidence and security in the workplace. By doing so, an employee will be more motivated because some of their indicators of motivation are higher. (Nohria, 2010)

Both the drive to bond and to defend can be satisfied through company culture. (Nohria, 2010) Creating an open and honest atmosphere and placing value on teamwork and friendship in the organization can help achieve satisfaction.

Unfortunately, these drives cannot all be satisfied by a single action. An employee's drive to defend will not be satiated by a high salary. Likewise, a company

with very clear goals and open communication may satisfy that drive to defend but if it does not reward employees, the drive to acquire is not satisfied. Therefore, it is imperative that an organization create a balance of rewards, challenging job assignments, and corporate culture to appeal to every drive of the employee. By doing so, the organization can maximize employee productivity.

Some studies on motivation have found that each generation of workers is motivated and demotivated differently. Concerning Millennials, a study by SHL found that this generation is motivated by interesting work, desirable company culture, and work environment. (Tailor Motivation... , 2009) Millennials look for personal fulfillment in the workplace. Having meaningful work is a sign of success for this generation compared to a promotion or pay raise. (Goodman, 2006) This information could indicate that Millennials place more value on their drives to bond and comprehend. Millennials may place more value on these drives because of environmental and global issues that have occurred during their youth. Their drive to bond could also be fueled by the constant connectedness they experience thanks to the growth in technology.

Generation Xers seem to be more in touch with their drive to acquire over all other drives of motivation. A survey by *Business Week* found that Generation X workers value monetary rewards due in part to seeing parents struggle during their childhood due to economic downturns. (Erickson, 2008) This generation also values having options in their careers. Family is very important to this generation and they find value in a flexible work schedule with little travel. (Erikson, 2008) Cam Marston, a consultant on multi-generational issues says Generation Xers value a work-life balance and appreciate rewards in the short-term over long-term. An example he gave is rewarding Generation Xers with a long weekend after a hard week at work instead of telling them they will get a bonus at year's end. (Goodman, 2006)

Baby Boomers are motivated in the workplace by seeing that they are valued and appreciated. (Jaworski, 2010) Thus, rewards valued by this generation include promotion and training or career development opportunities. (Jaworski, 2010) This generation does not value options as much as Generation Xers and prefers that their career path be laid out in front of them. Baby Boomers would be likely to accept a promotion even if no salary increase were included, something Generation Xers would never do. (Erikson, 2006) For Baby Boomers, the drive to defend seems to be most important. As they become older, they are having to defend their right in the workplace and are doing so by taking advantage of growth and advancement opportunities. Boomers also grew up in where the Vietnam War and equality among race and gender were key issues. These could have shaped the drive to defend in Baby Boomers, as they fought for the country and for equal rights.

Some studies have found that the generation gap in the workplace may not be as wide as we may think. After surveying over 3,000 corporations, author Jennifer Deal makes the claim that "we all want essentially the same things at work." (Rossi, 2007) She found that most workers have similar values, family being a major one. Deal says motivational differences come into play based on how workers want to use their rewards to better their family. For example, one employee may want to have longer hours or a higher salary to help provide for the family financially and another employee may place value on time off so that it can be spent with family members. Research done by the Society for Human Resource Management has also found evidence that the generation

gap may not be as wide as it is made out to be.(Rossi, 2007)

One theory cites life transitions as the cause of motivational differences amongst generations. (Sargent, 1988) Life transitions are described by Sargent and Schlossberg as “events or non-events that alter adult lives.” These transitions can change the everyday lives of a person, altering his or her routines, relationships and responsibilities. With drastic life changes, it is logical that motivation drives change too. (Sargent, 1988) For instance, if an employee has a baby, his or her drive to acquire might become their most valued drive as he or she becomes concerned with providing for their child or having time off to be with the baby.

Life transitions can be associated with each generation because often these events happen along a common timeline for most people. Sargent and Schlossberg stated that this is not always the case, and it is important to know what employees are going through and not make assumptions based purely on age. (Sargent, 1988) Although they stress that age and life transitions do not always coincide, common transitions are likely to occur during the span of a generation. This means most people in a generation have experienced similar life transition and their motivational drives are probably more aligned.

Failure to motivate employees can have negative consequences for an organization. A study by talent assessment firm SHL found that employees with a lack of motivation had multiple destructive side effects.(Tailor Motivation..., 2009) Workers become distracted, complacent and less productive. Forty three percent of workers polled agreed that a lack of motivation caused them to procrastinate on the job. Also, nearly a third of workers polled in the study stated that a lack of motivation would lead them to search for a new job. (Tailor Motivation..., 2009)

Purpose

The purpose of this research study is to identify and explore the commonalities and differences experienced by each generation with regards to motivational drives.

Today, the labor force is made up of multiple different generations of workers. This creates many challenges for managers and leaders. If the study finds the so-called “generation gap” to be true then understanding the motivational drives of each generation can help those in charge more effectively manage and create a more productive work force.

Research Hypothesis

Research on the topic has produced mixed results. Some studies have found differences in motivation among the generations. (Tailor Motivation..., 2009) With so many differences in upbringing during childhood and values, differences seem likely. Others agree that there are differences but base it on the fact that each generation is simply in different life stages, which has a great effect on which drives will be most important. These theories claim that drives are not constant and will change through the course of an individual’s life. (Sergant, 2010) Additionally, there are studies that provide evidence that the generation gap is a myth. (Rossi, 2006) With all of this in mind, the following hypotheses have been formulated:

H1: Each generation in the workforce will be motivated by different motivational drives.

H2: Expected drives valued by each generational will be as follows:
Millennials place more importance on the drive to comprehend and the drive to bond.
Generation Xers place more importance on the drive to acquire.
Baby Boomers place more importance on the drive to defend.

H3: Commonalities in the valuation of drives will be found across generations.

Although it is expected that some commonalities of motivational drives among generations will be found, I do not expect them to outweigh the differences.

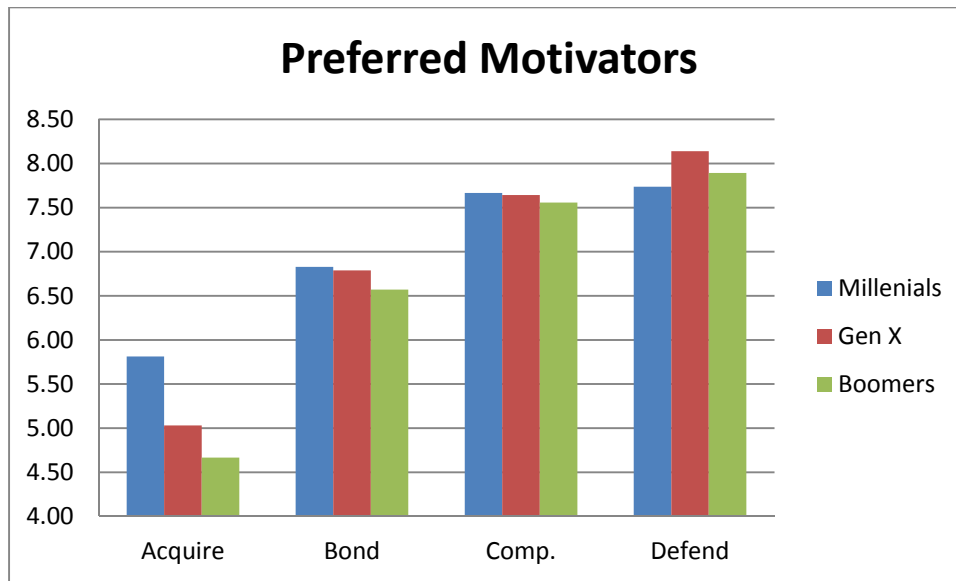
Methodology

Through primary and secondary research, information on motivational preferences of different generations was gathered. Primary research was conducted through a survey, both on paper and online. Questions asked in the survey were used to gauge how each person values each of the motivational factors discussed in the literature review. There are multiple questions used to measure each motivational drive and help gather information on all the aspects of the drive. Questions were developed based on information in the literature review regarding which characteristics contribute to each type of motivation. Questions can be answered on a scale numbered 3 to 9, depending on the importance of the motivating factors to each individual. This numbering was used over a more traditional scale, such as 1 to 10. This is because it is thought that, in general, most people will place some importance on the motivators in question. Therefore, it is not necessary to offer 1 and 2 as options. Appendix 1 shows the survey taken by participants.

The study sample is a convenience sample across three different generations of people. Participants are from the university and throughout the northwest Arkansas community. The goal was to gather surveys from an equal number of participants in each generation. A total of 119 surveys were gathered: 38 from Millennials, 43 from Generation Xers, and 34 from Baby Boomers.

Once all the data were gathered, it was compiled into a spreadsheet to be analyzed. The goal was to find patterns and similarities in answers within generations and differences in answers between generations, based on the hypothesis that different generations will value different motivators. Averages of each of motivator were calculated for each individual. Then an overall average for each generation was computed. The averages were compared to see the differences across generations. ANOVA tests were then performed to reveal whether or not the differences were significant.

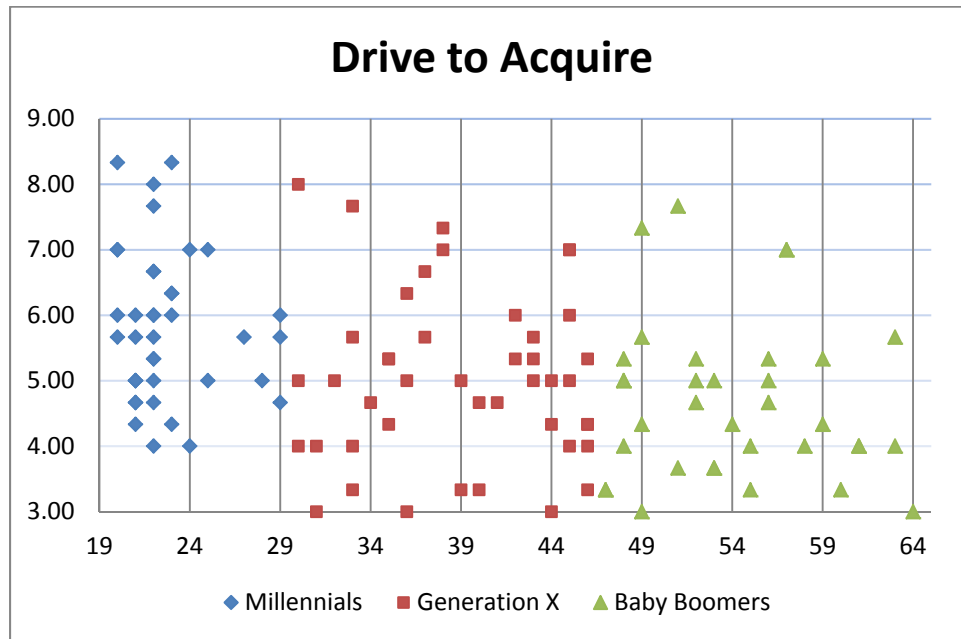
Results



The chart above shows the average value placed on the motivators by each generation. As evident, each generation places similar value on all motivators except one, the drive to acquire. These results do not support hypotheses H1 and H2 but supports hypothesis H3. All generations chose the drive to defend as the most important, followed by the drive to comprehend and then the drive to bond. The drive to acquire ranked as the least important for all generations.

Drive to Acquire

The drive to acquire had the highest differences in valuation among generations. This is shown in the chart below, which is a plot of the average value of the drive to acquire of each respondent.



On a scale of 3 to 9, Millennials placed an average value of 5.81 on this need. For Generation Xers, the average was 5.03 and for Boomers it was 4.67. Though no generation claimed this to be their most important need, Millennials placed considerably more value on the drive to acquire than Boomers, based on overall average for each generation. It is also notable that no Millennials surveyed choose the minimum values for the questions on this drive, while multiple participants in other generations did.

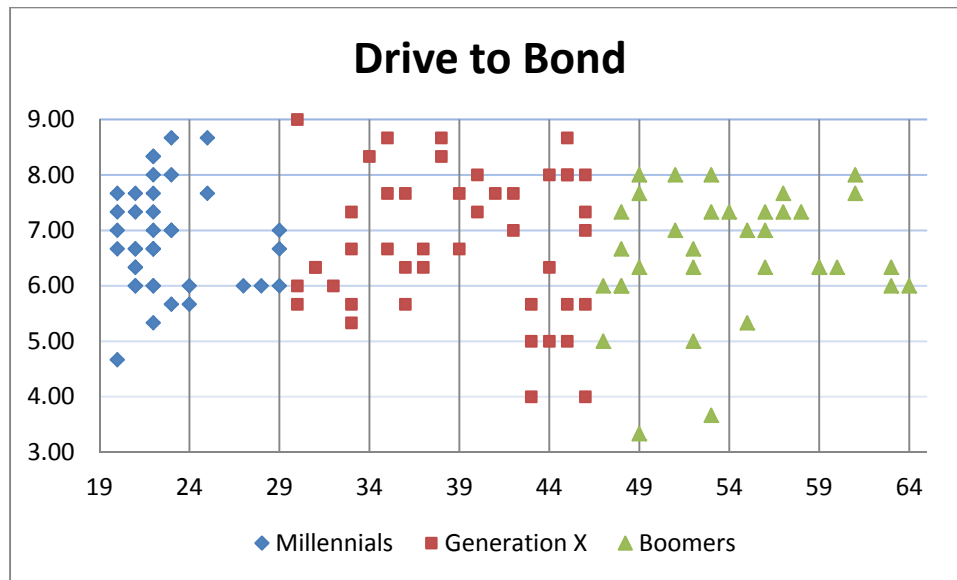
ANOVA						
<i>Source of Variation</i>	<i>SS</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>P-value</i>	<i>F crit</i>
Between Groups	25.78467	2	12.89233	8.635349	0.000321	2.34931
Within Groups	171.6918	115	1.492972			
Total	197.4765	117				

Results from an ANOVA test, shown above, support hypothesis H1 at the .10 significance level. Since the F value of 8.64 is higher than the critical F value of 2.35, we can conclude there is some difference in preferences for this drive. Since the ANOVA test cannot tell specific differences, we can conclude that the Millennials place the most value on this drive because their average value placed on the drive was highest, followed by Generation X. Therefore, we can also conclude there is no support for hypothesis H2

that Generation X will place more value on this drive than other generations.

Drive to Bond

The drive to bond was chosen as the third most important motivator of the four by each generation. The average value given to this need by Millennials was 6.83. Generation Xers gave it an average of 6.79 and Baby Boomers gave it a slightly lower value of 6.57. The distribution of responses can be seen in the table below. There is no clear pattern in the distribution of responses and the data points are scattered.



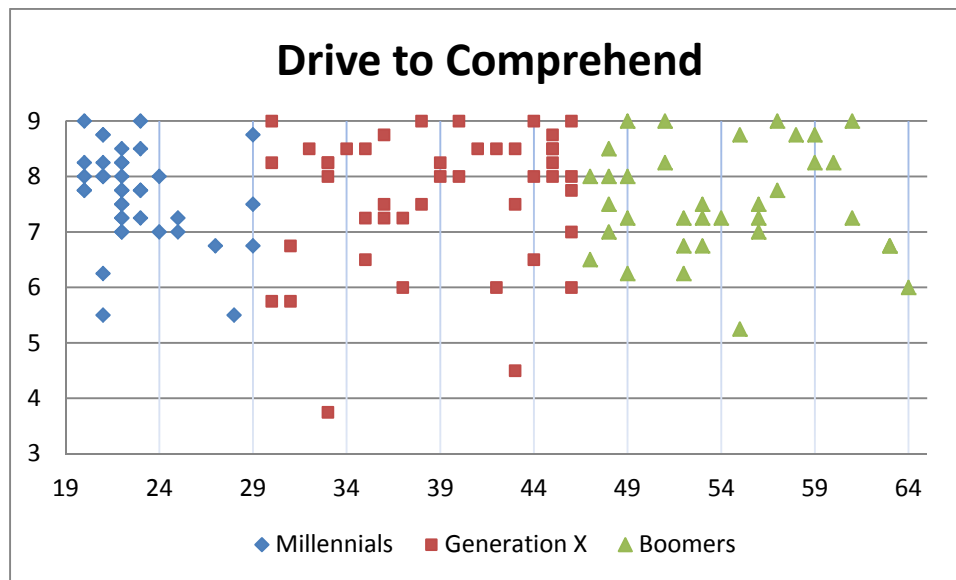
Hypothesis H2 stated that Millennials would place more value than the other generations on the drive to bond. In this study, Millennials and Generation Xers had almost the same average value placed on the drive and the Baby Boomers were only slightly less.

ANOVA						
Source of Variation	SS	df	MS	F	P-value	F crit
Between Groups	1.403903	2	0.701951	0.551619	0.577533	2.34931
Within Groups	146.3409	115	1.27253			
Total	147.7448	117				

The ANOVA test results above show that, at the .10 significance level, there is no evidence of any difference in value placed on this drive by all three generations. This is shown by the F value of 0.55, which is smaller than the critical F value of 2.35. Therefore hypotheses H1 and H2, that there are differences in value placed on this drive, are not supported by these results.

Drive to Comprehend

The drive to comprehend was chosen as the second most important need for all three generations. This drive also had the closest average value of responses for all three generations. The average values of this for Millennials, Generation Xers and Baby Boomers were 7.67, 7.64, and 7.56 respectively. The chart below shows the distribution of responses. There was also no clear pattern to these responses. The most obvious difference between the distributions of values for this drive versus the other two already discussed is that the values are almost all in the higher range of the chart.

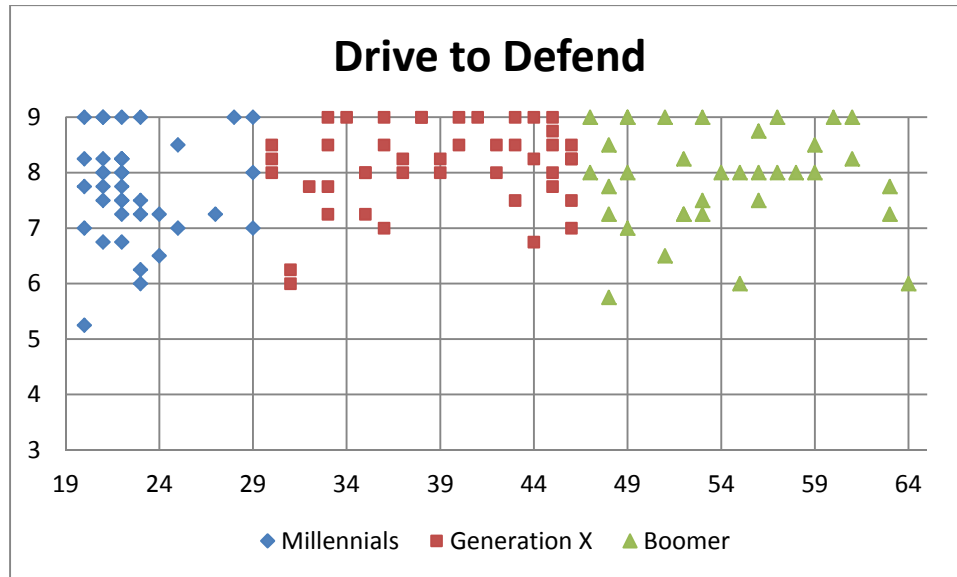


Hypothesis H2 stated that Millennials would place more value on this drive than other generations. The results of an ANOVA test on the data are shown below. Since the F value .11 is smaller than the Critical F value 2.35, there is no evidence that there is a difference in valuation between the generations for the drive to comprehend at the .10 significance level. Therefore hypothesis H3, that there will be similarity in value of the drives across generations, is supported by these results.

ANOVA						
Source of Variation	SS	df	MS	F	P-value	F crit
Between Groups	0.241653	2	0.120827	0.113335	0.892951	2.34931
Within Groups	122.6021	115	1.066105			
Total	122.8438	117				

Drive to Defend

This drive was chosen by all three generations as the most important. Each generation also placed almost the same value on the drive. The average value of this drive for Millennials was 7.74. Generation Xers had an average value of 8.14. Baby Boomers had an average value of 7.89 for the drive to defend. The chart below shows the distribution of response for this drive. Most of the responses for this drive were in the high range with many respondents choosing the highest value possible for all questions pertaining to this drive. This occurred across all generations.



Hypothesis H2 stated that Baby Boomers would place more value on this drive than the other generations. Results from an ANOVA test on the data for the drive to defend are shown below. Although it is close, the F value of 2.30 is less than the Critical F value of 2.35. We conclude there is no difference of valuation of this drive across generations at the .10 significance level. Therefore, hypotheses H1 and H2 are not supported by the data for this drive either.

ANOVA						
Source of Variation	SS	df	MS	F	P-value	F crit
Between Groups	3.371505	2	1.685752	2.295275	0.105331	2.34931
Within Groups	84.46112	115	0.734445			
Total	87.83263	117				

Limitations of Research

Although this study was successfully completed, there are things that could have been done that may have created different results. One of the main limitations of this research was the research sample. There was a sample size of 119 participants from the Northwest Arkansas area. The results may not translate well to the larger population since the sample size was fairly small. A larger sample size could be a solution to this problem. Also, the lack of geographic variation may mean these results may not be reflective of values of workers in other areas.

The scale and number of questions in the survey may also have limited the research. A larger scale of choices would have allowed for more variation in responses and could have caused a difference in outcomes. Also, if there had been more questions pertaining to each drive, a more complete picture and more accurate valuation of each could have been obtained.

Discussion

This research, and other similar research, has many real world implications. It was found that all generations placed similar value on each drive and all generations also placed them in the same order of importance based the average value of each drive. This means that it may not be necessary to cater workplace rewards and motivators to each generation. This could be positive and cost effective for a company since it may be possible to apply blanket reward systems and policies to all employees, instead of having to create systems to please and motivate each group of employees. This also means that all the talk about a generation gap may be overblown.

The drive to defend was found to be the most important for all generations. Based on the questions asked, this means that employees place high value on an honest organization that is open with its policies and procedure. They desire a clear reward system and understanding how rewards are tied to performance. They also want to know the reasons behind company decision making.

Since this drive was found to be the most valued by all generations, companies could take advantage of this information and create a more motivated workforce by being open, honest, and available to employees. The need for this drive should be met by employers and since it was found to be the most valued, it should be one of the main focuses of motivating employees. Companies should make sure employees understand how their performance leads to rewards. They should also let employees know the rationale behind decision making, especially if decisions made affect employees.

The value placed on the drive to comprehend was nearly as high as the drive to defend. Employers should keep in mind that their workers need to have interesting work that is also personally fulfilling. Participants placed more value on these aspects of their work over having new and challenging tasks. Knowing this, if employers would like to increase employee motivation, one thing they could do would be making sure that employees see the value in their work.

Participants found it to be very important to get along with their coworkers. Fostering a friendly work environment and encouraging teamwork would be a way for employees to appeal to this need to bond.

The least important need of all generations was the need to acquire. For this reason, it is important that employees understand that workers are not solely motivated by

money and rewards. Appealing to this need will not motivate an employee unless the other needs are also addressed.

There was found to be a difference in importance placed on the drive to acquire. There may be a reason why there was a difference for this drive and not the others. One possible reason may be that the older generations had already fulfilled their drive to acquire. Since they are older, they have had more time to acquire the money, goods or status they desire. The younger Millennials have only just started their careers and have not had as long to meet this drive.

Conclusion

This study does not support findings that each generation in the workplace is motivated differently. It is possible that the people who create commotion about the generation gap are overblowing the issue. With regards to motivation, there might not be a generation gap at all.

In this study, participants placed similar levels of importance on each of the motivators. Also, none of the drives were rated as particularly unimportant. This means that a company cannot focus only on the one factor chosen as the most important by all three generations. For an employee to be truly happy and motivated to perform well, it is important for firms to appeal to all of the motivational drives of its employees.

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Appendix 1

The objective of the following survey is to gather information about motivational factors in the workplace. It will be used to investigate whether or not different generations in the workplace are motivated differently. The survey is anonymous and there is little risk to you. Please answer the questions below by checking the appropriate circle or by filling in the correct information. Thank you!

How old were you on your last birthday? _____ years

What is the highest level of education you completed (check one)?

- High school
- Some college
- Current college student
- Bachelor's degree
- Master's degree
- Beyond Master's degree

Are you (check one):

- Male
- Female

The questions below ask about your feelings and preferences. Please answer each question by checking the circle with the number that best describes you. There are no right or wrong answers, so please be as honest as you can.

In general, how important to you is...	<i>Not very important</i>		<i>Important</i>			<i>Very important</i>	
...acquiring non-essential or luxury goods?	(3)	(4)	(5)	(6)	(7)	(8)	(9)
...keeping up appearances?	(3)	(4)	(5)	(6)	(7)	(8)	(9)
...impressing others?	(3)	(4)	(5)	(6)	(7)	(8)	(9)
...getting along with your co-workers?	(3)	(4)	(5)	(6)	(7)	(8)	(9)
...having friendships with you co-workers?	(3)	(4)	(5)	(6)	(7)	(8)	(9)
...completing work tasks in teams?	(3)	(4)	(5)	(6)	(7)	(8)	(9)

In general, how important to you is...

	<i>Not very important</i>		<i>Important</i>			<i>Very important</i>	
...receiving new tasks on the job?	(3)	(4)	(5)	(6)	(7)	(8)	(9)
...work that provides personal fulfillment?	(3)	(4)	(5)	(6)	(7)	(8)	(9)
...having work that is interesting?	(3)	(4)	(5)	(6)	(7)	(8)	(9)
...working for a company that is open about policies and procedure?	(3)	(4)	(5)	(6)	(7)	(8)	(9)
...working for a company that has a trustworthy reputation?	(3)	(4)	(5)	(6)	(7)	(8)	(9)
...understanding how performance and rewards are tied together in workplace?	(3)	(4)	(5)	(6)	(7)	(8)	(9)
...understanding the rationale behind company decision making?	(3)	(4)	(5)	(6)	(7)	(8)	(9)

That is all the questions we have. Thank you very much for completing this survey!

