

5-2015

Motivating the Generations: Implications for the Higher Education Workplace

Jennifer Smith
University of Southern Maine

Follow this and additional works at: <https://digitalcommons.usm.maine.edu/etd>



Part of the [Leadership Studies Commons](#)

Recommended Citation

Smith, Jennifer, "Motivating the Generations: Implications for the Higher Education Workplace" (2015). *All Theses & Dissertations*. 61.

<https://digitalcommons.usm.maine.edu/etd/61>

This Open Access Thesis is brought to you for free and open access by the Student Scholarship at USM Digital Commons. It has been accepted for inclusion in All Theses & Dissertations by an authorized administrator of USM Digital Commons. For more information, please contact jessica.c.hovey@maine.edu.

**Motivating the Generations:
Implications for the Higher Education Workplace**

An explanatory study

SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS

FOR THE DEGREE OF MASTER OF ARTS

UNIVERSITY OF SOUTHERN MAINE

MASTER'S DEGREE IN LEADERSHIP STUDIES

By

Jennifer Smith

May 2015

ACKNOWLEDGEMENTS

First and, above all, I praise God, the Almighty for providing me with the opportunity, tools, and capability to complete my Master's Program.

I would like to express my sincere appreciation to my faculty advisor, Elizabeth Turesky, for the patient guidance and mentorship she provided to me. Her enthusiasm for my research and its progression was energizing throughout the entire process; I am grateful to have had this opportunity to work with her.

I am very appreciative of the feedback and support of my classmates and my second reader, Sara Hellstedt. Sara is a meticulous editor, and I appreciate the great amount of time she put into this for me.

I thank my direct work supervisor, Carol Sobczak, for her help with formatting, for leading me for the past nine years while I developed my leadership skills, and for truly caring about my future and my life.

I am thankful for my husband, Jared, who has made this difficult journey with me and always helps me find balance when I need it. I could not have done this without your support.

I also thank my children, Victoria, Paul, and Elizabeth, who encouraged me and praised me for my accomplishments. I thank you for having to 'do it yourself' many times while I was busy studying. Your love is the most important thing in my life!

Abstract

Motivated employees are an organization's most valuable asset. Motivation boosts better performance and productivity on the part of workers, so determining the best ways to encourage employee motivation is significant. This thesis examines the ranked importance of motivational factors of salaried/professional and hourly/classified, full-time employees at the University of Southern Maine. More specifically, this thesis addresses the generational differences in the motivational factors of the examined population. A little insight into the differences in generational footprints and their motivations can provide management with useful ideas and tools for improving the work environment.

Research for the study includes a literature review, focusing on generational stereotypes and two content theories (Maslow's Hierarchy of Human Needs and Herzberg's Two Factor Theory). These two theories are used as a foundation to question and analyze data collected in an explanatory sequential mixed methods design. The survey distributed addressed thirteen motivating factors in the context of employee motivation theory. The purpose of the measuring instrument was to identify the rank importance of these identified factors of motivation and determine if generational differences exist in the surveyed population.

Even though the literature review suggested significant differences between the motivational profiles of employees in different generational cohorts, this study finds more similarities than differences in university employee motivations. Based on the findings, recommendations are given, in terms of improvement of motivation policies and practices.

Keywords: employee motivation, explanatory sequential design, traditionalists, baby boomers, generation X, generation Y, Maslow's Hierarchy of Needs, Hertzberg's Two Factor Theory

Table of Contents

Acknowledgements	pg. ii
Abstract	pg. iii
Introduction	pg. 1
Research Problem	pg. 2
Sub-Problems	pg. 2
Literature Review	pg. 4
Motivational Theories	pg. 4
Maslow's Need Theory	pg. 5
Herzberg's Two Factor Theory	pg. 7
Motivation Factors Identified	pg. 9
Generational Differences	pg. 10
Generational Cohorts	pg. 11
The impact of Locus of Control on Motivation	pg. 14
Conclusion	pg. 14
Methodology	pg. 16
Population and Sample Selection	pg. 17
Data Source and Collection	pg. 17
Summary	pg. 18
Findings	pg. 19
Section 1: Demographics	pg. 19
Section 2: Rank Importance of Motivation Factors	pg. 19
Section 3: Work Locus of Control	pg. 25
Section 4: Interview Questions	pg. 26
Discussion	pg. 31
Generational Stereotypes	pg. 34
Key Motivation Factors Examined	pg. 34
Conclusion	pg. 37
Implications	pg. 38
Recommendations	pg. 39
Suggestions for Future Research	pg. 42
References	pg. 43

Appendices

Appendix 1: Consent form	pg. 47
Appendix 2: Questionnaire	pg. 48
Appendix 3: Ranked Question Results	pg. 50

List of Figures

Figure 1: Maslow's Hierarchy of Human Needs	pg. 6
Figure 2: Herzberg's Two Factor Theory	pg. 8
Figure 3: Maslow's Hierarchy and Herzberg's Two Factor Theory	pg. 9
Figure 4: Sequential Explanatory Design	pg. 16
Figure 5: Interview Question Results 1	pg. 26
Figure 6: Interview Question Results 2	pg. 27
Figure 7: Interview Question Results 3	pg. 29

List of Tables

Table 1: Motivation Factors Identified from Theories	pg. 10
Table 2: Ranked Factors of Motivation by Generational Cohort	pg. 20
Table 3: Ranked Factor Results: Rewards	pg. 20
Table 4: Ranked Factor Results: Goal Setting	pg. 21
Table 5: Ranked Factor Results: Feedback	pg. 21
Table 6: Ranked Factor Results: Job Characteristics	pg. 21
Table 7: Ranked Factor Results: Salary	pg. 22
Table 8: Ranked Factor Results: Opportunity for Advancement & Growth	pg. 22
Table 9: Ranked Factor Results: Working Conditions	pg. 22
Table 10: Ranked Factor Results: Recognition & Appreciation	pg. 23
Table 11: Ranked Factor Results: Training & Development	pg. 23
Table 12: Ranked Factor Results: Responsibility	pg. 23
Table 13: Ranked Factor Results: Job Security	pg. 24
Table 14: Ranked Factor Results: Performance Appraisals	pg. 24
Table 15: Ranked Factor Results: Leadership	pg. 24
Table 16: Employees Locus of Control	pg. 25
Table 17: Top 4 and last (13 th) ranked factors	pg. 32
Table 18: Comparative Studies Ranked Factors	pg. 33

Motivating the Generations: Implications for the Higher Education Workplace

Introduction

An important question in human resources today is: How do you get people to do things? The answer is found in an understanding of what motivates employees, for motivated workers are the ones who get the work done. "Without such people, no organization can hope to be effective" (Wyk, 2011, para.2). Having a motivated workforce remains a challenge for today's management, because motivation is not a fixed trait.

Managers often assume that each of their employees has the same needs and desires, and provided these are met, the employee will be satisfied and engaged in his or her work (Dayan, 2005). It is important to realize that people have different needs, goals and objectives and will behave differently toward obtaining or achieving their goals or satisfying their needs (Wyk, 2011). Gillian (2010) and Herley (2009) claim the key to an organization's future success depends on its ability to motivate across the different generations. Assuming that Gillian and Herley are correct, this paper attempts to illustrate the importance of understanding the differences and similarities between generational motivations of employees at the University of Southern Maine (USM). The University workforce currently consists of four generations: (1) Traditionalists; (2) Baby-Boomers; (3) Generation X; and (4) Generation Y.

The purpose of this study is to explore employee motivation and evaluate the impact generational differences have on shaping motivation. To achieve this purpose, the researcher has identified factors that drive employee motivation from literature, identified the rank importance of these factors through research, evaluated generational cohort findings, and compared these findings with the findings contained in the literature.

Research Problem

The research problem seeks to determine whether or not generational age-related differences in motivations exist in the sample population. Some research claims there are age stereotypes concerning motivators (Glass, 2007; Smola & Sutton, 2002; Yusoff & Kian, 2013), and others find there are no significant age-related differences in motivation (Dries, Pepermans, & De Kerpel, 2008; Gilliam, 2010; Jurkiewicz, 2000). This is significant because organizations can only be successful in motivating the employees they employ if they can identify and understand the factors behind doing so. This leads to the main problem of the study addressed by this research, namely: Does generational age affect employee motivation in the higher education workplace?

Sub-Problems

In order to address the main problem successfully, the following sub-problems have been identified:

Sub-problem 1: What motivational factors, as revealed by the literature, need to be considered when evaluating the motivational levels of employees?

Sub-problem 2: How do higher education employees, at the University of Southern Maine, rank these motivational factors?

Sub-problem 3: Do motivators differ amongst generational cohorts?

Sub-problem 4: Based on conclusions drawn, what recommendations can be made to improve the way in which the organization motivates its employees?

Two content theories, Maslow's Hierarchy of Human Needs and Herzberg's Two Factor Theory, formed the foundation for the questions used, and shaped the analysis of the data collected from full time, salaried/professional and hourly/classified employees at the University

of Southern Maine. Quantitative and qualitative methods were used in an explanatory sequential mixed methods design.

Workplace motivation is significant; a motivated workforce helps to drive business development, which results in competitive advantage. By understanding an employee's motivations and identifying the most effective ways to encourage and boost performance, leaders can strengthen the success of the organization (Karaskakovska, 2011). Because this study attempts to identify and analyze how an employee's generational age impacts his/her motivators, the results will be a useful tool for the University of Southern Maine's management group.

The findings will be beneficial in leading all age employees by understanding what their motivators are. Age is a factor continuously changing in the workplace. Because demographics vary among organizations, a replication may be necessary for individual results.

Literature Review

Motivation refers to “the reasons underlying behavior” (Guay, Chantal, Ratelle, Marsh, H. Larose, & Boivin, 2010, p. 712). Motivation is concerned with factors or events that move, lead, and drive certain human actions (or inactions) over a given period of time given the current set of conditions. Based on this understanding, it stands to reason that without a motivator, people will refrain from taking certain desired actions.

Motivation is an individual phenomenon. Each employee is unique and has different needs, expectations, values, history, attitudes, and goals. Hence, a manager cannot assume that what motivates him/herself will also motivate her/her employee. And what motivates one employee may not necessarily motivate another (Re'em, 2011). Rather, an employee dictates his/her own motivation and actively chooses whether or not to make an effort and/or take action.

This study defines work motivation as the “internal and external forces that influence individual’s degree of willingness and choice to engage in a certain specified behavior and action” (Re'em, 2011). Motivational theories provide a framework for this understanding by analyzing and predicting the forces that cause people to choose certain behaviors over others. Although there are many classifications of theories, the most commonly used classification separates theories into Need Based (or Content) Theories and Process Theories (Banibaker, 2008; Ramlal, 2004).

Motivational Theories

Need theories “focus on the individual characteristics of the people/employees and the needs those characteristics create” (Karaskakovska, 2011, pp. 14). These theories conceptualize motivation as the presence of a need and the corresponding drive to satisfy that need. The most prominent Need Theories are Maslow’s Theory of Needs, Herzberg’s Two-factor Theory,

Alderfer's ERG Theory, Edward Deci and Richard Ryan's Self Determination Theory, McClelland's Need Theory and McGregor's X and Y Theory (Karaskakovska, 2011).

Process theories "focus on motivation as a process and explain the context and other processes that have an impact on the motivation" (Karaskakovska, 2011, pp. 14). Process theories are focused on the cognitive development of the motivation, attempting to explain how people/employees initiate, sustain and terminate work motivation. Several theories belong to this group, the most common of which are Adam's Equity Theory, Vroom's Expectancy Theory, Goal-Setting Theory, Reinforcement Theory and Attribution Theory (Karaskakovska, 2011).

An in-depth review of all the different theories mentioned above is beyond the scope of this thesis. However, the job-satisfaction-based perspective of work motivation found within Maslow's Need Theory of Motivation and Herzberg's Two-Factor Theory will serve as the foundation for the research reported in this thesis.

Maslow's Need Theory

One of the most widely known motivational theories is Abraham Maslow's (1943) hierarchy of human needs (Gilliam, 2010). According to Maslow, human needs can be arranged in a hierarchical manner with lower level needs being a prerequisite of higher order needs (as cited in Johnson, 2005). Once a lower level need is satisfied, another need takes its place. The hierarchy of human needs consists of five need levels: physiological, safety, love, esteem, and self-actualization (Gilliam, 2010) (listed in order from the bottom to the top, as illustrated in Figure 1).

In the workplace, employees identify important job-related benefits, *i.e.*, a high salary or enjoyable co-workers. When an employer provides either or both of these benefits, an employee's focus will shift to satisfying different, and often more sophisticated needs such as

opportunity to advance, challenging tasks, etc., and an organization must meet these needs in order to maintain employee motivation (Karaskakovska, 2011). According to Maslow, this theory is relevant to the sample population in this study of higher education employees. It is assumed that these employees have satisfied the lower level needs in the hierarchy, and also have needs in higher levels of the hierarchy.

Figure 1: Maslow's Hierarchy of Human Needs



These needs are:

Physiological needs – The lowest or most basic level of Maslow's hierarchy of needs is physiological needs. In the workplace, these needs can include pay, company cafeteria and basic working conditions. According to Maslow's theory, behavior is directed towards satisfying these needs first. Once satisfied, these physiological needs no longer influence employee behavior.

Safety needs - Once an employee's basic physiological needs have been met, the needs on the next level of the hierarchy becomes the focus. Safety or security needs in the organization include access to health and retirement benefits, insurance, safe and healthy working conditions, and employment security.

Belonging/Social needs – Social needs include the need for acceptance, friendship, and to be understood by other employees or groups within the organization. Through teams and work groups, managers can encourage sufficient interaction among employees to ensure that employee social needs are stimulated and met.

Esteem needs - The need for self-respect and recognition. Examples of esteem needs include the need for success, recognition and appreciation of achievement.

Self-actualization needs - The highest level of Maslow's hierarchy of needs is the need for self-actualization. Self-actualization is the full development of an individual's potential. This is the most difficult need to satisfy in an organization context. Examples include training and development opportunities (Wyk, 2011).

Note motivators are only effective after the basic needs are satisfied (as indicated by Maslow's Hierarchy of Needs in Figure 1).

Herzberg's Two Factor Theory

Herzberg's Two Factor Theory, which was developed in 1959, identifies specific factors that influence an employee's attitudes toward his/her job. While developing the theory, Herzberg asked employees to identify when they felt especially good (extreme satisfaction) or bad (extreme dissatisfaction) about their job (Gilliam, 2010). The documented feelings were used to specify a list of factors of job satisfaction and job dissatisfaction (outlined in Figure 2). Factors

were classified either as motivators or growth factors (resulting in job satisfaction) or hygiene or dissatisfaction avoidance factors (resulting in job dissatisfaction).

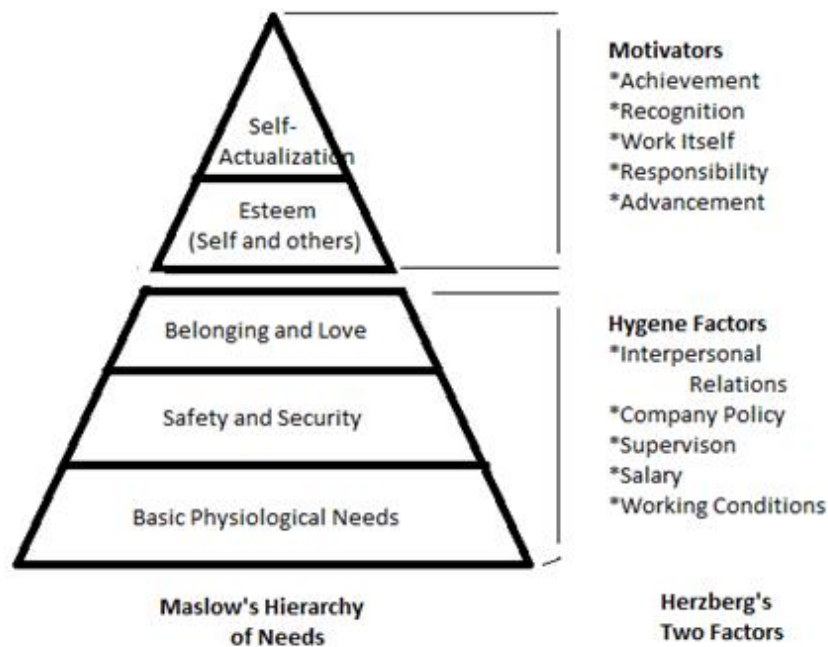
Herzberg further classified the motivating factors as either extrinsic or intrinsic to the job. Because they exist outside the individual, dissatisfaction avoidance or hygiene factors are *extrinsic* to the job. Examples include company policies and administration, supervision, interpersonal relationships, working conditions, salary, status, security, etc. Growth or motivating factors are *intrinsic* to the job. These factors exist within the individual. Examples include achievement, recognition, the work itself, responsibility, and growth or advancement (Karaskakovska, 2011). An ideal workplace provides both extrinsic and intrinsic factors, such as good pay and a good environment.

Figure 2: Herzberg's Two Factor Theory

Herzberg's Hygiene and Motivational Factors	
Factors Leading to Dissatisfaction (Hygiene)	Factors Leading to Satisfaction (Motivation)
<ul style="list-style-type: none"> *Company Policy *Supervision *Relationship with boss *Work Conditions *Salary *Relationship with Peers 	<ul style="list-style-type: none"> *Achievement *Recognition *Work Itself *Responsibility *Advancement *Growth

Trifunovska & Trifunovski (2010)

The two theories are largely complementary; using them together to examine motivation in relation to generational age allows for a more complete study. Maslow's theory of motivation is simple, and has wide applicability. Adding Herzberg's theory as an overlay, the research is more narrowly focused, allowing motivating factors to be identified more precisely.

Figure 3: Maslow's Hierarchy and Herzberg's Two Factor Theory

Trifunovska & Trifunovski (2010)

Motivation Factors Identified

A review of the two theories of motivation (Maslow's Hierarchy of Needs and Hertzberg's Two Factor Theory), reveals the following factors that are important to consider when evaluating workplace motivation.

1. Rewards - that are linked to performance and valued by the employee.
2. Goal-setting - goals that are challenging but achievable.
3. Feedback - that informs employees of their level of performance and progress towards achieving their goals.
4. Job characteristics - a job that is interesting and challenging.
5. Salary – as a motivator.
6. Advancement and growth opportunities – within the organization.

7. Working conditions – quality of equipment, friendly working environment, etc.
8. Recognition and appreciation – for employee performance and achievements.
9. Training and development – to enhance skills and ability to improve performance.
10. Job responsibility – responsible for own work.
11. Job security – sense of security about future within the organization.
12. A trustworthy and respectful leader who leads by example.
13. Performance appraisals that are non-subjective and accurately measures an employee's performance levels.

Table 1 (below) shows which factors of motivation the researcher identified during analysis of the two motivational theories examined.

Table 1: Motivation Factors Identified from Theories

	1	2	3	4	5	6	7	8	9	10	11	12	13
Maslow	x	x		x	x		x	x		x	x	x	x
Herzberg			x	x	x	x	x	x	x	x	x		x

These factors were used to determine how University of Southern Maine employees are motivated, in their current positions, at this point in time. The results were then examined further based on the generational cohort to whom they belonged.

Generational Differences

Understanding generational diversity in the workplace is an important challenge to management (Rood, 2010). Today's workforce consists of four generations: the Traditionalists, the Baby Boomers, Generation X, and Generation Y, which equates to over 60 years of

knowledge, special skills, different perspectives, varying expectations, diverse experiences, and an assortment of work styles (Rood, 2010). Watson (2010) explains that although this assortment of talent and varying views has potential for conflict, organizations that take advantage of the diverse workforce may use it as a source of competitive advantage.

According to popular theory, generational differences occur because of major environmental events that influence early human socialization; that impacts the development of personality, values, beliefs and expectations that, once formed, are stable into adulthood. As each generation matures through events, it develops characteristics that differentiate it from those that precede and follow it (Kupperschmidt, 2000; Smola & Sutton, 2002).

Although there have always been multiple generations in the workforce, they were usually separated by virtue of their job descriptions and system hierarchy. With four generations working side-by-side, workplace problems can occur, particularly during reorganization and downsizing, when employees may view each other with suspicion and antipathy as they compete in a shrinking job pool (Rood, 2010).

Although it is inappropriate to make generalizations about the individuals in each generational cohort, as it may not reflect how actual individuals view their jobs and produce organizational results, it is evident that individuals born in the same era have had common influential experiences that predispose them to similar expectations (Patterson, 2007; Smola & Sutton, 2002; Fernandez, 2009; Lindner, 1998).

Generational Cohorts

Traditionalists, also known as “matures”, “the silent generation”, and “loyalists” were born between 1926 and 1944. They experienced the effects of the Great Depression and Second World War. These shared experiences taught individuals in this cohort to value quality, respect,

and authority. They seek security and stability (Watson, 2010). Herley (2009) finds this generation views work as a privilege; they have a strong work ethic, a belief in the “greater good”, and they are loyal and dedicated. Traditionalists are skilled at establishing and maintaining professional relationships. According to Brokaw (1998) as cited in Herley (2009), the foundation for America today was laid by this generation. He asserts this generation is America’s measuring stick, and they set the standard high. It is the generation with the greatest amount of on-the-job experience, and when employees in this generation retire they take that experience with them.

Baby Boomers, also known as “Boomers” and the “Me generation”, were born between 1946 and 1964. This generation experienced major life events that include the Vietnam War, The Civil Rights Movement, and the assassination of President Kennedy’s. The majority of Baby Boomers were raised by two-parent families with a stay-at-home mother (Parker, 2007). Attention from parents and the post-war economic boom created an optimistic outlook for Boomers. Boomers need success (Parker, 2007). A competitive drive and the desire to “climb the corporate ladder” resulted in what has been described as a “workaholic” behavior (Watson, 2010). Tolbize (2008) warns Baby Boomers may be insulted by constant feedback. Watson’s (2010) research results reveal that Boomers respond to extrinsic rewards, and many are money motivated. Baby Boomers have been described as individuals who believe that hard work and sacrifice are the price that must be paid for economic success (Tolbize, 2008).

Generation X, also known as “the Lost Generation”, “Gen X’ers”, and “Xers”, were born between 1965 and 1979. Formative life experiences include Watergate, Y2K, and the Challenger disaster. Given the slumping economy and a threefold increase in divorce rates, most Gen X’ers were raised by working parents. This created the phenomenon of latchkey kids which left X’ers

with both a preference for freedom and a sense of self-reliance (Parker, 2007). Pop culture, including the rise of icons like MTV, also had an influence on Gen X'ers. An increase in the popularity of computer and video games helped to encourage a need for instant feedback. Family and personal time is very important to Gen X'ers, and they are willing to sacrifice work place success for more leisure time (Tolbize, 2008). Tolbize (2008) finds money is not necessarily a motivator for this generation, but the absence of it may lead to a loss of motivation. Watson's (2010) research shows Gen X'ers need autonomy. They prefer feedback over orders and hierarchical structure disengages them. Given the environment in which they were raised, which included two working parents, Gen X'ers thrive on flexibility and prioritize work-life balance.

Generation Y, also known as "Gen Y'ers", "Millenniums", "Nexters", and "Generation Why", were born between 1980 and 2000. It is not yet clear which events will be pivotal for this generation since the youngest members are only 15 years old. Events most likely shaping Gen Y'ers include 9/11, the wars in Iraq, high profile school shootings and terrorist attacks. Gen Y'ers are the focus of parental and societal attention. Their parents are committed to protecting them from the neglect that they felt growing up as latchkey kids (Parker, 2007). Gen Y'ers derive their values from technology and globalization. They see the world from a different perspective and are more optimistic about future possibilities (Parker, 2007). They embrace diversity, are independent, are efficient multi-taskers and are more highly educated than previous generations (Tolbize, 2008). They have also been characterized as demanding and confident (Glass, 2007). Yosoff and Kian (2013) suggest Gen Y employees develop satisfaction when employers provide access to sophisticated technology and make their jobs interesting, challenging and entertaining.

Gen Y employees typically prefer a casual work environment and expect that their managers will care about their well-being.

The impact of Locus of Control on Motivation

Another important factor of motivation is an employee's locus of control. Locus of control refers to how an individual perceives responsibility for what happens in his/her life. Put differently, it is the degree to which individuals believe that they have influence over what happens to them. According to Coetzee (2003) "some people believe that they are masters of their own fate while others see themselves as pawns of fate, believing that what happens to them in their lives is due to luck or chance"(pp. 102).

The first group, labeled as "internals", believe that they control their destinies. The second, "externals", see their lives as being controlled by outside forces, over which they have little, if any, influence. According to Bagraim, Cunningham, Potgieter and Viedge (2007) internals exhibit more political behavior than externals and are more likely to influence other people. Robbins, Judge, Odendaal, and Roodt (2009) conclude from their research that individuals with an external locus of control are less satisfied with their jobs, have higher absenteeism rates, are more alienated from their work setting, and are less involved in their jobs than internals.

Wyk (2011) believes an "individual locus of control has a direct impact on the effort to performance relationship and it is, therefore, important to take individual's locus of control into consideration when evaluating their levels of motivation" (pp.51).

Conclusion

Previous research (Wyk, 2011) has shown that the impact of motivation on the overall performance of employees is very important for many different reasons not least of which is the

overall health and financial wellbeing of the employing organization. Organizations that ignore the factors that drive employee motivation do so at their own peril. Re'em (2011) concludes that increased productivity is not the only benefit of a motivated workforce; motivated employees are also less stressed, derive greater satisfaction from their work, have fewer work-related accidents, have better attendance records and are more loyal to their employers. They are also more creative, innovative, and responsive to customers, which contributes to the long-term success of the organization. It is not an understatement to say that motivated employees are the single greatest asset to any organization (Re'em, 2011).

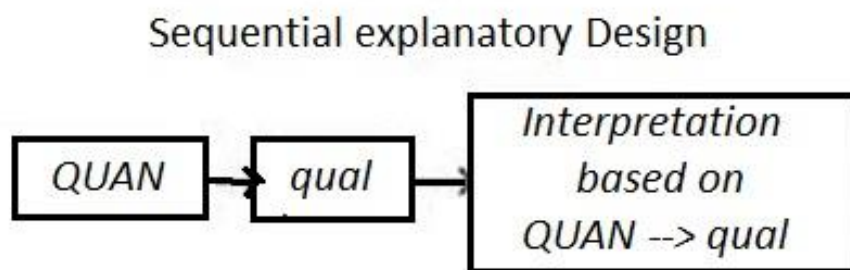
By using Maslow's Hierarchy of Human Needs Theory and Herzberg's Two Factor Theory as a foundation for this thesis, motivation factors were identified. This paper will illustrate the employee motivation characteristics of employees at the University of Southern Maine. The differing generation's motivations will be explored to evaluate differences and similarities to other generation's motivations. The university can take this information into account when developing strategies to enhance worker motivation.

Methodology

Before determining if generational age shapes an employees motivation in the higher education workplace, the researcher first determined the demographics and key motivational factors of the population. These identified key factors, as well as emergent motivational factors found, play a large part in the comparison of generational cohorts, and shape the implications and recommendations for the higher education workplace.

This study uses an explanatory mixed methods design (Figure 4). The quantitative method was used to capture the trends and details of the study, and the qualitative method provided a more complete understanding of the trends and details (Tashakkori, A., & Teddlie, C., 1998). This ethnographic study provides two data sets where the qualitative interview questions build off of the findings in the first quantitative survey questions. Creswell (2002) claims using both methods leads to a greater understanding of the research problem. The quantitative component of the study consisted of online survey questions, while the qualitative portion was comprised of a voluntary follow-up interview questions.

Figure 4: Sequential Explanatory Design



<http://www.hindawi.com/journals/ecam/2013/187365.fig.003.jpg>

Population and Sample Selection

The participants in this study are salaried/professional and hourly/classified employees, at the University of Southern Maine. Criteria for selection included: (a) must be a professional or classified staff member; and (b) must be between 18 and 70 years of age. All participants were volunteers. For the first, quantitative piece of the study, eligible participants were emailed a survey to complete anonymously; only completed surveys were included in the data set. For the second, qualitative portion of the study, only those who qualified for the quantitative portion and completed the open-ended survey questions were included.

Data Source and Collection

The quantitative phase of the study was focused on understanding the participants' backgrounds, motivators, and ultimately their generational cohort. In the qualitative phase, interview questions were asked based on literature findings. Klenke (2008) states combining content analysis and interviews, addresses the issue of internal validity by using more than one method of data collection. In this design, two data sources including surveys and interviews were used to verify facts.

Potential participants were emailed a link to a self-administered questionnaire that was submitted anonymously. The use of email was appropriate here as the population is accustomed and comfortable with this means of interaction.

Each respondent was given a consent form to read, and agree to, before completing the questionnaire. The consent form is found in the Appendix in compliance with the University of Southern Maine research work guidelines.

Summary

Using both quantitative and qualitative methods, this study investigates, how generational age influences employee motivation. The intention was to probe the quantitative survey findings and to gain a more detailed understanding through the use of the qualitative method and corresponding findings. The explanatory sequential mixed methods design used the two data sets to connect and build on one another.

Findings

This explanatory study used a questionnaire with a quantitative portion and a qualitative portion. The questionnaire was divided into 4 sections: (1) Demographic information; (2) Rank importance of motivation factors (3) Work locus of Control and (4) Interview Questions.

Section 1: Demographics

The sample was taken from full-time salaried/professional and hourly/classified employees at the University of Southern Maine - a total population of 716 individuals. 182 responses were received with 156 fitting the demographic of this study: 21.7% usable response rate. From the 156 usable submissions, 101 were completed by salaried/professional employees and 55 were completed by hourly/classified employees, 124 respondents were female and 32 were male.

Responses were sorted into generational cohorts. These are (1) Generation Y (31 responses received out of 101 population) 30.6%; (2) Generation X (37 responses out of 196 population) 18.8%; (3) Baby Boomers (87 responses out of 404) 21.5%; and (4) Traditionalists (1 response out of 6) 16.6%.

Section 2: Rank importance of motivation factors

The questionnaire asked participants to rank the 13 identified factors of motivation, one number per factor, with the most important factor ranking 1 and the least important ranking 13. 11 responses were not used as the respondents did not complete the entire rating scale. Results were tabulated using an excel spreadsheet where data was ranked by average. Table 2 shows the factors ranked by classified cohort, by number of responses and average rank. (Average Rank omitted for Traditionalists, as there was only one respondent) Factors are listed in no particular order.

Table 2: Ranked Factors of Motivation by Generational Cohort

		Generation Y	Generation X	Baby Boomer	Traditionalist
1	Rewards	10 (8.3%)	12 (8.7%)	12 (8.3%)	4
2	Goal Setting	12 (8.5%)	11 (8.5%)	11 (8.1%)	1
3	Feedback	11 (8.4%)	9 (7.9%)	10 (8.1%)	8
4	Job Characteristics	4 (6.2%)	3 (5.7%)	1 (4.0%)	2
5	Salary	3 (5.2%)	1 (4.7%)	2 (5.0%)	9
6	Advancement & Growth	2 (5.0%)	4 (6.0%)	8 (7.3%)	7
7	Working Conditions	7 (7.0%)	7 (7.3%)	6 (7.2%)	6
8	Recognition & Appreciation	6 (6.9%)	10 (8.5%)	7 (7.2%)	12
9	Training & Development	5 (6.8%)	8 (7.7%)	9 (7.5%)	13
10	Job Responsibilities	9 (7.6%)	5 (6.2%)	3 (5.2%)	3
11	Job Security	8 (7.2%)	6 (6.9%)	5 (6.6%)	10
12	Performance Appraisals	13 (9.7%)	13 (9.6%)	13 (10.2%)	11
13	Leadership	1 (4.0%)	2 (5.2%)	4 (5.7%)	5

Ranked factors were then examined further by asking participants to respond to two statements for each of the thirteen factors. This was done using a five-level Likert scale range. Tables 3-15 provide a summary of results from each factor. The full findings are listed in Appendix 4 Ranked Question Results.

Table 3: Ranked Factor Results: Rewards

Generation Y	Generation X	Baby Boomer	Traditionalist
REWARDS			
Your organization is aware of what rewards employees value as important?			
Disagree (41.9%)	Neutral/Disagree (35.1%)	Disagree (36.8%)	Disagree (100%)
Your organizations current incentive scheme motivates you to perform.			
Disagree (45.2%)	Disagree (59.5%)	Strongly Disagree(39.1)	Disagree (100%)

Findings for the ‘REWARDS’ factor show all generations disagree that the organization is aware of what rewards employees value as important. All generations also disagree that the organizations current incentive scheme motivates them.

Table 4: Ranked Factor Results: Goal Setting

Generation Y	Generation X	Baby Boomer	Traditionalist
GOAL SETTING			
You feel the goals you are supposed to achieve are realistic and attainable?			
Agree (54.8%)	Agree (54.1%)	Agree (55.2%)	Agree (100%)
You assist your manager/supervisor in setting your goals?			
Agree (58.1%)	Agree (48.6%)	Agree (59.8%)	Agree (100%)

Findings for the ‘GOAL SETTING’ factor show all generations agree their achievable goals are realistic and attainable. All generations also agree that they assist their manager in setting these goals.

Table 5: Ranked Factor Results: Feedback

Generation Y	Generation X	Baby Boomer	Traditionalist
FEEDBACK			
Feedback from your manager/supervisor is clear and directed at improving your performance?			
Agree (48.4%)	Agree (40.5%)	Agree (42.5%)	Neutral (100%)
You receive adequate feedback from your manager/supervisor?			
Agree (41.9%)	Agree (40.5%)	Agree (39.1%)	Agree (100%)

Findings for the ‘FEEDBACK’ factor show all generations except Traditionalists agree that feedback from their supervisors is clear and directed at improving their performance. The Traditionalist in this study was neutral on this question. All generations agree that they receive adequate feedback from their supervisors.

Table 6: Ranked Factor Results: Job Characteristics

Generation Y	Generation X	Baby Boomer	Traditionalist
JOB CHARACTERISTICS			
Your job is both interesting and challenging?			
Agree (41.9%)	Agree (51.4%)	Agree (51.7%)	Strongly Agree (100%)
Employees are rotated in the organization in order to learn new tasks?			
Disagree (38.7%)	Disagree (45.9%)	Strongly Disagree (37.9%)	Strongly Disagree (100%)

Findings for the ‘JOB CHARACTERISTICS’ factor show all generations agree their job is both interesting and challenging. The Traditionalist respondent said they strongly agree. All generations disagree or strongly disagree that the organization rotates employees to learn new tasks.

Table 7: Ranked Factor Results: Salary

Generation Y	Generation X	Baby Boomer	Traditionalist
SALARY			
You are of the opinion that your salary is market related?			
Disagree (29.0%)	Agree (32.4%)/ Disagree (32.4%)	Neutral (29.9%)/ Disagree (29.9%)	Disagree (100%)
You feel that your current salary motivates you to perform?			
Disagree (38.7%)	Agree (29.7%)/ Disagree (29.7%)	Neutral (28.7%)	Strongly Disagree (100%)

Findings for the ‘SALARY’ factor show all generations disagree that their salary is market related. Generation X and Baby Boomers are neutral in deciding if their salary motivates them. Generation Y disagrees, and the Traditionalist strongly disagrees.

Table 8: Ranked Factor Results: Opportunity for Advancement & Growth

Generation Y	Generation X	Baby Boomer	Traditionalist
OPPORTUNITY FOR ADVANCEMENT & GROWTH			
There are good promotion opportunities for employees within your organization?			
Disagree (45.2%)	Disagree (45.9%)	Disagree (44.8%)	Strongly Disagree (100%)
The A & G opportunity within the organization motivates you to perform better?			
Neutral (29.0%)	Neutral (37.8%)	Disagree (34.5%)	Neutral (100%)

Findings for the ‘OPPORTUNITY FOR ADVANCEMENT & GROWTH’ factor show all generations disagree that there are good promotion opportunities within the organization, and the Traditionalist strongly disagrees. Most generations are neutral in deciding if it is motivating. The Baby Boomers believe it is not by disagreeing.

Table 9: Ranked Factor Results: Working Conditions

Generation Y	Generation X	Baby Boomer	Traditionalist
WORKING CONDITIONS			
You are provided with the necessary equipment to adequately perform your duties?			
Agree (71.0%)	Agree (56.8%)	Agree (70.1%)	Agree (100%)
You have a pleasant working environment?			
Agree (58.1%)	Agree (54.1%)	Agree (55.2%)	Neutral (100%)

Findings for the ‘WORKING CONDITIONS’ factor show all generations agree they are provided with the equipment necessary to perform their duties. Most generations also agree that they have pleasant working environments. The Traditionalist was neutral.

Table 10: Ranked Factor Results: Recognition & Appreciation

Generation Y	Generation X	Baby Boomer	Traditionalist
RECOGNITION & APPRECIATION			
You receive recognition for your achievements from your manager/supervisor?			
Agree (45.2%)	Agree (56.8%)	Agree (51.7%)	Disagree (100%)
Employee achievements are publicized throughout the organization?			
Disagree (41.9%)	Disagree (40.5%)	Disagree (37.9%)	Strongly Disagree (100%)

Findings for the ‘RECOGNITION & APPRECIATION’ factor show all generations but the Traditionalist agrees they receive recognition for their achievements from their supervisor, Traditionalists disagree. All generations disagree that these achievements are publicized throughout the organization. The Traditionalist strongly disagrees.

Table 11: Ranked Factor Results: Training & Development

Generation Y	Generation X	Baby Boomer	Traditionalist
TRAINING & DEVELOPMENT			
You receive ongoing training to improve your ability and skills?			
Agree (35.5%)	Neutral (Agree 35.1%, Disagree 35.1%)	Agree (36.8%)	Strongly Disagree (100%)
You are cross-trained in order to perform duties in other departments?			
Agree (41.9%)	Disagree (48.6%)	Disagree (55.2%)	Strongly Disagree (100%)

Findings for the “TRAINING & DEVELOPMENT” factor show mixed results. Generation Y and Baby Boomers believed they received ongoing training to improve ability and skills, Generation X was neutral, and the Traditionalist strongly disagree. Generation Y was the only generation to report agreement that they are cross trained to perform other duties, Generation X and Baby Boomers disagree, and the Traditionalist strongly disagree.

Table 12: Ranked Factor Results: Responsibility

Generation Y	Generation X	Baby Boomer	Traditionalist
RESPONSIBILITY			
Your manager/supervisor lets you take responsibility for the tasks you perform?			
Strongly Agree (51.6%)	Agree (56.8%)	Agree (54.0%)	Strongly Agree (100%)
Your supervisor allows you to make your own decisions on how to perform your tasks in order to achieve your goals?			
Strongly Agree (54.8%)	Agree (59.5%)	Agree (49.4%)	Agree (100%)

Findings for the ‘RESPONSIBILITY’ factor show all generations agree that their supervisors allow them to take responsibility for their performed tasks, Generation Y and the Traditionalist strongly agree. All generations also agree they are allowed to make their own performance decisions to complete these tasks. Generation Y strongly agrees.

Table 13: Ranked Factor Results: Job Security

Generation Y	Generation X	Baby Boomer	Traditionalist
JOB SECURITY			
You have no fear about the financial stability of the organization?			
Strongly Disagree (64.5%)	Strongly Disagree (56.8%)	Strongly Disagree (55.2%)	Strongly Disagree (100%)
You feel secure about your future within the organization?			
Disagree (38.7%)/ Strongly Disagree (38.7%)	Disagree (43.2%)	Strongly Disagree (43.7%)	Neutral (100%)

Findings for the ‘JOB SECURITY’ factor show all generations strongly disagree that they have no fear of the organizations financial stability. Most generations disagree or strongly disagree that they feel secure about their future with the organization. The Traditionalist was neutral.

Table 14: Ranked Factor Results: Performance Appraisals

Generation Y	Generation X	Baby Boomer	Traditionalist
PERFORMANCE APPRAISALS			
You feel that the current performance appraisal system used, adequately measures your true performance?			
Agree (32.3%)	Disagree (40.5%)	Disagree (32.2%)	Disagree (100%)
Your current performance appraisal system motivates you to achieve your goals and improve your performance?			
Disagree (38.7%)	Disagree (48.6%)	Disagree (33.3%)	Strongly Disagree (100%)

Findings for the ‘PERFORMANCE APPRAISAL’ factor show all generations, except Generation Y, disagree that the current system used adequately measures their true performance, Generation Y agrees. All generations disagree or strongly disagree that the current system motivates them to achieve and improve.

Table 15: Ranked Factor Results: Leadership

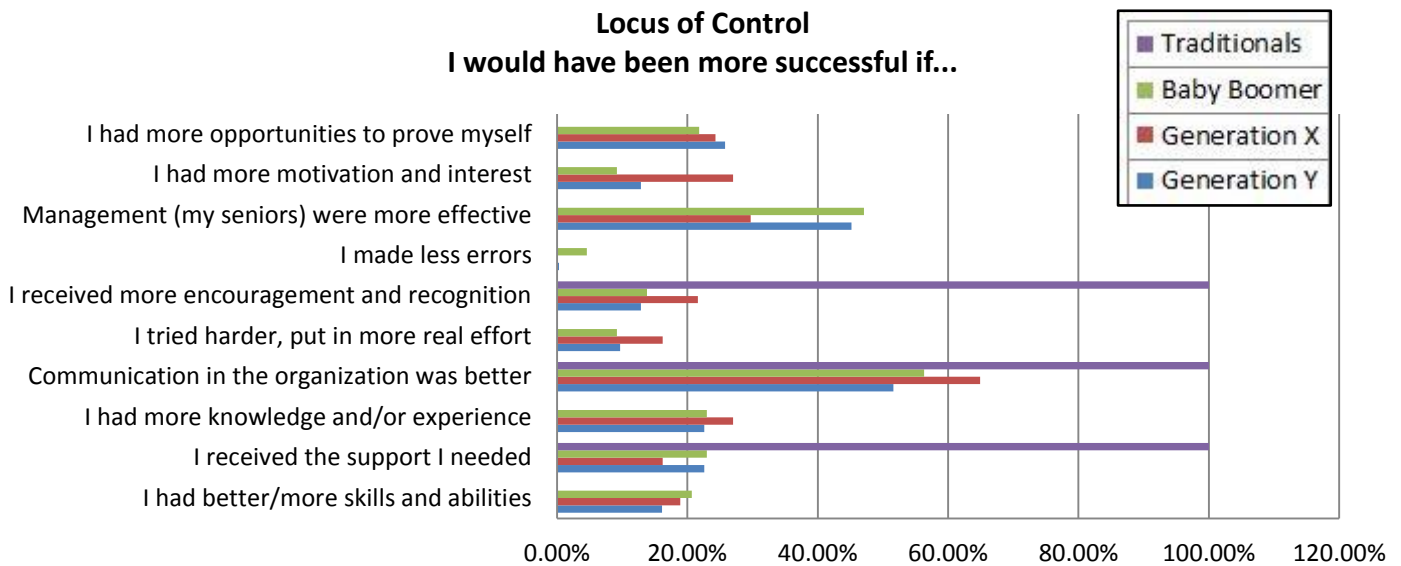
Generation Y	Generation X	Baby Boomer	Traditionalist
LEADERSHIP			
You receive adequate guidance and support from your manager/supervisor?			
Agree (38.7%)	Agree (54.1%)	Agree (46.0%)	Strongly Disagree (100%)
Your supervisor/manager is trustworthy?			
Strongly Agree (41.9%)	Agree (59.5%)	Agree (37.9%)	Neutral (100%)

Findings for the ‘LEADERSHIP’ factor reveal most generations believe they receive adequate guidance and support from their supervisors. The Traditionalist disagrees. Most also agree their supervisor was trustworthy, the Traditionalist was neutral.

Section 3: Work locus of Control

Dominant locus of control was quantified using a measuring instrument accessed from Coetsee (2003). Respondents had to select from a list of ten factors, those that they believe have hindered their careers. Findings indicate that the majority of the participants have an external locus of control. A summary of results is shown in Table 16.

Table 16: Employees Locus of Control



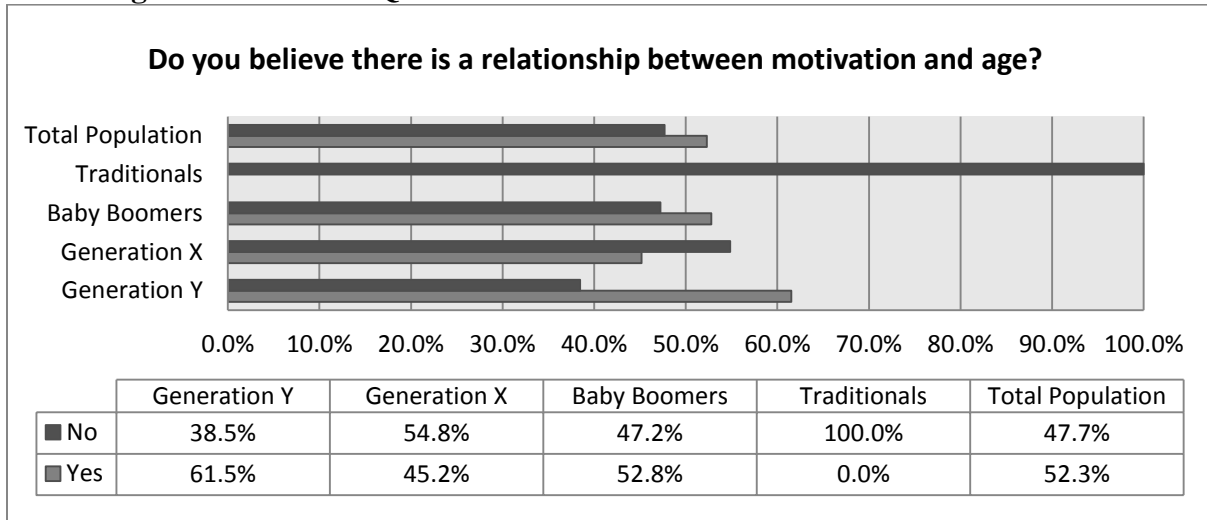
	Generation Y	Generation X	Baby Boomer	Traditionalist	Total Population
I had more opportunities to prove myself	25.8%	24.3%	21.8%	0.0%	23.1%
I had more motivation and interest	12.9%	27.0%	9.2%	0.0%	14.1%
Management were more effective	45.2%	29.7%	47.1%	0.0%	42.3%
I made less errors	0.3%	0.0%	4.6%	0.0%	3.2%
I received more encouragement & recognition	12.9%	21.6%	13.8%	100.0%	16.0%
I tried harder, put in more real effort	9.7%	16.2%	9.2%	0.0%	10.9%
Communication in the organization was better	51.6%	64.9%	56.3%	100.0%	57.7%
I had more knowledge &/or experience	22.6%	27.0%	23.0%	0.0%	23.7%
I received the support I needed	22.6%	16.2%	23.0%	100.0%	21.8%
I had better/more skills & abilities	16.1%	18.9%	20.7%	0.0%	19.2%
EXTERNAL factors are highlighted		INTERNAL factors are not highlighted			

Section 4: Interview Questions

Three qualitative interview questions were asked ...

1. Do you believe there is a relationship between motivation and age?

Figure 5: Interview Question Results 1



Generation Y was the cohort with the largest percentage of members believing there is, in fact, a relationship between motivation and age. Common themes found for participants answering Yes to Question 1 are as follows: young want to advance, life cycle also a factor, stereotypes are fitting, older generations become complacent, older generations want stability, and younger generation more motivated. Common themes for participants answering No to Question 1 include: life cycle is better determinant, motivation is individual, motivation is linked to interests and/or personality, and depends on rewards.

Generation X was more evenly decided with just less than half reporting they believe there is a relationship between motivation and age. Common themes found for participants answering Yes to Question 1 are as follows: stereotypes accurate, older generations become complacent, life cycle also a factor, and it depends on how you were raised. Common themes for

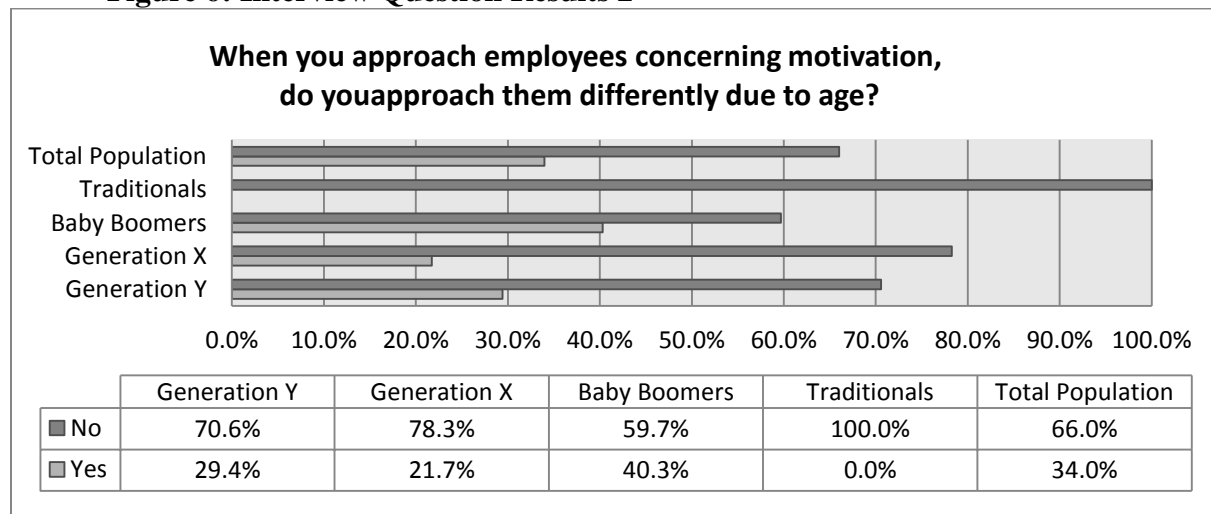
participants answering No to Question 1 include: life cycle is better determinant, there are no differences, motivation is individual, and motivation is linked to personality.

Baby Boomers reported a little more than half of respondents believing yes there is a relationship between motivation and age. Common themes found for participants answering Yes to Question 1 are as follows: older workers become complacent, generational stereotypes are fitting, life cycle also a factor, younger are more motivated, younger generations are less loyal, younger generations want balance, older generations have better work ethic, future at USM uncertain, and intrinsic motivation increases with age. Common themes for participants answering No to Question 1 include: motivation is personal, motivation is intrinsic, intrinsic increases with age, life cycle is better determinant, work/work environment defines motivation, and no current rewards attached to performance.

The Traditionalist did not believe there is a relationship between motivation and age. Their thoughts were that you need a culture you can grow in to motivate you in the workplace.

2. How do you approach employees concerning motivation, do you approach them differently due to age?

Figure 6: Interview Question Results 2



The majority of Generation Y respondents believe they do not approach employees differently due to age. Common themes found for participants answering Yes to Question 2 are as follows: must respect older generations, want to relate to and understand others views, and life cycle a factor. Common themes for participants answering No to Question 2 include: offer all several approaches, approach them based on personality, depends on their intrinsic/extrinsic motivators, and the environment impacts individual motivation.

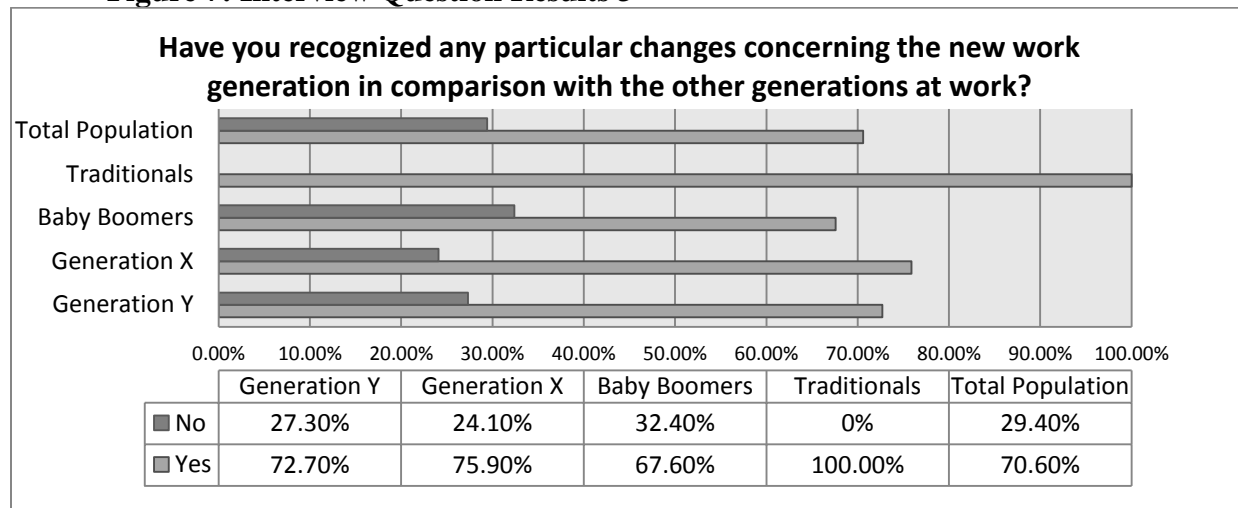
Generation X largely reported that they do not approach others differently due to age. Common themes found for participants answering Yes to Question 2 are as follows: there is a technology gap, different generations need different things, personality also a factor, and older generations have better work ethic. Common themes for participants answering No to Question 2 include: motivation is personal, life cycle a better determinant, approach is different concerning performance, age only part of the package, and motivation tied to direction and goals of organization.

Baby Boomers, in a large degree, agree with their younger generation that they do not believe they approach others differently due to age. Common themes found for participants answering Yes to Question 2 are as follows: older generations become complacent, may give young more leeway, young ask more questions, assign different tasks to different age groups, older generations work harder, younger generations want balance and flexibility, older generations need more opportunities, younger generations need praise, and generation not the only factor. Common themes for participants answering No to Question 2 include: motivation is intrinsic, motivation is personal, responsibility based on job title, all workers expected to be motivated, life cycle better determinant, all receive same respect, gender better determinant, and no external rewards to give.

The Traditionalist reported they do not approach employees differently due to age but understanding that those at different ages have different skills and values is important.

3. Have you recognized any particular changes concerning the new work generation in comparison with the other generations at work?

Figure 7: Interview Question Results 3



Generation Y reports they have recognized changes concerning the new work generation. Common themes found for participants answering Yes to Question 3 are as follows: younger generations are more tech savvy, younger generations are looking for advancement, flexibility and change, younger generation show less loyalty, organizations not loyal to younger generations, and older generation appreciate status quo. Common themes for participants answering No to Question 3 include: no changes noticed, not at USM, all ‘new’ workers bring new ideas, and not applicable.

Generation X strongly believes that there are changes in the new work generation. Common themes found for participants answering Yes to Question 3 are as follows: younger generation is less motivated, young carry an entitlement, young less responsible than older generations, young provide lower quality work and show less pride, young have more energy, young look for advancement and salary, and there is a technology divide between younger and

older workers. Common themes for participants answering No to Question 3 include: not applicable, and motivation does not differ.

Baby Boomers also largely agree that there are changes in the new work generation. Common themes found for participants answering Yes to Question 3 are as follows: younger generation is more tech savvy, young less loyal to organization, young have less work ethic, young expect advancement, young differ in how they take in and process information, young are lazy and entitled, stereotypes are accurate, and young are distracted by technology. Common themes for participants answering No to Question 3 include: motivation is individual, life cycle better determinant, young adapt better to change.

The Traditionalist, similarly reports that they agree there are changes in the new work generation. They believe each generation has its own gifts to share.

Discussion

In analyzing the findings for this study the loci of control results were first compared with Maslow and Hertzberg. From the findings, the researcher has discovered that University of Southern Maine employees, who participated in this study, are largely external in their locus of control, which places them in Maslow's lower level needs, and into Herzberg's hygiene factors. University employees that the top two control factors their careers are (1) 'Communication in the organization was better' and (2) 'Management were more effective'. This is worrisome as Robbins et al. (2009) concluded that individuals with an external locus of control are less satisfied with their jobs, and are less involved in their jobs than with those who have an internal locus of control. These findings may be partially the product of the financial difficulties and downsizing occurring at the University of Southern Maine. With this in mind, the researcher turns to the remaining study results to determine what motivates University of Southern Maine employees and to identify potential ways in which employee motivation may be improved across generations.

Based on the conclusions in the literature review, it was expected that significant differences between the motivational profiles of the demographic subgroups would be found. The responses to interview questions in the qualitative portion of this study reveal instead that University of Southern Maine employees are evenly split in their views as to whether there exists a relationship between age and motivation. Three-quarters of the same employees have noticed differences in the new work generation in comparison with the other generations at work. However, even though there may be distinct generational differences, employee motivators appear to be more similar than different.

Leadership, Salary, and Job Characteristics appeared in the top four ranked factors for cohorts Generation Y, Generation X, and Baby Boomers (see Table 17). (The Traditionalist respondent showed differences in motivators, but with only one respondent in that subgroup, it would be speculative to make final conclusions for this cohort.)

Generation Y, Generation X, and Baby Boomers all rank Performance Appraisals at number 13, or least motivating. The Traditionalist stereotypically placed Training & Development in 13th place; again because there was only one usable submission from this cohort- this is not a fair representation of this cohort.

Table 17: Top 4 and last (13th) ranked factors

	1 st	2 nd	3 rd	4 th	Last (13 th)
Generation Y	Leadership	Advancement & Growth	Salary	Job Characteristics	Performance Appraisals
Generation X	Salary	Leadership	Job Characteristics	Advancement & Growth	Performance Appraisals
Baby Boomers	Job Characteristics	Salary	Job Responsibility	Leadership	Performance Appraisals
Traditionalist	Goal Setting	Job Characteristics	Job Responsibility	Rewards	Training & Development

(Shading in Tables 17 & 18 is for easier comparison only. There is no significance for colors chosen)

Comparing findings with other research on motivational factors shows both similarities and differences (see Table 18). Yusoff & Kian (2013) find significant differences in motivators between Generation X and Generation Y employees in the electric industry. Karaskakovska (2011) finds some differences and some similarities in employee motivators by generation in high value-added service industries. Gilliam (2010) found very little differences between employee motivators for all generations. In this study, matching factors are listed in the top four rankings, but they are in differing order for each generation, so all four will need to be addressed.

When comparing these surveys, one must consider the differences in working environment and (personal) circumstances among the employees. This likely has a significant impacted on the

results. As mentioned before, motivation is personal, and industries differ from one another, so they will attract and retain different types of people (Johnson, 2005, Gilliam 2010).

Table 18: Comparative Studies Ranked Factors

		1 st	2nd	3rd	Last
Gilliam (2010)	Generation Y	Salary	Leadership	Job Characteristics	Operating policies and procedures
	Generation X	Salary	Leadership	Feedback	Operating policies and procedures
	Baby Boomers	Salary	Leadership	Job Characteristics	Operating policies and procedures
	Traditionalist	(Not examined)	(Not examined)	(Not examined)	(Not examined)
Karaskakovska (2011)	Generation Y	Work Environment	Job Characteristics	Advancement & Growth	Location
	Generation X	Job Characteristics	Advancement & Growth	Salary	Location
	Baby Boomers	Job Characteristics	Salary	Advancement & Growth	Location
	Traditionalist	(Not examined)	(Not examined)	(Not examined)	(Not examined)
(Yusoff & Kian, 2013)	Generation Y	Job Characteristics	Salary	Achievements	Advancement & Growth
	Generation X	Salary	Advancement & Growth	Recognition	Working Conditions
	Baby Boomers	(Not examined)	(Not examined)	(Not examined)	(Not examined)
	Traditionalist	(Not examined)	(Not examined)	(Not examined)	(Not examined)

Comparing findings to Herzberg’s Two-Factor Theory and Maslow's Hierarchy of Human Needs Theory provides some interesting insight into employee motivation. The top three ranked factors, (1) Leadership (2) Salary, and (3) Job Characteristics are in both of Herzberg’s classifications, and on three different levels of Maslow’s Hierarchy of Needs.

Both the number one and the number two ranked factors, in this study, are what Hertzberg categorizes as hygiene factors. As you may recall from the literature review, hygiene factors are associated with individuals’ negative feelings about their work and these factors do not contribute to employee motivation. Only when these factors are considered acceptable, are

the employees then able to focus on motivators. It is therefore important that management first give attention to hygiene factors.

Maslow's Hierarchy of Human Needs places the top three ranked factors in (1) belonging, (2) physiological, and (3) self-actualization levels, respectively. The first two are found in the external lower level needs, and, similar to Herzberg, need to be satisfied in order for employees to find motivation in their higher level needs.

Generational Stereotypes

Popular literature has stereotyped each generation with its own characteristics. However, this research finds the different generations likely have more in common than previously thought.

The suggestion that 'life stage' may be a better determinate of motivational subgroups was mentioned in almost every open-ended question, by all cohorts. Employees' find their desires and needs change throughout the progression of their careers but are not determined by their generational group. This progression can also be related to the tiers of Maslow's hierarchy.

Key Motivation Factors Examined

Leadership was the top ranked factor for generation Y, second for generation X, fourth for Baby Boomers and fifth for the Traditionalist. This is an external factor that appears very important to all of the generations and thankfully, responses to leadership statements indicate employees feel they receive adequate guidance and support from a trustworthy supervisor.

A good quality relationship between an employee and their superior is a motivating factor. A relationship that bears the imprint of an open attitude of respect, honesty, and transparency does not cost money and can play a very important and motivating role for the employee (Ajang, 2007).

A leader's locus of control has been correlated with organizational performance. Ajang (2007) and Yukl (2006) found internally oriented leaders show greater confidence, are better equipped to deal with stress, and generate higher company performance than managers who are externally oriented. With a largely external locus of control by employees, University of Southern Maine management will be expected to change the climate to a more favorable one.

Salary was ranked first for generation X, second for Baby Boomers, and third for generation Y. Salary is an external factor, a hygiene factor (Herzberg), and a lower level need (Maslow). Salary is a safety factor that must be adequately provided for to ensure that employees are not dissatisfied. Paying lower wages (hygiene) than what they believe to be fair may lead to job dissatisfaction. According to Herzberg money is not a motivation-enhancer. He found it to be a short term incentive that only creates satisfaction when it is first received.

The majority of other studies examined found salary to be of motivational importance, irrespective of generational age. Wiley's (1997) research summarized that a salary that reflects an employee's ability may lead to greater intrinsic motivation. He says that the role money plays in people's lives cannot be overlooked because the main reason why most individuals work is to secure an income.

Job Characteristics are defined as things that make the job interesting and challenging. Job Characteristics were the top ranked factor for Baby Boomers and in the top four ranked factors for all other generations. Questionnaire responses reveal that all generations agree their job is both interesting and challenging.

Interesting and challenging work is a self-actualizing factor according to Maslow. This factor is at the very top of the Hierarchy of Needs and an important motivator in Herzberg's Motivator-Hygiene Theory. Herzberg (1968) noted, "The only way to motivate the employee is

to give him challenging work in which he can assume responsibility” (pp 53). Gilliam (2010) found that when employees are provided with challenging work for which they can assume responsibility; they become more engaged in their work, which in turn increases their motivation.

Advancement & Growth was ranked second for generation Y, fourth for generation X, and eighth and seventh for Baby Boomers and the Traditionalist. This was found to be generationally stereotypical as this factor is said to be more important to younger employees and fades in older cohorts. This could also be seen as a life-stage dependent factor.

Findings indicate that all generational cohorts disagree that there are good promotion opportunities within the organization. Determining if it is better to promote from within or hire externally is a difficult question in any organization. Participants in this study report that they would prefer promotions from within. By promoting from within, the university can hope to avoid costs associated with replacing an employee and or the loss of potential and instead groom future leaders through thoughtful succession planning.

Performance Appraisals were ranked last for all cohorts except the traditionalist who ranked it at 11th place. Findings show significant numbers of university employees do not believe that the current appraisal system adequately measures their true performance and also feel it does not motivate them to achieve and improve.

Performance Appraisals can act as a motivator. Ideally, Performance Appraisals give work clarity and responsibility by; defining goals, identifying challenges and providing employees with achievements to strive for. However, there can be a number of problems with the administration and management of performance appraisals which may be the reason many respondents have negative opinions of them. Managers are rarely trained to conduct performance

appraisals that tie expectations to business results, leaving employees without clear direction. Supervisory training and development play a big part in addressing these shortfalls and improving appraisal outcomes for individuals and organizations.

The findings note that significant numbers of university employees believe that older workers become complacent in the workplace. An older respondent agreed saying, “Yes, as we get older we are more complacent and looking toward retirement rather than career advancement”. Another said, “Change becomes more difficult as people get older”.

Conclusion

The main problem of this study asked ‘Does generational age affect employee’s motivation in the higher education workplace?’ The findings in this study are not supportive of a connection to the generational stereotypes in literature. In fact, few meaningful differences were found between the generational cohorts. Even when differences were observed, they appear to be dependent on life-stage, rather than generational differences.

In sum, the researcher maintains that the long-term survival of the organization depends largely on the motivation of its employees. It is recommended that the University focus on what the generations have in common by; offering employees internally led leadership, a fair market wage, challenging projects, and opportunities for advancement. Along with other organizational variables, this recommendation can result in more committed, more motivated workers.

Implications

An emergent factor revealed by all cohorts, without being prompted, was the struggling financial state of the university. Several respondents even commented that because of the poor conditions, this may not be a good time to evaluate motivation. The researcher believes just the opposite.

In difficult times, when employees are worried about their financial and professional future; they become uncertain, which leads to decreases in performance. Motivating employees becomes more important and more difficult with limited budgets.

Referring to Maslow's theory and research findings, it may be because of the crisis, more people are moving toward lower levels of the pyramid and safety has become a primary concern. The surviving need rises above values, and motivational strategies should take this into account.

During poor financial times, the university's future depends on the commitment and loyalty of employees. Recommendations have been given based on findings while taking this implication into account.

Recommendations

Recommendation 1: Locus of control

A disconcerting external locus of control is one of the commonalities found in this research that needs prompt attention. It is the recommendation of the researcher that the University of Southern Maine stimulate, encourage, and support the development of an employee's internal locus of control. Research shows that those with an internal locus of control are more satisfied and productive employees (Wyk, 2011; Robbins et al., 2009). By creating an environment where employees can experience success, where leaders encourage and support, and where rewards and recognition are linked directly to performance, an internal locus of control can be improved. Internal motivation training needs to start with the leaders.

Recommendation 2: Leadership

University employees already feel good about their leaders, but leadership remains at the very top of rankings as a motivation factor. Often, when companies downsize or restructure, moral and trust suffer (Cameron, Freeman, & Mishra, 1993; Henkoff, 1994). Offering supervisory training that is directed toward improving interpersonal relationships between supervisor and employee will enhance the existing connections in the workplace and provide new tools. Supervisory training would be an appropriate place to start in stimulating internal locus of control.

Recommendation 3: Salaries

As a top rated motivation factor and hygiene factor, salary cannot be ignored, even in a financial crisis. University employees do not feel their pay is market related, and they want to feel their skills are tied to their pay.

The researcher is under the assumption that the representing union is the proper place to look to find information on market related comparisons. Making this information available to the entire organization can prevent dissatisfaction caused by inaccurate assumptions.

If salaries are, in fact, below market value, implementing a projected wage increase over time will assist in satisfying this need. It is also recommended that those employees with exceptional performance be rewarded through bonus or incentive schemes, and again communicated to the entire organization.

Recommendation 4: Opportunity for Advancement & Growth

All cohorts report they want opportunities for advancement, and all cohorts disagree that there are good promotion opportunities within the university. It is recommended that promotion from within be the preferred method of recruitment. Employees should be prepared for the next step through development and mentoring from leaders. A succession plan would enable preferred grooming of future university leaders.

Herzberg's (1968) theory suggests that employees are motivated by their inherent need to succeed at a challenging task. Administration's job is then to provide opportunities for people to be motivated to achieve.

Recommendation 5: Performance Appraisals

The current performance appraisal system used at the University of Southern Maine is extremely subjective. Employees feel it does not accurately measure their performance and does not motivate them. It is recommended that consideration be given to a measurement system called the 'balanced scorecard'. This in-house software solution claims resources can be more easily allocated, and rewards can be linked to the accomplishment of performance objectives with minimum subjective input. It is recommended that administration seek advice on this matter

from the University of Southern Maine's new president, Harvey Kesselman, Ed.D., as his credentials show he has a respectable understanding of the system.

Suggestions for Future Research

The researcher recommends that the organization conduct routine motivation surveys, such as this one, as the population is always changing. Additional research might consider comparing motivators to life stage.

The researcher further recommends that the University conduct a study where internal and external motivators are measured. The aim would be to find better ways to create an internally motivated organization.

References:

- Age and generation related differences in the job satisfaction and work engagement of civilian Department of Defense scientists and engineers, Gilliam, Jason C.. The University of Alabama in Huntsville, ProQuest, UMI Dissertations Publishing, 2010. 3438413.
- Ajang, P. (2007). Assessing the role of work motivation on employee performance. *Umeå School of Business and Economics dissertation.*
- Bagraim, J., Cunningham, P., Potgieter, T. & Viedge, C., 2007. Organisational behaviour. A contemporary South African perspective. (2nd ed.). Pretoria: Van Schaik.
- Banibaker, A. (2008), *Motivation: concept and application*, [On Line], Available From: <http://www.scribd.com/doc/7627373/Motivation>, Accessed: 03.03.2010
- Cameron, K. S., Freeman, S. J., Mishra, A. K. (1993). Downsizing and redesigning organizations, In G. Huber & W. Glick (Eds.), *Organizational change and redesign* (pp. 19-63). New York: Oxford University Press.
- Coetsee, L.D., 2003. Peak performance and productivity. (2nd ed.). Potchefstroom: Van Schaik.
- Creswell, J. W. (2002). *Educational research: Planning, conducting, and evaluating quantitative and qualitative approaches to research*. Upper Saddle River, NJ: Merrill/Pearson Education
- Dayan, N.. 2005. Motivating your work force across generations. *Rural Telecommunications* September 1: 14.
- Fernandez, S., 2009, Comparing generation X to generation Y on work-related beliefs. *San Jose State University thesis*
- Glass, Amy. 2007. Understanding generational differences for competitive success. *Industrial and Commercial Training* 39 (2): 98-103.

Guay, F., Chanal, J., Ratelle, C. F., Marsh, H. W., Larose, S., & Boivin, M. (2010). Intrinsic, identified, and controlled types of motivation for school subjects in young elementary school children. *British Journal of Educational Psychology*, 80(4), 711–735.

Henkoff, R. (1994). Getting beyond downsizing. *Fortune*, January 10, pp.58-64.

Herley, Wade (2009) "Motivating the Generations," *Journal of Inquiry and Action in Education*: Vol. 3: Iss. 1, Article 1.

Available at: <http://digitalcommons.buffalostate.edu/jiae/vol3/iss1/1>

Herzberg, Frederick; Mausner, Bernard; Snyderman, Barbara B. (1959). *The Motivation to Work* (2nd ed.). New York: John Wiley. ISBN 0471373893.

Johnson, C. (2005). Employee motivation: A comparison of tipped and non-tipped hourly restaurant employees. B.M. Rider University.

Management 29: 55-74.

Karaskakovska, S. (2011). Analysis of the employee motivation factors: Focus on age and gender specific factors, University American College Skopje.

Klenke, K. (2008). *Qualitative research in the study of leadership*. Wagon Lane, Bigley: Emerald Group Publishing Limited.

Kupperschmidt, B. (2000). Multigeneration employees: Strategies for effective management.

Lindner, J. (1998). Understanding Employee Motivation. *Research in Brief*, 36(3).

Maslow, Abraham H. 1943. A theory of human motivation. *Psychology Review* 50.

Parker, C. C. 2007. Generational differences in work life balance Attitudes.

A thesis submitted to the Department of Psychology of the State University of New York for the degree of ms.

Patterson, C. (2007). The impact of generational diversity in the workplace. *The Diversity*

Factor, 15(3), 17-22.

Ramlall, S., (2004), A Review of Employee Motivation Theories and their Implications for Employee Retention within Organizations, *Journal of American Academy of Business, Cambridge*, 5(1/2), p.52-63, [On Line] Available From:

ftp://ftp.cba.uri.edu/Classes/Beauvais/HPR412/Ramlall_2004.pdf

Re'em, Y. (2010). Motivating public sector employees: An application-oriented analysis of possibilities and practical tools. Hertie School of Governance- Working papers, No. 60, July 2011. Retrieved January 12, 2015 from http://www.hertie-school.org/fileadmin/images/Downloads/working_papers/60.pdf.

Robbins, S.P., Judge, T.A., Odendaal, A. & Roodt, G., 2009. Organisational Behavior: Global and South African Perspectives. (2nd ed.). Cape Town: Pearson Education Inc.

Romando, R. (2007), *Motivation Theory*, [On Line], Available From:

<http://ezinearticles.com/?Motivation-Theory&id=410700>

Rood, A. Scott (2010) "Understanding Generational Diversity in the Workplace: What Resorts Can and are Doing," *Journal of Tourism*.

Smola, Karen W., & Charlotte D. Sutton. 2002. Generational differences: Revisiting generational work values for the new millennium. *Journal of Organizational Behavior* 23 (4): 363-382.

Tashakkori, A., & Teddlie, C. (1998). Mixed methodology: Combining qualitative and quantitative approaches. *Applied Social Research Methods Series*, 46. Thousand Oaks, CA: Sage Publications.

- Tolbize A. Generational differences in the workplace Available online at: University of Minnesota Research and Training Center on Community Living (2008)
http://rtc.umn.edu/docs/2_18_Gen_diff_workplace.pdf Accessed 01.09.11
- Trifunovska, K., Trifunovski, R. (2010). Human resource management: Motivation among employees in multinational corporations. *Kristianstad University International Business and Economics Program thesis*
- Watson, Holly L., "Multigenerational Workforce: Strategies for Managing Four Generations" (2010). University Honors Program. <https://digital.library.txstate.edu/handle/10877/3209>
- Wiley, C.(1997) "What motivates employees according to over 40 years of Motivation surveys." *International Journal of Mnapower*, Vol. 18, No3, pp. 264-280
- Wyk, C. V. (2011). Evaluating motivational levels of employees in a contemporary contemporary south african organization. *Business and Academic Studies at the Nelson Mandela Metropolitan University*, 1-138
- Yukl. (2006)., *Leadership in organizations* (6th ed.). Upper Saddle River, NJ: Pearson/Prentice Hall.
- Yusoff, W. F., & Kian, T. S. (2013). Generation Differences in Work Motivation: From Developing Country Perspective. *International Journal of Economy, Management and Social Sciences*, 2(4), 97-103.

APPENDIX 1

Online Survey Consent Form

University of Southern Maine

CONSENT FOR PARTICIPATION IN RESEARCH

Project Title: Motivating the Generations: Implications for the Higher Education Workplace

Introduction:

- The purpose of this research is to explore the factors motivating employees, compare findings to current generational stereotypes, and discuss what implications this has in the workplace.
- Please read this form. Your participation is voluntary.

Why is this study being done?

- This study hopes to provide insight into the specific motivators in this demographic for future use or comparison.

Who will be in this study?

- You have been selected to participate in this study because you work in a higher education setting and you are at least 18 years of age.
- This survey will be distributed to approximately 600 employees.

What will I be asked to do?

- You are being asked to complete the following anonymous survey which seeks to identify factors that motivate higher education employees.
- The following survey should take approximately 10 minutes to complete.

What are the possible risks of taking part in this study?

- There are no reasonably foreseeable risks associated with participation in this survey.

What are the possible benefits of taking part in this study?

- There are no specific individual benefits to taking part in this study. There is a potential benefit to this industry in understanding what motivates employees at work and the relation of generational age. This can help in developing strategies for improving employee job satisfaction and performance.

What will it cost me?

- There is will be no cost associated with taking part in this research.

How will my privacy be protected?

- The information collected in this study will be shared as part of a University of Southern Maine Capstone Project.
- Your responses will be confidential and will be used for scholarly purposes only. No identifying information will be collected. Please do not include any information anywhere on the survey that may individually identify you or anyone else.
- Any risks will be minimized by using the SNAP survey software, owned and hosted locally on USM servers.

What are my rights as a research participant?

- Your participation is voluntary. If you choose not to participate, it will not affect your current or future relations with the University.
- You may skip or refuse to answer any question for any reason.
- You are free to withdraw from this research study at any time, for any reason. If you choose to withdraw from the research there will be no penalty to you and you will not lose any benefits that you are otherwise entitled to receive.

What other options do I have?

- You may choose not to complete the following survey.

Whom may I contact with questions?

If you have questions about this project, you may contact; The Researcher, Jennifer Smith, at jennifers@usm.maine.edu or The Faculty Advisor for this research, Dr. Elizabeth Turesky, at eturesky@usm.maine.edu.

If you have any questions about your rights as a research subject, you may contact; Human Protections Administrator, Office of Research Integrity and Outreach, USM at (207) 228-8434, or usmirb@usm.maine.edu, or TTY (207) 780-5646.

Will I receive a copy of this consent form?

- You may print/keep a copy of this consent form.

I understand the above description of the research and the risks and benefits associated with my participation as a research subject. I understand that by proceeding with this survey I agree to take part in this research and do so voluntarily.

APPENDIX 2

Questionnaire

DEMOGRAPHIC INFORMATION

Q1 My age is...

Q2 My gender is...

Male

Female

Q3 My position at USM is...

Hourly/Classified

Salaried/Professional

Faculty

Student

Contractor

Temporary

Q4 I have been employed by USM...

Under 1 year

1-2 years

3-5

6-10

11-15

16-20

20+

Q5 My education level is...

High School Equivalency

High School Diploma

Some College

Associates Degree

Bachelor's Degree

Master's Degree

Doctoral or Professional Degree

FACTORS OF MOTIVATION

Q7 REWARDS

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
Your organization is aware of what rewards employees value as important?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Your organizations current incentive scheme motivates you to perform better?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q8 GOAL SETTING

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
You feel the goals you are supposed to achieve are realistic and attainable?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
You assist your manager/supervisor in setting your goals?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q9 FEED BACK

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
Feedback from your manager/supervisor is clear and directed at improving your performance?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
You receive adequate feedback from your manager/supervisor?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q10 JOB CHARACTERISTICS

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
Your job is both interesting and challenging?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Employees are rotated in the organization in order to learn new tasks?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q11 SALARY

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
You are of the opinion that your salary is market related?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
You feel that your current salary motivates you to perform?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q12 OPPORTUNITY FOR ADVANCEMENT & GROWTH

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
There are good promotion opportunities for employees within your organization?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The advancement and growth opportunity within the organization motivates you to perform better?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q13 WORKING CONDITIONS

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
You are provided with the necessary equipment to adequately perform your duties?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
You have a pleasant working environment?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q14 RECOGNITION AND APPRECIATION

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
You receive recognition for your achievements from your manager/supervisor?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Employee achievements are publicized throughout the organization?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q15 TRAINING & DEVELOPMENT

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
You receive ongoing training to improve your ability and skills?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
You are cross-trained in order to perform duties in other departments?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q16 RESPONSIBILITY

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
Your manager/supervisor lets you take responsibility for the tasks you perform?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Your supervisor allows you to make your own decisions on how to perform your tasks in order to achieve your goals?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q17 JOB SECURITY

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
You have no fear about the financial stability of the organization?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
You feel secure about your future within the organization?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q18 PERFORMANCE APPRAISALS

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
You feel that the current performance appraisal system used, adequately measures your true performance?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Your current performance appraisal system motivates you to achieve your goals and improve your performance?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q19 LEADERSHIP

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
You receive adequate guidance and support from your manager/supervisor?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Your supervisor/manager is trustworthy?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

RESTRICTING FACTORS

Q20 Listed below are 10 factors that might have hampered your career or which have had a restricting or negative effect on your own performance.

Mark the top 3 restricting reasons by checking next to your choices (feel free to add your own factor in the box below). I would have been more successful if...

- I had better/more skills and abilities
- I received the support I needed
- I had more knowledge and/or experience
- Communication in the organization was better
- I tried harder, put in more real effort
- I received more encouragement and recognition
- I made less errors
- Management (my seniors) were more effective
- I had more motivation and interest
- I had more opportunities to prove myself
- Other

If other, please specify

INTERVIEW QUESTIONS

Q21 Do you believe there is a relationship between motivation and age? Please explain.

Q22 How do you approach employees concerning motivation, do you approach them differently due to age?

Q23 Have you recognized any particular changes concerning the new work generation, (Yers / millenials), in comparison with the older generations at work?

Q24 Thank you for participating in this research. Your responses are greatly appreciated!
If you have any additional comments on this subject, please use the space provided below.

APPENDIX 3

Ranked Question Results

SA= Strongly Agree A=Agree N= Neither Agree nor Disagree D=Disagree SD=Strongly Disagree

Generation Y					Generation X					Baby Boomer					Traditionalist				
--------------	--	--	--	--	--------------	--	--	--	--	-------------	--	--	--	--	----------------	--	--	--	--

Q7a REWARDS- Your organization is aware of what rewards employees value as important?

SA	A	N	D	SD	SA	A	N	D	SD	SA	A	N	D	SD	SA	A	N	D	SD
3.2%	12.9%	32.3%	41.9%	9.7%	0.0%	10.8%	35.1%	35.1%	18.9%	1.1%	10.3%	33.3%	36.8%	17.2%	0.0%	0.0%	0.0%	100.0%	0.0%

Q7b REWARDS- Your organizations current incentive scheme motivates you to perform.

SA	A	N	D	SD	SA	A	N	D	SD	SA	A	N	D	SD	SA	A	N	D	SD
3.2%	3.2%	22.6%	45.2%	21.6%	0.0%	0.0%	18.9%	59.5%	21.6%	0.0%	4.6%	17.2%	36.8%	39.1%	0.0%	0.0%	0.0%	100.0%	0.0%

Q8a GOAL SETTING- You feel the goals you are supposed to achieve are realistic and attainable?

SA	A	N	D	SD	SA	A	N	D	SD	SA	A	N	D	SD	SA	A	N	D	SD
16.1%	54.8%	12.9%	16.1%	0.0%	13.5%	54.1%	18.9%	13.5%	0.0%	10.3%	55.2%	24.1%	8.0%	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%

Q8b GOAL SETTING- You assist your manager/supervisor in setting your goals?

SA	A	N	D	SD	SA	A	N	D	SD	SA	A	N	D	SD	SA	A	N	D	SD
22.6%	58.1%	6.5%	9.7%	3.2%	35.1%	48.6%	16.2%	0.0%	0.0%	12.6%	59.8%	10.3%	12.6%	2.3%	0.0%	100.0%	0.0%	0.0%	0.0%

Q9a FEEDBACK - Feedback from your manager/supervisor is clear and directed at improving your performance?

SA	A	N	D	SD	SA	A	N	D	SD	SA	A	N	D	SD	SA	A	N	D	SD
22.6%	48.4%	9.7%	12.9%	6.5%	16.2%	40.5%	24.3%	13.5%	5.4%	8.0%	42.5%	26.4%	12.6%	9.2%	0.0%	0.0%	100.0%	0.0%	0.0%

Q9b FEEDBACK You receive adequate feedback from your manager/supervisor?

SA	A	N	D	SD	SA	A	N	D	SD	SA	A	N	D	SD	SA	A	N	D	SD
22.6%	41.9%	12.9%	16.1%	3.2%	10.8%	40.5%	24.3%	16.2%	8.1%	9.2%	39.1%	20.7%	20.7%	8.0%	0.0%	100.0%	0.0%	0.0%	0.0%

Q10a JOB CHARACTERISTICS Your job is both interesting and challenging?

SA	A	N	D	SD	SA	A	N	D	SD	SA	A	N	D	SD	SA	A	N	D	SD
38.7%	41.9%	3.2%	12.9%	3.2%	29.7%	51.4%	10.8%	8.1%	0.0%	28.7%	51.7%	9.2%	6.9%	3.4%	100.0%	0.0%	0.0%	0.0%	0.0%

Q10b JOB CHARACTERISTICS Employees are rotated in the organization in order to learn new tasks?

SA	A	N	D	SD	SA	A	N	D	SD	SA	A	N	D	SD	SA	A	N	D	SD
6.5%	6.5%	12.9%	38.7%	35.5%	0.0%	0.0%	24.3%	45.9%	29.7%	0.0%	5.7%	20.7%	34.5%	37.9%	0.0%	0.0%	0.0%	0.0%	100.0%

Q11a SALARY You are of the opinion that your salary is market related?

SA	A	N	D	SD	SA	A	N	D	SD	SA	A	N	D	SD	SA	A	N	D	SD
3.2%	22.6%	22.6%	29.0%	22.6%	0.0%	32.4%	21.6%	32.4%	13.5%	4.6%	16.1%	29.9%	29.9%	19.5%	0.0%	0.0%	0.0%	100.0%	0.0%

Q11b SALARY You feel that your current salary motivates you to perform?

SA	A	N	D	SD	SA	A	N	D	SD	SA	A	N	D	SD	SA	A	N	D	SD
3.2%	6.5%	25.8%	38.7%	25.8%	0.0%	29.7%	27.0%	29.7%	13.5%	3.4%	27.6%	28.7%	24.1%	16.1%	0.0%	0.0%	0.0%	0.0%	100.0%

Q12a OPPORTUNITY FOR ADVANCEMENT & GROWTH There are good promotion opportunities for employees within your organization?																			
SA	A	N	D	SD	SA	A	N	D	SD	SA	A	N	D	SD	SA	A	N	D	SD
3.2%	12.9%	16.1%	45.2%	22.6%	0.0%	13.5%	13.5%	45.9%	27.0%	1.1%	6.9%	17.2%	44.8%	29.9%	0.0%	0.0%	0.0%	0.0%	100.0%
Q12b OPPORTUNITY FOR ADVANCEMENT & GROWTH The A & G opportunity within the organization motivates you to perform better?																			
SA	A	N	D	SD	SA	A	N	D	SD	SA	A	N	D	SD	SA	A	N	D	SD
9.7%	19.4%	29.0%	25.8%	16.1%	0.0%	16.2%	37.8%	27.0%	18.9%	0.0%	8.0%	32.2%	34.5%	24.1%	0.0%	0.0%	100.0%	0.0%	0.0%

Q13a WORKING CONDITIONS You are provided with the necessary equipment to adequately perform your duties?																			
SA	A	N	D	SD	SA	A	N	D	SD	SA	A	N	D	SD	SA	A	N	D	SD
16.1%	71.0%	3.2%	9.7%	0.0%	21.6%	56.8%	16.2%	2.7%	2.7%	9.2%	70.1%	10.3%	9.2%	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%
Q13b WORKING CONDITIONS You have a pleasant working environment?																			
SA	A	N	D	SD	SA	A	N	D	SD	SA	A	N	D	SD	SA	A	N	D	SD
22.6%	58.1%	12.9%	6.5%	0.0%	16.2%	54.1%	18.9%	8.1%	2.7%	25.3%	55.2%	11.5%	3.4%	3.4%	0.0%	0.0%	100.0%	0.0%	0.0%

Q14a RECOGNITION & APPRECIATION You receive recognition for your achievements from your manager/supervisor?																			
SA	A	N	D	SD	SA	A	N	D	SD	SA	A	N	D	SD	SA	A	N	D	SD
22.6%	45.2%	16.1%	9.7%	3.2%	13.5%	56.8%	13.5%	10.8%	2.7%	6.9%	51.7%	14.9%	19.5%	3.4%	0.0%	0.0%	0.0%	100.0%	0.0%
Q14b RECOGNITION & APPRECIATION Employee achievements are publicized throughout the organization?																			
SA	A	N	D	SD	SA	A	N	D	SD	SA	A	N	D	SD	SA	A	N	D	SD
3.2%	6.5%	29.0%	41.9%	16.1%	0.0%	21.6%	24.3%	40.5%	10.8%	0.0%	11.5%	32.2%	37.9%	17.2%	0.0%	0.0%	0.0%	0.0%	100.0%

Q15a TRAINING & DEVELOPMENT You receive ongoing training to improve your ability and skills?																			
SA	A	N	D	SD	SA	A	N	D	SD	SA	A	N	D	SD	SA	A	N	D	SD
12.9%	35.5%	25.8%	22.6%	3.2%	2.7%	35.1%	18.9%	35.1%	8.1%	3.4%	36.8%	19.5%	27.6%	11.5%	0.0%	0.0%	0.0%	100.0%	0.0%
Q15b TRAINING & DEVELOPMENT You are cross-trained in order to perform duties in other departments?																			
SA	A	N	D	SD	SA	A	N	D	SD	SA	A	N	D	SD	SA	A	N	D	SD
12.9%	41.9%	6.5%	25.8%	12.9%	0.0%	13.5%	21.6%	48.6%	16.2%	0.0%	11.5%	16.1%	55.2%	16.1%	0.0%	0.0%	0.0%	0.0%	100.0%

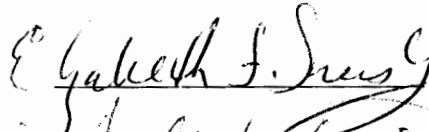
Q16a RESPONSIBILITY Your manager/supervisor lets you take responsibility for the tasks you perform?																			
SA	A	N	D	SD	SA	A	N	D	SD	SA	A	N	D	SD	SA	A	N	D	SD
51.6%	48.4%	0.0%	0.0%	0.0%	40.5%	56.8%	0.0%	0.0%	2.7%	40.2%	54.0%	2.3%	2.3%	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%
Q16b RESPONSIBILITY Your supervisor allows you to make your own decisions on how to perform your tasks in order to achieve your goals?																			
SA	A	N	D	SD	SA	A	N	D	SD	SA	A	N	D	SD	SA	A	N	D	SD
54.8%	41.9%	0.0%	3.2%	0.0%	37.8%	59.5%	2.7%	0.0%	0.0%	37.9%	49.4%	5.7%	5.7%	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%

Q17a JOB SECURITY You have no fear about the financial stability of the organization?																			
SA	A	N	D	SD	SA	A	N	D	SD	SA	A	N	D	SD	SA	A	N	D	SD


FINAL APPROVAL FORM
THE UNIVERSITY OF SOUTHERN MAINE
MASTER IN LEADERSHIP STUDIES

May 19, 2015

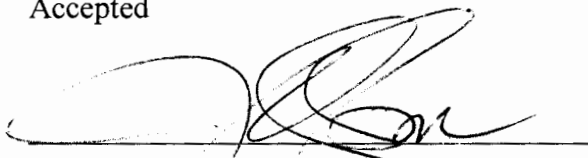
We hereby recommend that the thesis of Jennifer Smith entitled *Motivating the Generations: Implications for the Higher Education Workplace* be accepted in partial fulfillment of the requirements for the Degree of Master in Leadership Studies.

 Thesis Advisor (Elizabeth Fisher Turesky)

 Reader (Sara Hellstedt)

 Director (Tara Coste)

Accepted



Joyce Taylor Gibson, Ph.D.
Dean, Lewiston-Auburn College