

**MILLENNIAL GENERATION – HOW CAN  
COMPANIES MOTIVATE AND RETAIN GEN Y**

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## **Resumo**

Os gestores de talento são responsáveis por desenvolver os processos para atrair, desenvolver, motivar, envolver e reter os funcionários com maior potencial. Este processo torna-se mais complicado quando falamos sobre gerir talento entre as diferentes gerações que compõem a atual força de trabalho.

Existem vários artigos que reconhecem as dificuldades de gerir a geração Millennium na sua entrada no mercado de trabalho. Apesar da literatura já existente sobre esta geração e a sua relação com o trabalho, há escassez de literatura sobre esta realidade em Portugal. O presente estudo aborda esta oportunidade e analisa quais os fatores que mais afetam a Motivação e a Intenção de turnover desta Geração na realidade de trabalho Portuguesa.

Esta dissertação é fundamentada numa sólida pesquisa literária, relacionada com os dados recolhidos sobre o tema de pesquisa: como motivar e reter os Mileniais.

Os dados quantitativos da pesquisa foram recolhidos através de um questionário com o objetivo de responder às questões de investigação. Os resultados mostram que, para recrutar e reter Mileniais, as organizações devem promover um ambiente de trabalho flexível, desafiador e com significado, baseado em equipas, em vez de apenas investirem em políticas relacionadas com salário e/ou benefícios extras.

As descobertas ajudam a entender melhor em que tipo de políticas os gestores de recursos humanos devem investir para motivar, e portanto, manter esta geração de trabalhadores.

Palavras Chave: Geração Millennium, Motivação, Rotatividade de Trabalho, Retenção de Empregados

Sistema de classificação JEL:

M510 Personnel Economics: Firm Employment Decisions; Promotions

M540 Personnel Economics: Labour Management



## **Abstract**

Talent managers are responsible for designing the processes to attract, develop, motivate, engage and retain high potential employees. This process becomes furthermore complicated when we talk about talent management across the multiple generations present in the current workforce.

Several articles are recognizing the difficulties of managing Millennials, as they move into the workforce. Despite the already existent literature regarding this generation and its relationship with work, there is a lack of literature about this reality in Portugal. The current study addresses this opportunity and analyses which factors affect more Gen Y Motivation and Intention of changing work in the Portuguese work reality.

This thesis is going to have the form of a dissertation based on a sound theoretical basis, linked to the collected data about the research topic: how to motivate and retain Millennial Generation.

Quantitative data was collected through a survey, in order to respond to the research questions. The results show that to recruit and retain Millennial workers, organizations should promote a flexible, team-based work environment, along with challenging and meaningful work instead of only investing in policies related with salary, or extra benefits. The findings help to better understand which type of policies human resources managers should invest in order to successfully motivate and, therefore, retain Millennial's workers.

**Keywords:** Millennial Generation; Motivation; Job Turnover, Employee Retention

**JEL Classification System:**

M510 Personnel Economics: Firm Employment Decisions; Promotions

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## 1. Introduction

Talking about talent management is talking about a set of processes that are designed to attract, develop, motivate, engage and retain productive employees with high potential. This complex process becomes furthermore complicated when talking about talent management across multiple generations (Singh, 2017)

Several articles recognize the difficulties of managing Millennials, as they move into the workforce. Nowadays most organizations have three distinct generations working together, and Millennials are the latest and potentially largest generational group to enter the workforce (Calk and Patrick, 2017). Research has found many generational differences in personality traits, attitudes, and mental health, and have studied how these differences might affect the workplace (Twenge et al., 2010).

The concepts of "Generation Y" and "Millennials" are relatively new concepts from the contemporary literature, that describe the ways that this new generation of the workforce thinks, act and react (Crişan, 2016).

Firms are facing issues in managing older workers from previous generations, and at the same time attracting and retaining workers from the new generations (Merrick, 2016). These difficulties in managing the different generations present in the workplace are due to the 'generation gap' that as stated by Calk and Patrick (2017) in their research is a term that can be used to describe the differences in attitudes and beliefs between generations. Suggesting that the era in which a person was born may affect their worldviews and development, thus creating conflicts between generations in the workplace.

Millennials are known for being needy, disloyal, with a sense of entitlement, and an overall casualness in their approach to work. The way this generation approach work and the workplace is proved to be different from the previous generations (Sujansky, 2009). Gen Y workers are also found to be far more likely to change careers and employers than older workers (Ertas, 2015).

Although there are numerous studies about how to manage the differences between a multigenerational workforce, and theories about how to motivate and retain those generations, made for the previous generations. This cannot automatically apply to Millennials (Merrick, 2016).

To offer a better understanding of what can motivate and influence Millennials towards a more broadly defined goals and aspirations in multigenerational workplaces is required a further research about this generation and how to adapt to them (Balda and Mora, 2011).

Companies must change the way they manage, motivate, and retain their workforce if they want to keep achieving the highest standards of performance with the next generations (Stewart *et al.*, 2017).

## 2. Research Problem

Different generations in the same workplace can only mean different expectations of their daily working lives (Merrick, 2016). As the number of Millennials in the workforce grows each year, the division between them and their older counterparts becomes more salient, posing unique challenges for organizations that are struggling to recruit and retain talent from this generation (Anderson et al., 2017; Calk and Patrick, 2017).

Companies are competing to attract the most talented individuals, which has given employees the power to demand more than just a reasonable salary. Employers are looking at ways to keep their employees satisfied both at an extrinsic and intrinsic level, in order to keep them engaged in their work (Sadri and Bowen, 2011).

There are different and contradictory portrayals of Millennials among the recent literature. Some see them as civic-minded while others see them as materialistic and self-absorbed. Some claim they value more extrinsic rewards, opportunities for fast promotions and job security, while others say they prefer interesting jobs, good people to work with and flexible careers. The evidence supporting these findings diverge in its origin concerning the period, place and culture under analyses.

The values of this generation affect what they look for in a job, what keep them working, and what motivates them to work hard (Smith and Galbraith, 2012).

Through understanding what motivates Millennials, the potentially largest and least understood generation in the workforce, organizations can take advantage of recruiting and retaining the unique strengths and talents they have to offer (Calk and Patrick, 2017).

The purpose of this study is to investigate perceptions of workplace motivation among Portuguese Millennials, more specifically what motivates them, and which factors affect their willingness to voluntarily change of work.





### 3. Literature Review

#### 3.1. Today's workforce – Defining generations

Most organizations have three distinct generations working together. Although there is no consensus about when each generational cohort starts and ends, for the purpose of this research we will use the following definitions: Baby Boomers born from 1946 to 1964; Generation X born from 1965 to 1986; and the most recent and potentially largest generation to enter the workforce, the Millennial Generation or Generation Y, born from 1987 to 2000 (Dokadia, Rai and Chawla, 2015; Calk and Patrick, 2017; Venter, 2017).

It is essential to understand the distinction between cohort and generation. As stated by Migliaccio (2018), a 'cohort' is defined by a concrete amount of time of any duration, typically in years, while a "generation" tag includes the shared everyday experiences, typically during the teenage years, of a group sharing the same cohort.

Individuals who grew up in the same 'era' experienced the same social and historical events (Calk and Patrick, 2017), and for that reason will have the same "generational personality" that is believed to shape individuals' perception toward authority, work values, goals and aspirations (Ertas, 2015).

Although not every single person born within a specific timeframe portrays generic generational characteristics, since the cultural and socio-economic context where an individual is raised plays an essential role in their activities and beliefs (Venter, 2017), they share the same social characteristics and core values originating an 'gap' between generations (Calk and Patrick, 2017; Clark, 2017). This 'gap' may affect and interrupt the quality and meaningfulness of communication between generations, resulting in a problem for managers (Venter, 2017).

The most mature employees in the workforce are members of the Baby Boomers generation. This generation can be described as being workaholic, idealistic, self-absorbed, competitive, loyal and materialistic, conservative when it comes to technology, always seeking personal fulfilment (Werth and Werth, 2011; Sharon, 2015). Committed and reliable, Baby Boomers respect hierarchy and authority and expect respect and loyalty from others (Venter, 2017).

The second oldest generation in the current workforce is Generation X. People from this generation grew up distant from their parents (Weston, 2001), known for being independent, self-reliant, adaptable, creative, cynical, sceptical, suspicious about authority, resourceful, entrepreneurial, and technologically savvy (Werth and Werth, 2011; Sharon, 2015). Unlike Baby Boomers, Gen Xers desire for a better work-life balance. They expect to receive the respect of their supervisors, and value teamwork and participation (Werth and Werth, 2011).

Finally, the Millennial Generation is the last generation entering the workforce. People from this generation has been exposed to educational, economic, social, and political contexts that are unique from previous generations (Thompson and Gregory, 2012).

As the older generation begins to leave the work-force, the remaining employees will be comprised mostly of Generation X and Generation Y members (Brown, Thomas and Bosselman, 2015). As this last generation ages, it will become a larger proportion of the overall workforce, and the work teams will face the challenge of integrating the newest working generation with the older colleagues (Brown, Thomas and Bosselman, 2015; Stewart et al., 2017).

Understanding the events that shaped the formative years of each generation will help the managers recognize what works best for each individual in their organization (Williams, 2008).

### **3.2. Millennial Generation**

The Millennial generation, also known as generation Y, digital natives, the net generation, the web generation, Nexters, Gamers or the Google generation, grew up overly protected by their parents, immersed in multiple types of digital technology and social networks, without much parenting control over their access to the new technologies (Werth and Werth, 2011; Venter, 2017), which shaped their attributes and expectations that there are likely to affect their development of workplace relationships with team and organizational members from other generations. This has become a focal issue for managers that are trying to cultivate a more harmonious workplace for Millennial employees and their co-workers.

### 3.2.1. Characteristics

Generation Y grew up using multiple types of technology and electronic devices, such as computers and mobile phones, accessing numerous social networks without much control over their access to information (Balda and Mora, 2011; Clark, 2017). The members of this generation embrace new and innovative technologies, that is why they are known as being exceptionally technologically savvy and highly connected to the Internet (Anderson et al., 2017; Venter, 2017). At school this generation was trained to participate in groups and teams, being raised “speaking” fluently the language of computers, video games, networks, and the Internet. (Balda and Mora, 2011).

At home, while growing up, people from this generation was escorted and supervised by extremely protective parents who were overly cautious of dangers, the so-called helicopter-parents (Anderson et al., 2017), which made this generation less independent than the previous ones (Clark, 2017). The way Millennials were raised influenced their characteristics, that is why they feel they are special, exhibit confidence and optimism, are peacekeepers, and easily accept people from varied cultural backgrounds (Werth and Werth, 2011).

When compared to the previous generations, Millennials are more willing to learn, and appear to be better at multitasking, speed of reasoning, responding to visual stimulation, filtering out distractions, absorbing a large quantity of information, working in groups and teams, and accessing relevant information on the Web at a higher speed (Balda and Mora, 2011; Braga, 2013). But on the other hand, they seem to be more individualistic and less altruistic at work than their older co-workers, having a lower concern for others (Anderson et al., 2017). They are also known for being motivated by money and described as being ambitious, having a short attention span, and wanting instant gratification (Braga, 2013; Anderson et al., 2017; Clark, 2017).

Millennials are known for displaying a casual attitude towards employers and work, being more loyal to their personal lives than their employer, valuing a fun, flexible work environment where co-workers are friends (Werth and Werth, 2011). They also appear to have an entitlement complex, do not hesitate in exposing their expectations and ask for what they want, having the tendency to challenge the rules (Werth and Werth, 2011; Thompson and Gregory, 2012).

Generation Y has its own way of interaction which differs from previous generations. This generation likes to have constant connections with family and friends at any time and from any place via various digital devices and on social networks (Venter, 2017).

Millennials do appear to be especially susceptible to switching jobs or careers, and nearly 60% of employed Millennials have changed jobs at least once already in their careers (Thompson and Gregory, 2012).

Although we can say that this generation is unique in certain features, some of the characteristics that are associated to millennials might be a product of where they are in their life, not necessarily a difference related to their generational cohort (Yeazel, 2015). For example, at the beginning of their adulthood, all generations appear to be more self-centred and selfish, but these narcissistic feelings decrease over the years (Yeazel, 2015).

### **3.2.2. Motivations/ Expectations**

Myers and Sadaghiani (2010), identified three Millennial preferences that may affect their workplace interaction and the development of their work relationships: (1) Millennials expect close relationships and frequent feedback from supervisors; (2) they expect open communication with their supervisors and managers, about all the matters related to the organization; (3) they prefer to work in teams, first because they see it as a more fun way to work, but also because represents less risk.

Building a career is not the principal motivator for most Millennials, as they prefer flexible jobs, work-life balance, and spending time developing close personal relationships. This generation seeks not only for a pay check at the end of the month but they are also looking for a work that is meaningful and fulfilling (Ng, Schweitzer and Lyons, 2010). Create their own impact in the world and in the community has become a mantra for members of Generation Y, almost perceived as a personal duty (Le Penne, 2017).

As mentioned before, Millennials appreciate a work environment where they can have fun besides working, with enough flexibility so they can innovate in their way of completing their tasks, while bonding with their co-workers.

Desiring for a less formal work environment (especially concerning dress code), and in many cases, the possibility to work from home, millennials expect career advancements,

with prospects for rapid promotions and significant pay increases (Ng, Schweitzer and Lyons, 2010). They also seem to be unwilling to follow, or unconcerned with, corporate policies (Balda and Mora, 2011).

Generally, been raised in environments that are rich with feedback, individual attention, praise, guidance and a focus on outcomes over process, Millennials expect to have the same environment in the context of work (Thompson and Gregory, 2012). They expect free-flowing and bidirectional communications at all levels regardless of their position, in order to receive and give the necessary feedback about the job. Millennials do not appear to be intimidated by seniority, age, or status, and they demand to receive the deserved attention and recognition for their work (Balda and Mora, 2011; Thompson and Gregory, 2012).

There are a few studies providing insights from career expectations and priorities of Millennial's undergraduate university students. The results vary according to the locations where the studies were conducted, but among the factors rated as the most desirable work-related attributes, the most important were opportunities for advancement, having good people to work with and report to, and professional growth opportunities, ranked in the middle were traditional attributes such as pay, benefits, and security, while commitment to social responsibility was ranked at the bottom (Ertas, 2015).

### **3.2.3. Why should business adapt to millennials?**

Due to the different characteristics between the generations present in the workplace, caused by the differences in the environment where they have been raised, workers from different generational cohort's value different things and have different expectations.

With Millennial workers being so different from the previous generations and having such different values and ways to see things, companies need to learn how to manage their expectations otherwise retention issues can outcome (Stewart et al., 2017).

Conflict, mistrust, and lower productivity can result from co-workers' different work-related values and role expectations, since their perspectives, their evaluation of co-workers, and their organizational expectations can be affected by those factors (Myers and Sadaghiani, 2010).

According to Calk and Patrick (2017), Millennials are diverse in their motivators, thus, making it difficult for organizations to adopt a particular approach to recruit and retain them. Theories of management and leadership become outdated with the changes of the times, forcing organizations to continually evaluate and adapt its management practices if they want to continue being successful (Anderson et al., 2017).

Understanding the work values of these young individuals helps organizations understand how to structure jobs, working conditions, compensation packages, and human resource policies to attract this generation (Twenge et al., 2010).

Intergenerational interaction is dramatically increased and unstated assumptions, perspectives, and expectations of people from different generational cohorts can trigger conflict. Managers who understand the viewpoints of the different generations are better prepared to foster mutual respect in team members (Weston, 2001).

What employees from the previous generations valued or expected from work when they were young may be very different from what a Millennial value when coming into the workplace. Therefore, the management techniques that were effective for young workers 20 years ago may not work now. In addition, the same old recruiting techniques outlining the same old jobs may not be adequate for each new generation as they enter into the workforce (Twenge et al., 2010).

Members of Generation Y enjoy challenging jobs that provide a sense of significance and enthusiasm; however, they lose the value of a job quickly. Organizations can potentially have a positive influence on job performance and turnover reduction of Generation Y employees by engaging them with jobs that are fulfilling, significant, and challenging (Thompson and Gregory, 2012; Brown, Thomas and Bosselman, 2015).

Research has shown that corresponding to Millennial expectations can directly contribute to their loyalty and motivation, therefore to their retention in the company (Thompson and Gregory, 2012).

To substitute the more experienced and skilled employees who are retiring, managers need to successfully attract and retain new talent, since the costs associated with recruiting and training them can become very high. If these younger employees do not plan on keeping in the job for long, the replacement costs and knowledge losses will be intensified (Twenge et al., 2010; Ertas, 2015). According to data collected by Ertas (2015),

the average turnover costs for the private sector have been estimated to range between 50% and 200% of the employee's annual salary.

Even if millennials generation's expectations are frustrating, companies benefit in trying to increase their retention rate and decrease their mobility rate. They will not only need that this generation fills the positions left by retiring older works, but also can benefit from this generation's best and brightest, who possesses strengths in teamwork, technology skills, social networking, and multitasking (Alsop, 2008).

Organizational practices are already changing to adapt to the work values of Generation Y. Leading companies have added amenities focusing on work-life balance, relaxation, and leisure activities. Examples of these conveniences comprise the opportunity to work from home or to receive a massage in the workplace or even a membership discount at a local gym. Other companies have tried to attract the younger workers with programs that allow them to volunteer to help others during work hours or emphasizing the social good behind the company's products or mission (Twenge et al., 2010).

### **3.3.HRM and the task of managing Generation Y**

#### **3.3.1. Challenges**

The first obstacle that every generation comes across when doing their first moves into the workplace is their socialization into the organization. Tasks and social norms are taught to the new workers by more experienced co-worker through socialization processes (Myers and Sadaghiani, 2010).

Older co-workers may initially show some resistance to their attitudes. Especially Baby Boomers, often in leadership positions, may question Gen Y values, accusing them of being selfish and/or lazy, and may even fire them for that (Myers and Sadaghiani, 2010).

Individual differences in communication influence these interactions, that has been found to affect co-workers' satisfaction and productivity (Myers and Sadaghiani, 2010).

Every generation present in the current workplace has its own work ethic, different perspectives on work, ideal ways of managing and being managed and unique perspectives about work issues such as quality and service (Zemke, Raines and Filipczak, 2013).

Interactions between Millennials and older workers may reflect such a level of discomfort, disrespect, or even distrust, that it is possible they will never completely accept each other. Due to their differences, Millennials may remain disregarded by their senior co-workers, making it more difficult for them to earn respect and credibility (Myers and Sadaghiani, 2010).

Leading and managing in this context represents a challenge to Managers that must learn new skills to successfully manage their workers and avoid conflict between them (Balda and Mora, 2011).

### **3.3.2. Motivation and retention**

Motivation is a key element of employee performance and productivity, making it a part of HRM (Ertas, 2015). Experts believe that if an employee is not driven by motivation, he will not be able to give his best to the organization (Madan 2017).

“Motivation relates to a range of psychological processes that guide an individual toward a goal and cause that person to keep pursuing that goal.” (Sadri and Bowen, 2011)

Motivation is the key component of organizational culture. Plays a significant part in an organization, is directly related to how people feel about their work, how committed they are to the organization, and how satisfied they feel about the job (Sokro, 2012).

Organizational culture should be used and promoted to assure employees satisfaction, motivation, and commitment in order to achieve the intended organizational goals (Sokro, 2012).

Organization’s culture is the set of values, beliefs, behaviours, customs, and attitudes that determine how employees describe where they work, how they understand the business, and how they see themselves as part of the organization. It is a driver of decisions, actions, and ultimately the overall performance of the organization (Sokro, 2012; Ali et al., 2015).

If satisfied employees are introduced with a strong sense of motivation towards excellence in performance, they will work harder and become more efficient. They will become engaged in the company, and emotionally involved in the business processes, making it less likely for them to leave the organization by their own will (Madan, 2017).



Contrariwise, individuals who are unsatisfied with their jobs typically are demotivated to perform at their best which can lead to increase employee's turnover. (Sadri and Bowen, 2011).

According to Ertas (2015), work motivation factors include (1) intrinsic factors, the desire to perform a particular task because it is personally rewarding; and (2) extrinsic factors, external influences unrelated with the task itself. In the workplace, intrinsic motivation is related to rewards derived from the work itself, as well as the need for appreciation, achievement, and creativity; while extrinsic motivation emphasizes external rewards, such as monetary rewards, benefits, workplace characteristics, and relationships with colleagues and supervisors.

In order to Motivate employees and stay competitive in the market, managers should invest in their organization's culture and identify the needs that are operational for an employee at any one point in time. Benefit packages that help satisfy employee's needs, should be carefully thought and developed to create a convenient work environment for employees. Each time building on the benefits that were provided before (Sadri and Bowen, 2011; Sokro, 2012; Ali et al., 2015).

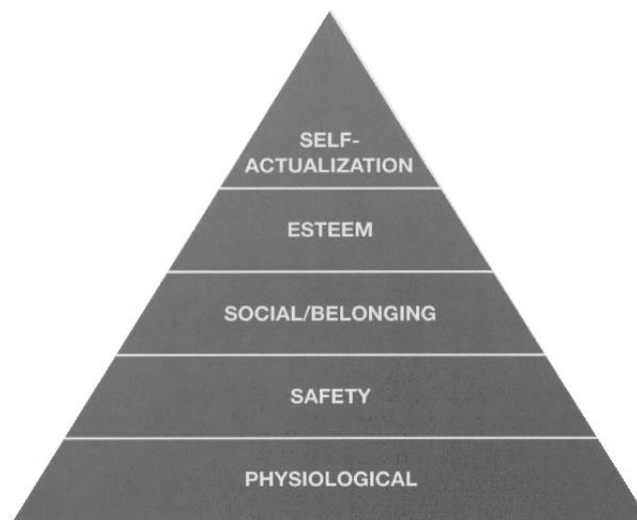
Motivation study would be incomplete without mentioning the content theories (theories that attempt to "specify the particular needs that must be attained for an individual to be satisfied with his or her job) of Maslow's and Herzberg's. These two theories have been very important in shaping the contemporary understanding of this field by describing the level and type of needs (Ikwukananne and Udechukwu, 2009).

To study the job characteristics and how they affect the employees' job satisfaction in an organization it is important to mention Hackman and Oldham's job characteristics model.

### 3.3.2.1. Maslow's Hierarchy of Needs

Abraham Maslow created the theory of human adult motivation, the most well-known motivation theory in the world. Having as basis the idea of a pyramid-shaped hierarchy (Figure 1) of five needs stages: (1) physiological, (2) safety, (3) love/belonging, (4) esteem and (5) self-actualization (Maslow, 1943; Goodman, 1968; Lomas, 2013; Fowler, 2014).

**Figure 1: Maslow's Hierarchy of Needs Pyramid**



Source: Maslow, 1943

The five levels of motivation, as they might apply to the job situation, are described below according to what Maslow (1943) as described:

- (1) Physiological needs: These primary needs must be satisfied before behaviour can begin to react to higher needs, and include: air, water, food, shelter, sleep, clothing, etc. In a work situation, these needs can be represented by the desire for a dry, warm place of work, a comfortable body position on the job, a tolerable noise level in the work area, etc.
- (2) Safety needs: These needs include personal security, employment, resources health and property. In a work situation, the employee desire to feel that his job is safe, not taking the risk of layoff, is an example of these needs. There is also an interest in additional benefits such as medical and disability programmes.
- (3) Love and belonging: These needs are related to the sense of friendship, family and intimacy feelings. Employees want to feel like they truly belong to the

organization. These needs include the necessity to have friends and social interrelationships at work.

- (4) Esteem: Comprises the need for respect, self-esteem, status, recognition, strength, and freedom. At work, employees need to feel they have others respect and recognition. Satisfaction of this need leads to self-confidence, strength, and a feeling of adequateness.
- (5) Self-actualization: This is the highest level of the hierarchy. Represents the need to become the most that one can potentially be. This desire may be realized by some workers in the work situation if their potentialities lie in that direction. In some workers, self-actualization is solely an off-the-job satisfaction.

Maslow created the idea of an insatiable ‘*man*’ who subconsciously seeks to ensure that he reaches every needs level until he reaches the peak of self-actualization. According to this theory, every level must be fulfilled at all time so that the ‘*man*’ can work to achieve self-actualization. But recent literature shows a different perspective of this theory.

Gufford (2017) claimed the needs in Maslow pyramid can have different importance when comparing man and women’s needs, and even between generations. Meaning that the pyramid may have a different order, for different people, then the order proposed by Maslow.

However, this theory still can be used as a framework to identify the multiple benefits organizations can offer to satisfy their employees’ needs. High satisfaction levels will improve employee’s loyalty, reduce turnover, and ultimately increase productivity and revenues and reduce expenses. Yet, Managers need to understand that not all people are at the same level of the needs hierarchy. Therefore, they are not motivated by the same types of incentives (Sadri and Bowen, 2011).

Maslow’s theory focuses only on the levels of needs, and not on the type of needs. The distinction between the types of needs reflected in motivation was later addressed by Herzberg’s motivation-hygiene theory (Ikwukananne and Udechukwu, 2009).

### 3.3.2.2. Herzberg's Two-factor Theory

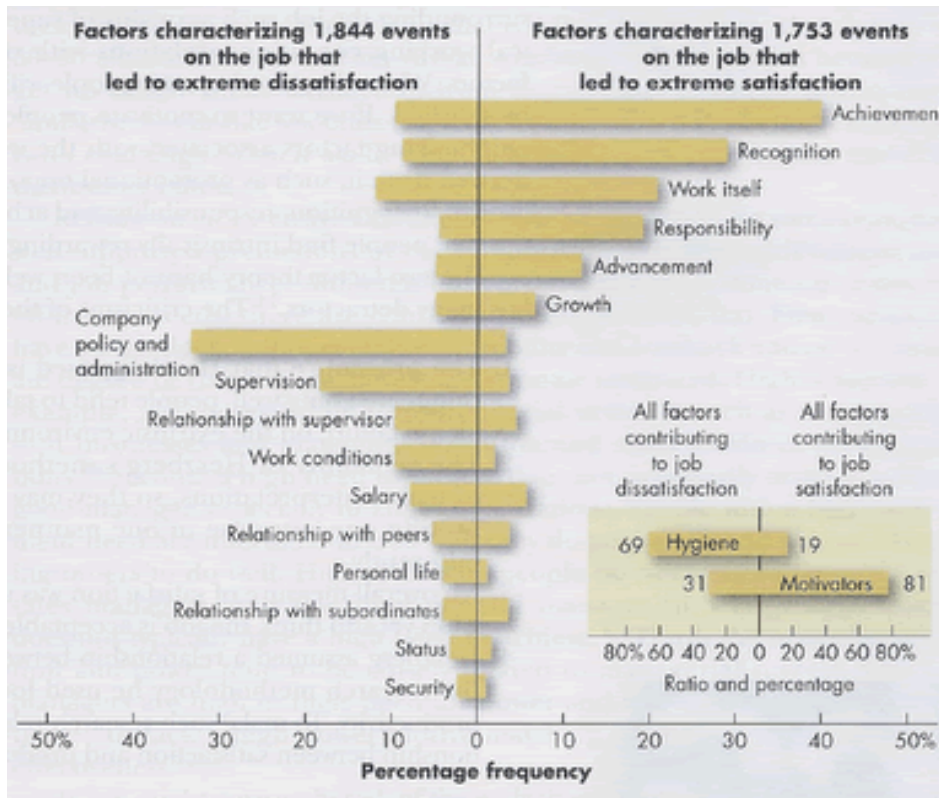
In the late 1950s, Fredrick Herzberg and his associates developed the two-factor motivation theory. They concluded that there are two types of needs, independent of each other (Ikwukananne and Udechukwu, 2009; Lundberg, Gudmundson and Andersson, 2009; Kotni and Karumuri, 2018).

Unlike Maslow's theory, Herzberg's Motivation-Hygiene theory argues that job satisfaction and job dissatisfaction result from different causes (Ikwukananne and Udechukwu, 2009).

Herzberg and his colleagues found that most of the stories about job satisfaction involved opportunities for employees to experience achievement, recognition, interesting work, increased responsibility, advancement, and/or learning – (1) *Motivators*; while most of the stories about job dissatisfaction involved unfair company policies, incompetent or unfair supervisors, bad interpersonal relations, unpleasant working conditions, unfair salary, threats to status, and job insecurity – (2) *Hygiene factors* (Boddy, 2005; Sachau, 2007; Ikwukananne and Udechukwu, 2009; Lundberg, Gudmundson and Andersson, 2009; Kotni and Karumuri, 2018). Both represented in Figure 2 and explained below.

- (1) Motivators are intrinsic to the job and help increase employees output. These factors deal with aspects of work itself and they include achievement, advancement, the possibility of growth, recognition, work itself and responsibility. According to Herzberg, and as indicated by the name (motivators), when satisfied these factors are what motivate employees to give their best.
- (2) Hygiene factors are extrinsic to the job, they reflect the “context in which the work itself was performed. When in absence, these factors can cause dissatisfaction, however, when present, they do not motivate or cause satisfaction in a strong way, they only prevent from dissatisfaction. These factors include company policies and administration, technical supervision, interpersonal relationship with superiors, interpersonal relationship with peers, interpersonal relationship with subordinates, salary, job security, personal life, working condition, and status.

**Figure 2: Herzberg's comparison of job satisfaction and job dissatisfaction scores**



Source: Boddy, 2005, p.495

Herzberg's theory describes satisfaction horizontally and suggests that low levels of satisfaction do not necessarily mean dissatisfaction. Likewise, low levels of dissatisfaction do not imply satisfaction (Ikwukananne and Udechukwu, 2009). Suggesting that satisfaction and dissatisfaction are not opposites instead they are separate dimensions influenced by different factors (Boddy, 2005).

This theory has attracted a lot of attention and criticism. Between the multiple reasons why the theory has been criticized is the fact that it does not take into account people's individual differences of needs and values when explaining work motivation. Questioning how well the theory applies to individual variations like gender, culture, age categories and organizational differences (Lundberg, Gudmundson and Andersson, 2009).

### 3.3.2.3. Hackman and Oldham's Job Characteristics Model

Hackman and Oldham's job characteristics model provide a framework for understanding which job attributes have a substantial impact on the employee's attitudes, beliefs, feelings and job satisfaction. (Ali et al., 2014; Kim et al., 2016; Zhao et al., 2016).

Job satisfaction is usually defined as the feeling of satisfaction on the job, which acts as a motivation to work. It is generally recognized as a multifaceted construct that includes employee feelings about a variety of both intrinsic and extrinsic job elements (Ali et al., 2014; Zhao et al., 2016)

Hackman and Oldham concluded that there are *five core job dimensions* responsible for making the function a source of motivation (Besen et al., 2013; Kim et al., 2016; Zhao et al., 2016):

**Task significance** refers to the extent to which jobs have a significant impact on others life, whether is inside or outside the company.

**Task identity** describes the extent to which a job gives workers the ability to complete a task from beginning to end and see the results of their work.

**Skill variety** refers to the extent to which employees can use a wide range of personal and professional skills to perform their jobs. The higher the repetition of activities in a job, the less varied the job will be.

**Autonomy** refers to the level of independence and controls the worker has in planning and organising their work.

**Feedback** refers to the quantity and quality of information the worker receives about his work and performance.

The 5 core job dimensions have direct influence in *three critical psychological states* (Lee-Ross, 1998; Besen et al., 2013):

**Experienced meaningfulness** refers to the degree to which a person considers his work to be valuable and worthy of doing, derives from the skill variety, task identity, and task significance.

**Experienced responsibility** is linked to the presence of autonomy in a job, and it measures how much an individual feels responsible for the results of their work.

**Knowledge of results** measures the degree to which a person realizes how effectively he is doing his job, in function of the feedback he receives. Is increased when a job elicits a high level of job feedback.

Jobs higher in the five core job dimensions will create a greater experience of meaning, responsibility, and knowledge of results, contributing to the increase of the three critical psychological states. Resulting in higher levels of job satisfaction and work motivation, and lower levels of absence and labour turnover (Wall, Clegg and Jackson, 1978).

However, findings show that employee's individual characteristics will affect their perception about the job dimension. The impact of specific job characteristics on job satisfaction may vary across countries – due to cultural differences – and generations (Kim, Knight, and Crutsinger, 2009; Hauff, Richter and Tressin, 2015). Job design dynamics can be affected by the new generational employees alongside with the changes organizations are going through nowadays (Kim, Knight and Crutsinger, 2009).

#### **3.3.2.4. Voluntary Turnover Problem**

Employee turnover is divided into voluntary and involuntary turnover. Voluntary turnover is based on the employee's initiative to leave the organization. In involuntary turnover, the initiative comes from the organization, that generally dismiss unqualified staff that does not meet its requirements (Hongvichit, 2015). There are sizable costs associated with employee's turnover, for example, the expense of recruiting, selecting and training a person that does not stay in the company (Williams and Livingstone, 1994)

There are a variety of variables that influence both voluntary and involuntary turnover. Some examples include employee motivation, the accuracy of job information, relationship quality, job satisfaction, job demand, and emotional exhaustion (Brown, Thomas and Bosselman, 2015). Voluntary turnover is the combined effect of social factors, economic factors and psychological factors (Hongvichit, 2015).

According to March and Simon (1958) and stated in Harman et al. (2007) there is a psychological explanation for turnover intention “*based on individuals' utility functions*”. When employee's expectations are higher than outcomes (such as pay or promotion opportunities), employees become displeased and motivated to find another job and leave the organization, increasing his “*desirability of movement*”.

According to Lee et al. (2008), there are two distinct factors, related through the employee cognitive/psychological decision processes, that influence the voluntary turnover intention of an employee: (1) the perceived desirability (mainly influenced by job satisfaction, is often described as a “push” factor) and (2) the perceived ease of movement out of the organization (depends on each person’s perception of the availability of jobs in the market, is often described as a “pull” factor).

In classical thinking, high voluntary turnover rates can indicate that employees are not satisfied with their jobs or organizations. This dissatisfaction can be caused by different factors: employees may feel underpaid, undervalued, or not challenged enough. Employees possibly do not see many opportunities for career growth and/or progression; lousy relationship with co-workers, supervisors, or managers can also make employees want to quit their jobs (Ertas, 2015).

Turnover decisions can be seen as influenced by people’s comparisons between the investments made in their job versus the rewards received, the quality of alternatives in the job market, and the costs associated with working for a particular organization - these evaluations can change over time (Harman *et al.*, 2007).

Over the last years, organizations have changed their human resources practices and policies in order to transform its employees who were merely “committed” to the organization, in employees who are genuinely “engaged” in the work and mission of the organization (Madan, 2017).

Researchers have found that Millennial employees have lower levels of organizational commitment and higher turnover rates when compared to other generations in a variety of industries. A justification for this can be the weak psychological contract that is established between the employees and the organization, which can decrease their loyalty and commitment to the organization (Brown, Thomas and Bosselman, 2015).

Other reason may be the fact that this generation gives more value to their personal life than the older generations, being more willing to leave their current jobs if they decide the change is more beneficial for them. The huge age gap in the workplace this generation is experiencing can also be a crucial determinant of their intention to leave the job (Brown, Thomas and Bosselman, 2015).



Demographic factors, age, and generational differences are found to influence turnover decisions. However, the reason for the higher turnover rate in the younger employees can be because they do not have very strict family and financial obligations and have more flexibility regarding career choice (Ertas, 2015).

Having satisfied and happy employees are no longer sufficient these days because these factors do not necessarily reflect their level of engagement in the organization. Engaged employees tend to stay longer periods of time in an organization, thereby reducing the rate of employee turnover and creating an overall positive environment (Madan, 2017).

### 3.3.3. Adapting Leadership Theory to Millennials

The concept of leadership has changed over the years and continues to evolve with the changing times and contexts (Soni and Soni, 2013). Researchers have suggested multiple ways of expressing various forms of leadership (Anderson *et al.*, 2017).

Leadership is an essential area of research in which changes in employee's values must be one of the reasons for reconsideration of the current theories. Researchers have found that the leadership style can influence employee's job satisfaction, motivation, and team performance (Anderson *et al.*, 2017).

According to the research conducted by Soni and Soni (2013), the current concept of leadership includes the idea that leaders and followers share the same vision and are engaged in meaningful interactions. A more functional definition of leadership, that sees it as a process where leaders seek to influence groups of people to achieve common goals.

Leadership styles can be divided into two major forms: (1) *transactional leadership* and (2) *transformational leadership* (Soni and Soni, 2013; Ali *et al.*, 2015).

- (1) In Transactional Leadership leaders trade resources valued by employees in return for specific behaviours such as increased effort or cooperation. This type of leadership seeks to maintain stability rather than promoting change, involving mutually benefitting interactions between leaders and followers. Leaders motivate their employees by focusing on their personal interests (Soni and Soni, 2013; Ali *et al.*, 2015).
- (2) In Transformational Leadership leaders encourage employees to develop their full potential and to transcend their individual aspirations for the good of the

organization, leading to higher motivation and moral upliftment of all the involved. Their practices influence employees to achieve goals, while increasing confidence, commitment, and job performance. Reducing conflict by being sensitive to their subordinates needs (Soni and Soni, 2013; Ali *et al.*, 2015).

Regarding leadership effectiveness, transactional leadership seems to be less successful than transformational leadership because of the impersonal nature of the leader-follower relationship and the lack of leader effect on the follower. The effectiveness of leaders can have a significant impact on employee's job satisfaction and motivation, affecting the team performance. Although the transactional leader encourages subordinates to perform as expected, the transformational leader has the capacity to uplift subordinates to levels of performance exceeding the expectations (Ali *et al.*, 2015).

The relationship between leader and follower is one of the critical factors reflected on leadership theory and practice (Balda and Mora, 2011). It is widely established that to successfully lead employees, managers must adopt leadership styles and behaviours that match the needs and abilities of the employees they are trying to influence (Anderson *et al.*, 2017).

The description of the Millennial Generation as being networked, social, and connective raises the question of conceptualizing leadership theory such that it should effectively influence and interact with the attributes, motivations, learning styles, communication preferences, commitments, and technological interests of this generation (Balda and Mora, 2011).

According to Barnes, and stated by Smith and Galbraith (2012), workers from this generation do not value traditional leadership hierarchies based on titles or seniority, but instead prefer leaders who trust in them and in whom they can trust, giving them the opportunity to produce good ideas and show quality results.

According to Thompson and Gregory (2012), a transformational leader, who promotes relationships and meets individual needs, will most successfully attract, motivate, and retain Millennial employees.

### 3.3.4. Managing Millennials

Based on existing research it is possible to collect a series of recommendations for managers who wish to adopt a management style that support the attraction, motivation, and retention of Millennials.

- When recruiting, communicating with, and motivating members of the Millennial generation, leaders should have in mind their expectations. Promoting what the company as to offers that may match this generation expectations (Chapman, 2017).
- Managers should invest time and effort in cultivating genuine and meaningful relationships with their employees (Thompson and Gregory, 2012).
- It is believed that Millennial workers can benefit from a ‘surrogate’ parent in the form of a company ‘buddy’ or role model from whom to learn the basics of the function and who can assist them every time they need (Smith and Galbraith, 2012).
- Employers and managers need to provide meaningful work, allowing Millennials to provide input, and help them feel that they are a good fit on a good team (Sharon, 2015).
- Millennials need to be continually remembered why they should stay in the same job. Managers should focus on helping Millennials understand why their contribution is so vital to the company (Thompson and Gregory, 2012).
- Managers should set concrete goals and make sure Millennials understand what’s expected of them. They will appreciate the clarity and work harder to correspond to the expectations (Sujansky, 2009).
- It is essential to create a culture that attracts the best employees and makes them want to stay (Chapman, 2017).
- Companies must consider introduce or accelerate its global mobility programs since Millennials view the opportunity to work overseas as an important part of their career (Finn and Donovan, 2013).



#### 4. Empirical Analysis

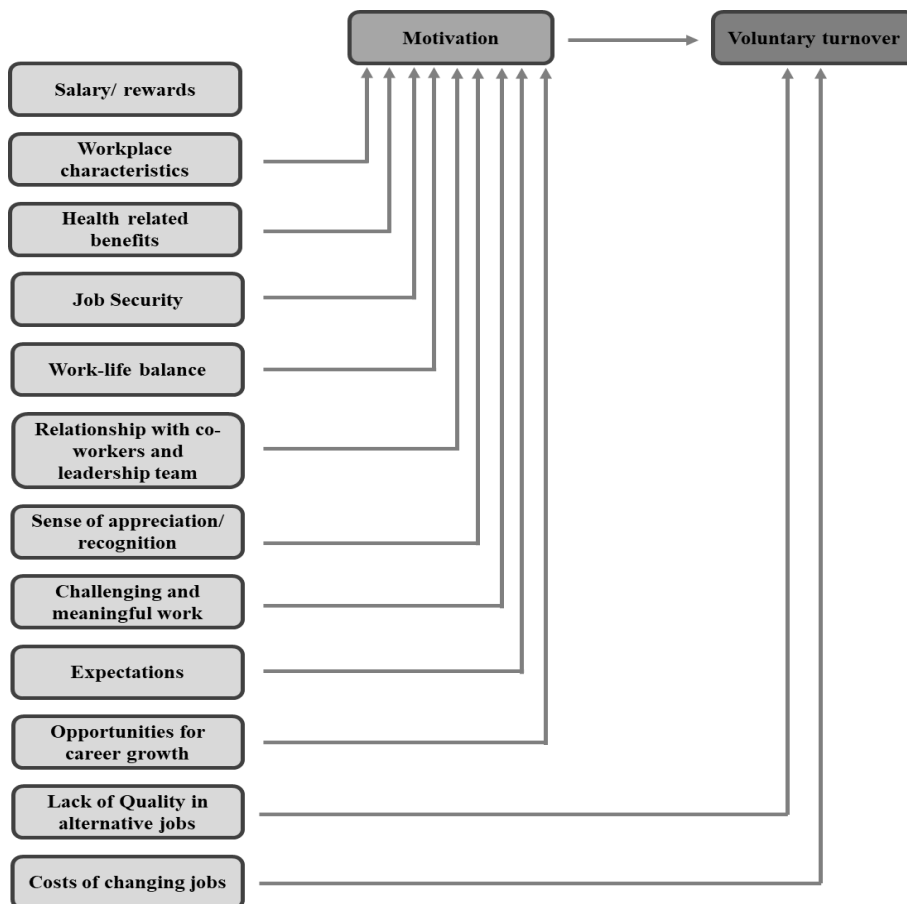
The lack of data and studies concerning the work motivation factors, and turnover intentions of the Millennial generation in Portugal led this investigation to focus on the Portuguese case. The purpose of this study is to investigate the factors affecting workplace motivation and turnover intention among Portuguese Millennials.

The research will be divided into three main themes: (i) Millennial’s perception about work culture and work environment (ii) the factors influencing Millennials intention to change job; and (iii) Millennial’s professional experience and intention of changing job.

##### 4.1. Conceptual Model

Figure 3 is the visual representation of the factors affecting both motivation and voluntary turnover according to the previous literature research done.

**Figure 3: Factors affecting Motivation and Voluntary Turnover**



Source: Developed by the Author, 2018

The scheme was design based on the information collected through the literature research. We want to study in which proportions each of these factors affect Portuguese Millennial's motivation, and which factors affect the most their desire to change jobs.

#### **4.1.1. Research Questions**

The objective of this research is to try to answer the following questions:

- (i) Which factors influence the most Portuguese Millennial Generation work motivations?
- (ii) Which job characteristics are more valued by Portuguese Millennials?
- (iii) Which factors influence the most Portuguese Millennials intentions of voluntarily change jobs?
- (iv) Which are Portuguese Millennial's intentions of changing job, in the short term?
- (v) Do the gender and education affect Portuguese Millennial's perceptions about these matters?

### **4.2.Methodology**

#### **4.2.1. Research Context**

Today's workforce is composed of distinct generational cohorts. As said by Weston (2001) the term generational cohort refers to people born in the same general time span who share key life experiences. Each generational cohort brings varying beliefs, work ethics, values, attitudes, and expectations to organizations (Calk and Patrick, 2017). These common life experiences will create cohesiveness in perspectives and attitudes within the same generation (Weston, 2001). Millennials are the latest and potentially largest generational group to enter the workforce (Calk and Patrick, 2017).

People between the ages of 15 to 24 make up almost 20% of the world's population. They account for more than 15% of the global labour force. It is estimated that in 2025, three-quarters of the global workforce will be Millennials (Catalyst, 2017).

At the beginning of 2016, the European Union Population was estimated at 510.3 million. Young people (0 to 14 years old) made up 15.6 % of the EU's population, while the

people considered to be in the working age (15 to 64 years old) accounted for 65.3 % of the total population. The older population (65 years or older) had a 19.2 % share, an increase of 2.4 % compared with 10 years earlier (Eurostat, 2017). European population has been aging and is projected that in 2080 the population with more than 80 years will double and reach 12,3% of the global population (Catalyst, 2017).

The share of people in the retirement age will increase significantly in the coming decades, as a higher proportion of baby boomers reach this age (Eurostat, 2017). The tendency shows that in the future the retirement-age population will be larger than the working-age population (Catalyst, 2017).

Organizations need to invest in new policies to successfully recruit and retain workers from younger generations otherwise companies will face a crisis in its workforce (Madan, 2017). A LinkedIn survey, stated by Roepe (2017), made to more than 13.000 members of Millennial Generation, in the year of 2016, found that 93% of the respondents were interested in hearing about new job opportunities and 66% were willing to talk to a recruiter. 30% of the Millennials that answered the questionnaire saw themselves working for less than a year in their jobs at the time.

#### **4.2.2. Investigation Method**

To achieve the goals of this dissertation, there was a methodical investigation on the subject, based on carefully collected and treated data, in order to describe and explain the impact of different factors on Millennial's overall motivation and willingness to change job.

This study consists in an extension of previous work presented on literature. However, it can bring new and important insights, particularly, for the Portuguese reality.

In order to respond to the research questions, the quantitative method was used. More precisely it was used a questionnaire, drawn upon a suitability sample.

#### **4.2.3. Data collection Procedure**

The *communication approach* (Cooper and Schindler, 2003) was used to collect primary data throughout a questionnaire spread among Portuguese Millennials through the

researcher's social networks. It was also requested to the respondents to share the questionnaire with their contacts, if possible. The goal was to obtain information from the largest sample possible in a range of respondents from diverse regions in Portugal.

Considering the subject and object of study of this survey, a web-based questionnaire was considered the best option to use. Questionnaires consist of a formalized set of questions with the aim of obtaining information from the respondents (Malhotra, 2006). When spread through online channels, are usually a more efficient and economical method, more convenient to answer, allowing a more extensive, quicker and easier data collection and analysis (Cooper and Schindler, 2003; Malhotra, 2006).

The survey was carried out in the Portuguese language since the universe considered in this study is the group of people between the ages of 18 and 31 with Portuguese nationality and residing in Portugal.

This study only comprises Portuguese nationality and residing in Portugal Millennials, since culture influences education, and the way of thinking and perceiving things. Therefore, people with different nationalities or living in another country will have different ways of seeing things compared with the ones who were born, raised, and are currently living in Portugal.

#### **4.2.4. Instrument Construction**

The quantitative research, was made based on the data collected in the exploratory research, presented in the literature review. This data was collected from several sources, such as books, scientific journals, and specialized magazines.

The quantitative research data was collected using a web-based survey, conducted online through the platform Google Forms. The survey was carried out between 1 of June and 30 of June 2018.

The interest in this study is to understand what motivates Millennials in work, which factors are more likely to influence their decision of changing job and what are their intentions of voluntarily change their workplace. Therefore, it makes sense to ask people inside this age group that already have some professional experience but also people that are almost beginning their professional path.



The construction of the questionnaire was carefully considered. It starts with a cover letter where respondents were informed that the survey had an academic purpose and was conducted as part of a master's thesis about Millennials motivations and turnover intentions and targeting the respondents as adults and young adults born between the years of 1987 and 2000, with Portuguese nationality and residing in Portugal. Respondents were also informed that the questionnaire was personal and anonymous and that all the information revealed would be kept confidential.

The academic institution (ISCTE-IUL) was disclosed and the researcher's professional e-mail was provided in case respondents desired to be informed about the study results.

Even though the target was specified, it was necessary to include some initial filter questions, which were meant to assure that only the intended target answered the survey. These questions concerned the age, nationality, and country of residence of the respondents, and excluded respondents that didn't belong to the age group targeted or had a different nationality and country of residence than the desired.

The questionnaire (Annex 1) is divided into four parts. The first part focused on the respondent's demographic characteristics. Thus, the respondents could be analysed into different categories: age, gender, place of birth, area of residence, level of education perception about their generation and way of getting informed about new job opportunities.

The second part was focused on the respondent's perceptions of different motivation factors and work characteristics. The third part of the questionnaire focused on the factors influencing the respondent's turnover intentions. Lastly, the fourth part of the questionnaire, concerning the professional experience, the current employment status and the professional area of the respondents plus a small set of questions only available to the currently working respondents, asking them about their turnover intentions.

Before releasing the survey, pre-tests were performed in order to test the comprehension of the questions and to guarantee that the order of the questions followed a logical sequence.

Pre-tests were applied to 8 respondents from different backgrounds and different ages (respecting the target). These pre-tests were made, both online and in person, to answer

and clarify potential doubts and contributed to the correction and adjustment of some questions. The answers resulting from this phase were not considered in the final sample. The final version of the questionnaire includes, in total, 17 questions. However, for some participants, it can have fewer questions, since according to the given answers, the respondents can be excluded from the following ones. That resulted in variations of the sample size for the different analysis.

#### **4.2.5. Sample**

The universe considered in this study is “adults and young adults, aged between 18 and 31 years old, with Portuguese nationality and residing in Portugal”. The study is targeted to Portugal’s resident population with Portuguese nationality mainly due to the lack of studies about the motivator factors and turnover intentions on Portuguese Millennials.

The size of the sample was determined based on the minimum number of cases needed to perform the statistical analysis required to answer the research questions. The objective was, therefore, to collect information from a minimum of 200 individuals.

In total, the number of responses obtained was 234, with 210 valid answers. Twenty-four of the participants were out of the target.

#### **4.2.6. Data analyses procedure**

The software used to analyse the collected Data was the version 25 of the *Statistical Package for Social Sciences* (SPSS).

The platform where the questionnaire was made saved automatically all the respondents’ answers and allowed the download of an Excel version with all the data.

In order to study the internal consistency of the questionnaire, was calculated Cronbach’s alpha (Annex 2) for the Likert scale questions , considering a minimum value of 0.700 (Marôco, 2011). The alpha coefficient for the thirty-nine items is 0,91, suggesting that the items have high internal consistency (Pestana and Gageiro, 2014).

In the following section, the collected data will be analysed in order to answer to the research questions. All the methods used, and the results obtained will be explained and deeply analysed.

To take the necessary conclusions, a set of statistical analysis were performed, including:

- Descriptive statistics;
- Principal component analysis;
- Parametric and non-parametric tests, such as independent sample t-test, Kruskal-Wallis test, and ANOVA;

To perform the parametric tests, the sample distribution was considered normally distributed whenever there were more than 30 observations ( $n > 30$ ), by applying the Central Limit Theorem.

The value of the level of significance used as decision criteria on the performed tests was 0.05.



## 5. Data analyses and Results

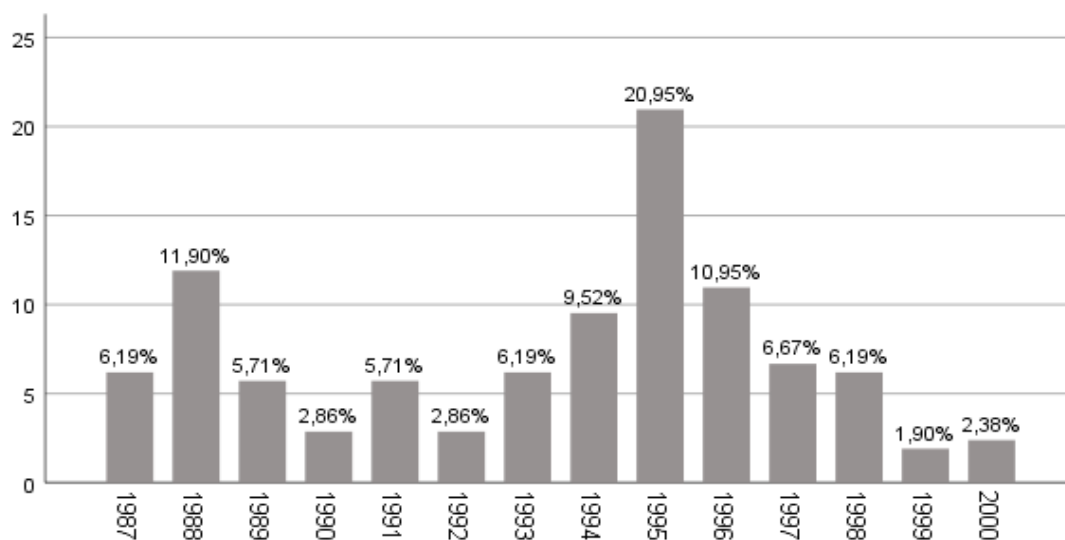
This section presents the results of the study and is divided into five main parts, socio-demographic characterization of the sample, work culture, work environment, turnover factors, and turnover intentions.

### 5.1. Socio demographic characterization of the sample

This study was limited to Millennials born between 1987 and 2000 in Portugal and residing in the country. All the participants considered fulfilled the requirements of having Portuguese nationality and permanent residence in Portugal.

The distribution of the sample by year of birth is observed in *Figure 4*. The average age (Annex 3) of the respondents is approximately 25 years (born in 1993).

**Figure 4: Distribution of the sample by year of Birth (in %)**



Source: Developed by the Author, 2018

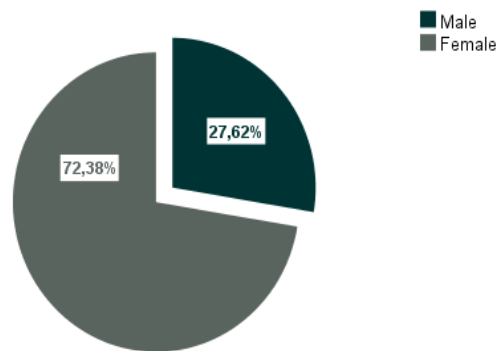
In order to test the relation between the respondents age and other variables 'Year of Birth' was computed into a new variable called 'Age groups' (Annex 7) reduced into four groups: 'between 18 – 21 years'; 'between 22 – 23 years'; 'between 24 – 28 years' and 'between 29 – 31 years'.

The first group (18 – 21 years) represents the youngest people in the generation, most likely to still study. The second group (22 – 23 years) represents the group of people that are probably finishing their studies and are beginning their career path. The third group

(24 – 28 years) is made of people at the beginning of their career that already have some professional experience and may be searching for a change in their life. The last group (29 – 31 years) represents the older people inside the generation, the most experienced ones and most likely to have more financial and familial responsibilities.

In what concerns gender, there is a predominance of female individuals, as it is possible to observe in *Figure 5*, more than 70% of the respondents were women. From the 210 respondents, only 58 were a man.

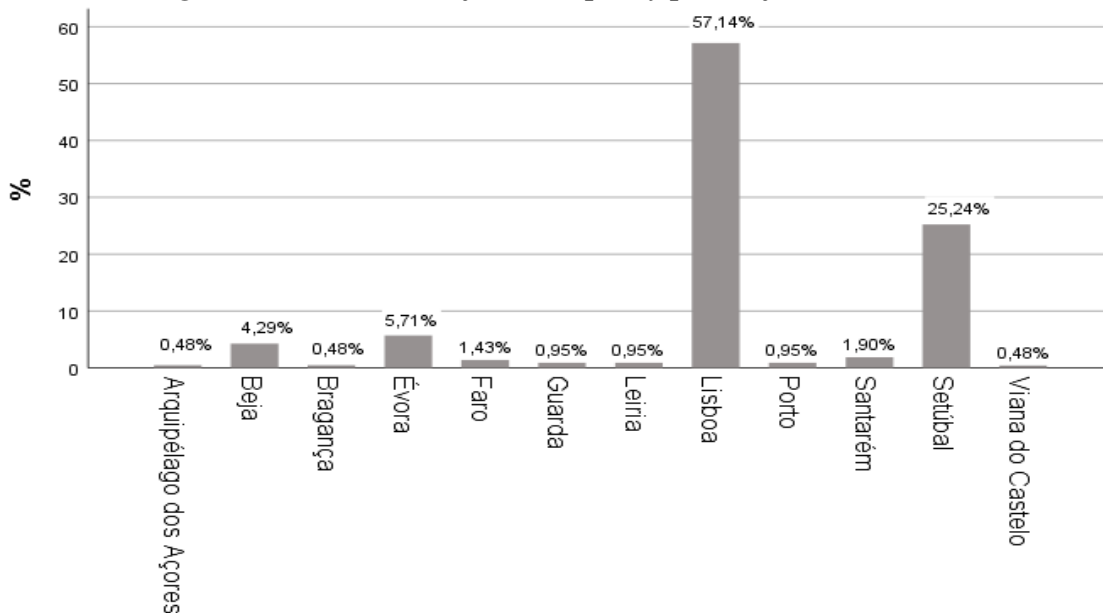
**Figure 5: Distribution of the sample by gender (in %)**



Source: Developed by the Author, 2018

The distribution of the sample by place of residence is shown in *Figure 6*. The majority of the respondents live in Lisbon (57,14%), followed by Setubal (25,24%). Together representing more than 80% of the sample.

**Figure 6: Distribution of the sample by place of residence (in %)**

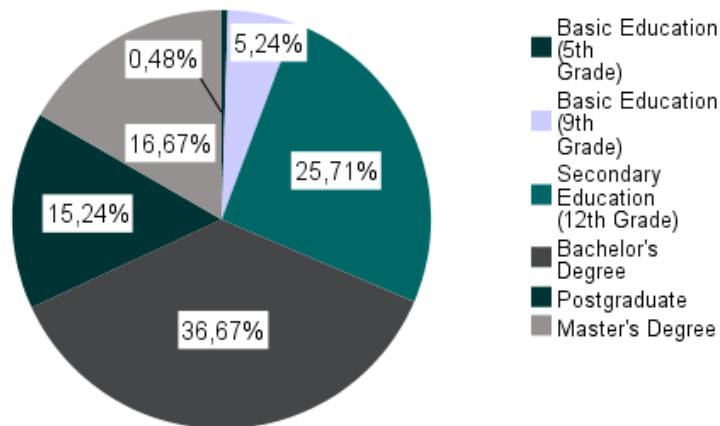


Source: Developed by the Author, 2018

To assess the level of education of the respondents, they were asked about their highest completed level of education. For the majority of the respondents, the highest completed level of education is bachelor's degree (36,67%), followed by secondary education (25,71%), as shown in *Figure 7*.

It is also worth notice that, although the options primary education and doctoral degree were present in the questionnaire, they had zero absolute frequency.

**Figure 7: Distribution of the sample by level of education (in %)**

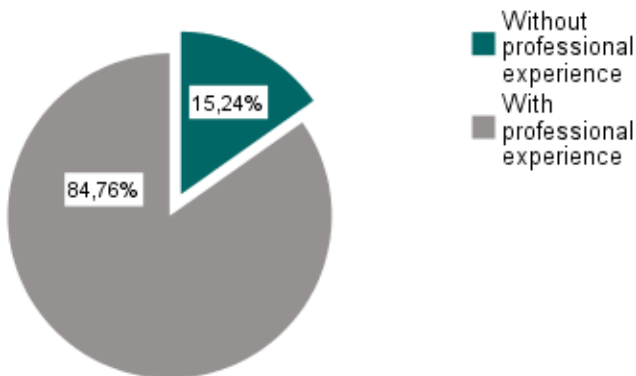


Source: Developed by the Author, 2018

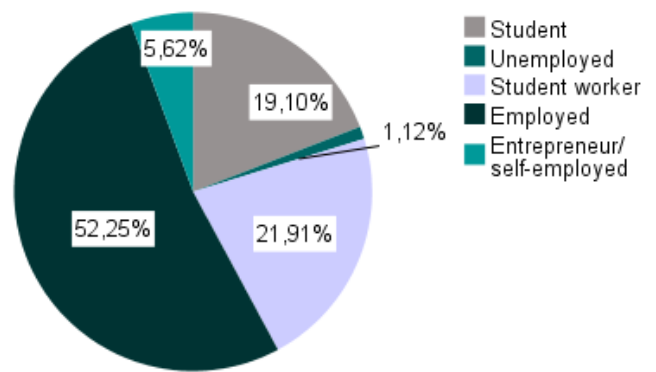
Since the option 'Basic education (5<sup>th</sup> grade)' had a very low frequency the variable 'level of education' was computed into a new variable called 'level of education rearranged' where the groups 'Basic education (5<sup>th</sup> grade)' and 'Basic education (9<sup>th</sup> grade)' were joined, creating the new group 'Basic education', all the other groups stayed the same (Annex 7).

Regarding the professional experience of the sample (*Figure 8*) almost 85% of the respondents have already worked, and from those 178 respondents that have professional experience, 79,78% are currently working (*Figure 8.1*). Only 1,12% of the sample with professional experience (equivalent to 2 respondents) are unemployed.

**Figure 8: Distributions of the sample by professional experience (in %)**



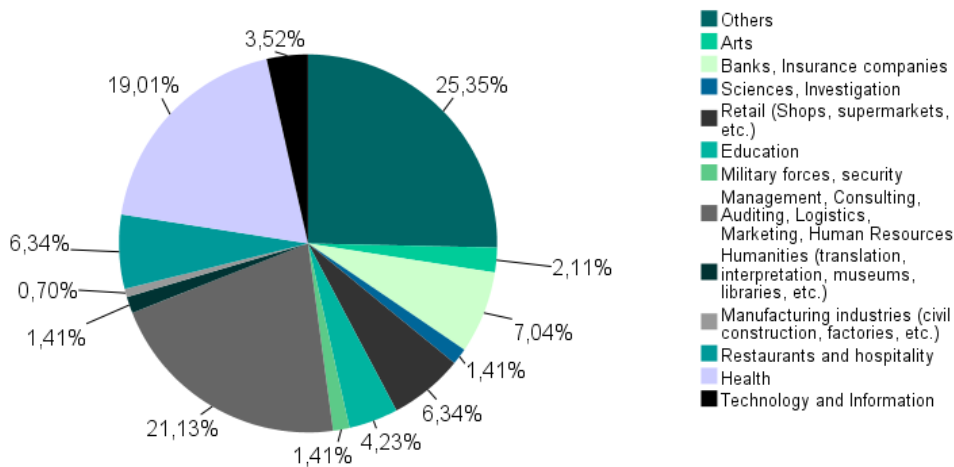
**Figure 8. 1: Distributions of the sample by occupation (in %)**



Source: Developed by the Author, 2018

From the sample currently working (n=142) the area of management, consulting, auditing, logistics, marketing, and human resources was the one with more frequencies of responses (21,13%), followed by the health area (19,01%) (Figure 8.2).

**Figure 8. 2: Distributions of the sample by area of work (in %)**



Source: Developed by the Author, 2018

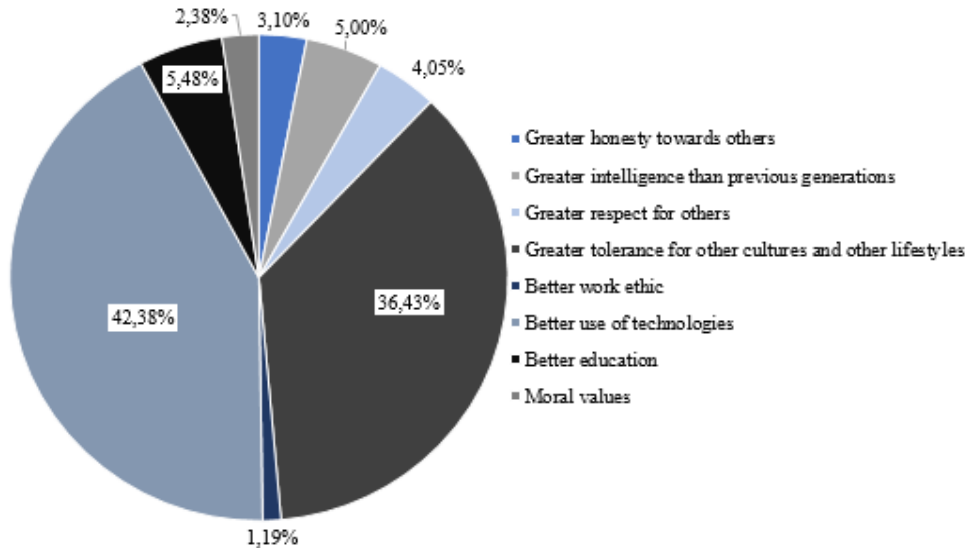
## 5.2. Generational Revelation: How millennials see their own generation

Every generation has its own variety of social characteristics. In order to understand how the generation under study see themselves the respondents were asked to choose, from a set of characteristics, the two that most defined their generation.



As shown in *Figure 9*, in a total of 210 responses the option ‘*better use of technologies*’ was the most chosen one (42,38%), followed by ‘*greater tolerance for other cultures and other lifestyles*’ (36,43%).

**Figure 9: Distribution of the sample by how millennials see their own generation (in %)**

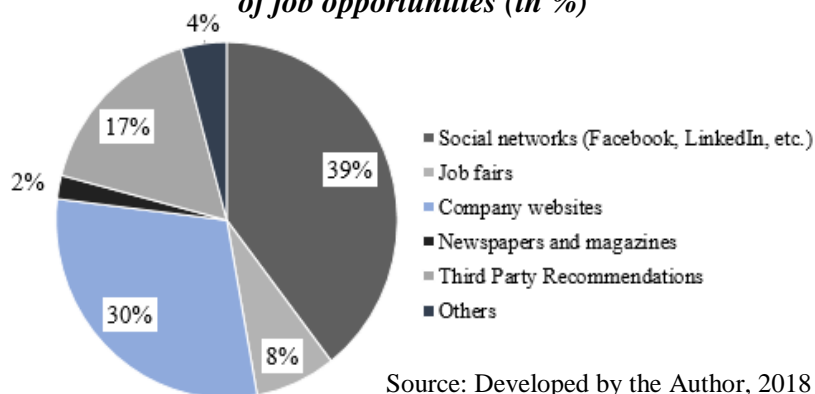


Source: Developed by the Author, 2018

### 5.3. Millennial’s relation with work

In order to understand how Millennials search and become aware of new job opportunities the question ‘*How do you become aware of job opportunities?*’ was made. In a total of 210 responses, the most used methods by Millennials to search for new jobs (*Figure 10*) are the social networks, such as Facebook and LinkedIn (39%), followed by company websites (30%) and recommendations by others (17%).

**Figure 10: Distribution of the sample by how Millennials became aware of job opportunities (in %)**



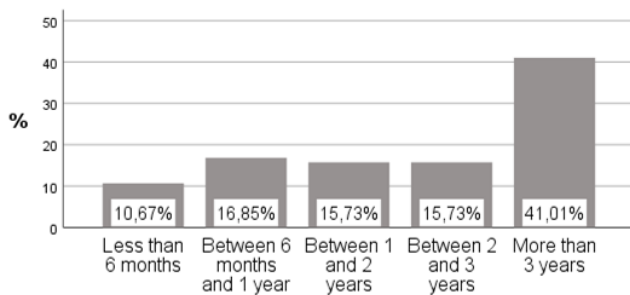
Source: Developed by the Author, 2018

This generation technological side is clearly seen in this question. Technology related options were at the top of Millennials preferences in the search for new job opportunities.

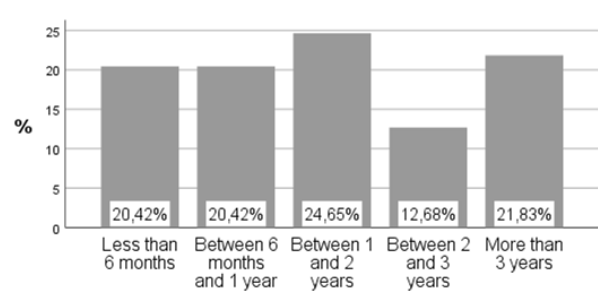
In relation to the current occupation of the sample, from the 84,76% of the respondents (178 respondents) with professional experience (Figure 8), 79,78% (142 respondents) are currently working (Figure 8.1) and 41% have more than 3 years of professional experience while 10,67% have less than 6 months of experience (Figure 11).

From the 142 individuals currently working, 20,42% work in the same company for less than 6 months while 21,83% do not change of organization in the last 3 years (Figure 12).

**Figure 12: Distributions of the sample by professional experience in time (in %)**



**Figure 12: Distribution of the sample by time working in the same company (in %)**



Source: Developed by the Author, 2018

### 5.3.1. Work culture and environment

In order to study Millennial’s perceptions about work culture and work environment the respondents were asked to evaluate from 1 – “*Strongly disagree that contribute to my motivation*” – to 7 – “*Strongly agree that contribute to my motivation*” – factors related to work motivation; and from 1 – “*Totally undesirable*” – to 7 – “*Totally desirable*” – different work characteristics.

Concerning the work culture, the factors that seem to be the most important for Millennials motivation (Annex 4) are the *feeling of fulfilment* with a mean response of 6,48; followed by *opportunities for career growth* (mean = 6,35); *producing valuable work* (mean = 6,27), *matched expectations* (mean = 6,24) and *good work-life balance* (mean = 6,20). Even though all the options had a higher mean than 5, which corresponds to “*Slightly agree that contributes to my motivation*” between the factors less valuable

for Millennials (lowest scores) are *having extra benefits* (such as life insurance) with a mean response of 5,64, followed by *having a pleasant workplace with good physical conditions* (mean = 5,78) and *feeling that the job represents a challenge* (mean = 5,86).

Regarding the work environment, the work characteristics that seem to be the most important for Millennials (Annex 4) are the *flexibility of working hours* with a mean response of 5,80, followed by *job autonomy* (mean = 5,56) and *teamwork* (mean = 5,37).

Working beyond the scheduled seems to be a negative characteristic for Millennials that attribute an average score of 2,70 to this factor. Characteristics such as *perform a task at a time, working in a small team* or *having individual space* obtained an average score near four which means respondents are neutral regarding these factors.

### 5.3.1.1. Motivation factors

Considering the total of 12 items under study in the question regarding Millennial's perception about motivation factors it was conducted a Principal Component Analysis with Varimax rotation to verify the coherence of the chosen scales and to understand them further. The descriptive characteristics were analysed since the PCA is only possible if the items have positive variance, a requirement that was confirmed (Annex 4).

Those items were also checked for their internal consistency, to see if the proposed set of items were related as a group. The Cronbach's alpha for the items was equal to 0,914, revealing a very good consistency of the items.

PCA analysis also requires that the initial variables under study are correlated. To measure the Sampling Adequacy the KMO criterion (Kaiser-Meyer Olkin) was used. The results of this test can range between 0 and 1, being the values above 0,600 considered acceptable. Also, the Bartlett Test of Sphericity was performed to test if the initial variables were not correlated (Pestana and Gageiro, 2014). PCA is only possible if the null hypothesis of this test (H0: The initial values are not correlated) is rejected (Sig <0,05), concluding that there are variables significantly correlated.

In this case, the KMO value was equal to 0,897 showing a good adequacy of the sample. The Bartlett Test of Sphericity had a Sig = 0,00 rejecting the null hypothesis. Taking both tests into account, the exploratory factor analysis was appropriate for the data (Annex 5).

The Principal Component Analysis was conducted and arisen a two-factor solution which explains 64.896% of the total variance.

The results for the final structure were represented in Annex 5. Motivation variable was divided into two groups: (1) Motivators, composed by the items ‘challenging jobs’, ‘feedback about the work’, ‘having a valuable work’, ‘matched expectations’, ‘good work team’, ‘feeling of fulfilment’ and ‘career growth opportunities’, with a Cronbach alpha of 0,832; (2) Hygiene, composed by the items ‘salary’, ‘extra benefits’, ‘job stability’, ‘nice workplace’ and ‘good work-life balance’ with a Cronbach’s alpha of 0,911.

These analyses allowed to group the variables in a very similar way to the one explained by Herzberg and his associates. Validating the two-factor theory, and proving that at least for the Portuguese case, Millennials are more motivated when the ‘Motivators’ are fulfilled.

To conclude whether there were any differences between males and female’s perception concerning the motivation factors, an independent samples t-test was performed between the variables Gender and motivation factors (see Annex 6). The tested null hypothesis was the inexistence of statistical differences between the two groups, males, and females.

The result of the t-test for the *motivators* was a sig. of 0,01, which is lower than 0,05, our significance level. Therefore, H<sub>0</sub> was rejected, i.e. it rejected the hypothesis of no statistical difference between males and females concerning *motivator factors*, meaning the gender influences the perception about the motivation factors.

On the other hand, *hygiene factors* do not seem to be affected by gender since the sig. for the t-test was equal to 0,318, which is higher than the significance level of 0,05. Therefore, H<sub>0</sub> was not rejected, meaning there is no significant statistical difference between males and females concerning *hygiene factors*.

To test if there were differences on this variable between the four age groups, it was used a Kruskal-Wallis test, presented in Annex 7. This test is a non-parametric hypothesis test. Kruskal-Wallis was used instead of ANOVA because the equality of variances assumption was violated according to Levene’s test.

The null hypothesis for this test was the inexistence of statistical differences between the four age groups concerning the motivation factors.

Since the result of the test for the *motivators and hygiene factors* was an Asymptotic sig. higher than the significance level ( $\alpha=0,05$ ),  $H_0$  was not rejected, i.e. it did not reject the hypothesis of no statistical difference between the four age groups, concerning the motivation factors.

To test if there were differences on this variable between the five education levels, it was, once again, used the Kruskal-Wallis test (Annex 7) because the basic education group has less than thirty elements, which challenges the normality assumption necessary to use the ANOVA.

The null hypothesis for this test was the inexistence of statistical differences between the five education level groups concerning the motivation factors.

Since the result of the test for the *motivators* was an Asymptotic sig. of, 0,098, which is higher than the significance level,  $H_0$  was not rejected, i.e. it did not reject the hypothesis of no statistical difference between the five education level groups, concerning the *motivators*. However, the result of the test for the *hygiene factors* was an Asymptotic sig. of, 0,013, which is lower than the significance level.  $H_0$  was rejected, meaning that are at least two groups different between them, regarding the *hygiene factors*.

### 5.3.1.2. Work Characteristics

Considering the 10 items under study in the question regarding Millennial's perception about work characteristics it was conducted a Principal Component Analysis with Varimax rotation to verify the coherence of the chosen scales and to understand them further. The descriptive characteristics of the 10 items were analysed and confirmed that the items have a positive variance (Annex 4).

The items were also checked for their reliability. One item was deleted – Working beyond working hours – once the Cronbach's alpha slightly increased if this item was deleted (from 0.598 to 0.634), nevertheless Cronbach's alpha is still lower than 0,700, indicating a weak internal consistency between the items.

The KMO criterion (Kaiser-Meyer Olkin = 0,665) showed a good adequacy of the sample. In addition, the Bartlett Test of Sphericity was performed and showed that the initial variables are correlated (Sig=0,00 < 0,05 – reject the null hypothesis that the initial

values are not correlated). Taking both tests into account, the exploratory factor analysis was appropriate for the data.

The Principal Component Analysis was conducted and led to a three-factor solution which explains 57,160% of the total variance.

The results for the final structure were represented in Annex 5. Work characteristics is composed of three groups: (1) Personal requirements, composed by the items ‘individual space’, ‘perform one task at a time’, ‘working in a small team’ and ‘autonomous job’, with a Cronbach’s alpha of 0,609; (2) Teamwork orientation, composed by the items ‘Compensation indexed to performance’, ‘work in teams’ and ‘very present leadership’ with a Cronbach’s alpha of 0,535; (3) External orientation, composed by the items ‘opportunity to travel at work’ and ‘flexibility of working hours’ with a Cronbach’s alpha of 0,590.

To conclude whether there were any differences between males and females concerning the work characteristics, an independent samples t-test was performed between the variables Gender and work characteristics (see Annex 6).

The result of the t-test for the three work characteristics was a sig. higher than 0,05, our significance level. Therefore, H<sub>0</sub> was not rejected, i.e. it was not rejected the hypothesis of no statistical difference between males and females concerning the work characteristics.

To test if there were differences on this variable between the four age groups, it was used an ANOVA test (Annex 8). ANOVA pretend to test if the age influences the perception about the work characteristics.

ANOVA was possible once it was concluded the four age groups come from populations with equal variance for the work characteristics. The null hypothesis for this test was the inexistence of statistical differences between the mean of the four age groups concerning the perception about the work characteristics. Regarding ANOVA the null hypothesis was accepted (Sig>0.050) for the *personal requirements* and *external orientation characteristics*, and, therefore, there are no significant differences between groups. Thus, the perception of these two characteristics is the same for the four age groups. However, for the *teamwork orientation* the null hypothesis was rejected (Sig. = 0,001<0,050). Meaning that the perception about this characteristic is affected by the age of the sample.

To test if there were differences on this variable between the five education levels, it was once again used the Kruskal-Wallis test (Annex 7). The null hypothesis for this test was the inexistence of statistical differences between the five education level groups concerning the work characteristics.

Since the result of the test for the *external orientation, characteristic* was an Asymptotic sig. of, 0,872, which is higher than the significance level, H<sub>0</sub> was not rejected, i.e. it did not reject the hypothesis of no statistical difference between the five education level groups, concerning the work characteristics. However, the result of the test for the *personal requirements* and *teamwork orientation* was an Asymptotic sig. lower than the significance level. H<sub>0</sub> was rejected, meaning that are at least two education level groups different between them, regarding these work characteristics.

### 5.3.2. Turnover factors

In order to study which factors, seem to affect Millennials turnover decisions the respondents were asked to rate from 1 – “*Strongly disagree that influences my decision*”, to 7 – “*Strongly agree that influences my decision*” different turnover factors.

Concerning the turnover factors that seems to have higher influence in Millennials decision of changing work (Annex 4), are the *necessity of feeling fulfilment towards the profession* with a mean score of 6,35; followed by *salary* (mean = 6,29), *good work-life balance* (mean = 6,24), *career growth opportunities* (mean = 6,23) and *better job options in the job market* (mean = 6,20).

Although all the options had a higher mean than 5, which corresponds to “Slightly agree that influences my decision” between the factors with the lowest score are *having a pleasant workplace with good physical conditions* with a mean response of 5,10; followed by *having feedback about the work* (mean = 5,36) and *low costs of changing job* (mean = 5,40).

Considering the 14 items under study in the question regarding Millennial’s perception about turnover factors it was once again conducted a Principal Component Analysis. The analysis was possible once the necessary assumptions were confirmed. The items have positive variance (Annex 4). The KMO criterion (Kaiser-Meyer Olkin = 0,898) showed a good adequacy of the sample. The Bartlett Test of Sphericity was performed and showed

that the initial variables are correlated ( $\text{Sig}=0,00 < 0,05$  – reject the null hypothesis that the initial values are not correlated). Showing that the exploratory factor analysis was appropriate for the data.

The items were also checked for their reliability. The evaluation of that internal consistency was performed through the Cronbach's alpha, equal to 0,913, revealing a very good consistency of the items.

The Principal Component Analysis was conducted and arisen a three-factor solution which explains 67,829% of the total variance.

The results for the final structure were represented in Annex 5. Turnover factors are composed of three groups: (1) Personal expectations, composed of the items 'challenging job', 'produce valuable work', 'feedback on the work', 'good work team' and 'matched expectations' with a Cronbach's alpha of 0,905; (2) Personal goals composed by the items 'salary', 'better job options in the job market', 'feeling of fulfilment', 'career growth opportunity' and 'good work-life balance' with a Cronbach's alpha of 0,842; (3) Stability requirements, composed by the items 'nice workplace with good physical conditions', 'job stability', 'extra benefits' and 'low costs of changing jobs' with a Cronbach's alpha of 0,748.

To conclude whether there were any differences between males and females concerning the Turnover factors, an independent samples t-test was performed between the variables Gender and Turnover factors (see Annex 6).

The result of the t-test for the three Turnover factors was a sig. higher than 0,05, our significance level. Therefore,  $H_0$  was not rejected, i.e. it was not rejected the hypothesis of no statistical difference between males and females concerning the Turnover factors.

To test if there were differences on this variable between the four age groups, it was again used an ANOVA test (Annex 8). ANOVA was possible once it was concluded the four age groups come from populations with equal variance ( $\text{Sig}>0.050$ ) for the turnover factors. The null hypothesis for this test was the inexistence of statistical differences between the mean of the four age groups concerning the perception about the turnover factors. Regarding ANOVA the null hypothesis was accepted ( $\text{Sig}>0.050$ ) for the three turnover factors, and, therefore, there are no significant differences between groups. Thus, the perception of these two characteristics is the same for the four age groups.



To test if there were differences on this variable between the five education levels, it was once again used the Kruskal-Wallis test (Annex 7). The null hypothesis for this test was the inexistence of statistical differences between the five education level groups concerning the turnover factors.

Since the result of the test for the *personal expectations* was an Asymptotic sig. of, 0,872, which is higher than the significance level, H0 was not rejected, i.e. it did not reject the hypothesis of no statistical difference between the five education level groups, concerning this factor. However, the result of the test for the *personal goals* and *stability requirements* was an Asymptotic sig. lower than the significance level, H0 was rejected, meaning that are at least two education level groups different between them, regarding these turnover factors.

### 5.3.3. Turnover Intentions

The turnover intention of the sample was measured in the last question of the survey where it was asked to the respondents to assess in which extent they agree or disagree with the three statements: “I often think about quitting this organization”; “I will probably look for a new job in the next year” and “I intend to change employer in the next year”. According to a 7-point Likert type scale where 1 corresponded to “Strongly disagree” and 7 corresponded to “Strongly agree”.

The mean responses for the three questions were neutral (Annex 9), the distribution of the sample was very uniform for all the three questions. The three items mentioned were summed through principal components analyse that has resulted in a one-factor solution called ‘Turnover Intention’ (Annex 10), this was possible since the initial variables are correlated ( $KMO = 0,721 > 0,6$ ; Bartlett Test of Sphericity – sig= 0,000 <0,050). And the Cronbach’s alpha (equal to 0,918) showed a very good internal consistency of the items. The chosen solution corresponds to 86% of the variance explained. This new variable was used in order to study the relation between the turnover intention of the sample and the gender, education level and time working in the same company.

To conclude whether there were any differences between males and females concerning the turnover intention, an independent samples t-test was performed between the variables Gender and Turnover Intention (see Annex 6).

The result of the t-test was a sig. of 0.315, which is higher than 0.05, the significance level. Therefore, H<sub>0</sub> was not rejected, i.e. it did not reject the hypothesis of no statistical difference between males and females concerning the *turnover intention* of the sample.

To test if there were differences on this variable between the education levels and the time working in the same company concerning the turnover intention, it was used a Kruskal-Wallis test, presented in Annex 7. This test was used instead of ANOVA because there were groups in both variables with less than thirty elements, which challenged the normality assumption necessary to use ANOVA.

The null hypothesis for the tests was the inexistence of statistical differences between the five education levels concerning the turnover intention; and the inexistence of statistical differences between the five groups of ‘time working in the same company’ concerning the *turnover intention*.

Since the result of both tests were an Asymptotic sig. of 0,047 and 0,002 correspondingly, which is lower than the significance level (0,050), H<sub>0</sub> was rejected, i.e. he rejects for both tests the hypothesis of no statistical difference between the groups, concerning the *turnover intention*.

## 6. Discussion

The present study focused on studying the Portuguese Millennial generation and their perception about work culture factors, work environment factors, and turnover factors.

The research found that Millennials do not seem to think that attributes such as honesty, respect, moral and ethics define their generation, yet they see themselves as technological and tolerant. These results meet the data collected by the Pew Research Center in America in 2014 and mentioned by Stewart et al. (2017) that states that, for millennials, among the three more distinctive characteristics of the generation are the technologies usage and the liberality/ tolerance of the generation. Also, according to Pew Research Center study and once more validating the results obtained millennials do not see their work ethic as defining.

The study made by the Pew Research Center in 2015 and mentioned by Migliaccio (2018) also corroborates these results, founding that Millennials tend to see themselves more negatively explaining why they do not connect positive characteristics, such as honesty, moral and ethics with their own generation.

Their technological side is also seen when asked about how do they become aware of new job opportunities. Technology related options were the two most chosen ones, revealing that this generation prefers to search for new job opportunities through social media and company websites instead of the more conventional methods such as newspapers.

It was possible to conclude that Portuguese Millennials are more motivated to work when requirements such as fulfilment feelings, career growth opportunities, valuable work and matched expectations, the so-called '*Motivators*', are fulfilled. These results demonstrate that the actual hierarchy of needs does not conform to Maslow's model, founding a mixed order of motivational factors that did not follow the model. On the contrary, when compared to the dual-structure theory of Herzberg, our findings show that respondents identify several motivators on the list of the most important factors, validating Herzberg's theory.

Similar results were found in Qenani-petrela, Schlosser and Pompa (2007) research, where having an interesting work, or having opportunities for advancement and development were top-ranked in Millennials motivational factors, while having good work conditions was among the lower scored ones. Nevertheless, in this study, good wage

was the most well-scored item between the motivational factors, what did not happen in our study. Literature is not very consistent about generation Y's salary expectations. Some researchers suggest that they consider salary less critical than other attributes, such as work-life balance while others suggest that it is, in fact, an important dimension (Bansal, 2017).

Regarding the work characteristics, at the top of Millennials preferences are the flexibility of working hours, job autonomy and teamwork, while working after the scheduled is a very undesirable work characteristic for this generation. These findings are supported by Kim, Knight and Crutsinger (2009) research for the retail sector in the U.S. According to their results Generation Y employees crave for responsibility and autonomy in their jobs, valuing warm relationships with other cohorts and seeking for flexible career opportunities where the management team is receptive to innovative ideas.

This generation willingness to change jobs is more influenced by factors like the necessity of fulfilment, salary, work-life balance, career growth opportunities and having better job options in the market, all of them belonging to the found dimension called '*Personal goals*'. These results are backed up by Brown, Thomas and Bosselman (2015) research, where they found that millennials in the hospitality industry in the U.S. would leave their careers due to work-life balance conflicts, salary and better job opportunities in the job market.

Portuguese Millennial's turnover intention seems to variate according to their education level and the time working in the same company while does not seem to exist differences between Males and Females turnover intention.

According to Pyöriä et al. (2017) age and education level influences Millennials intention of changing jobs. Although there is a tendency across time showing that young people are more willing to change jobs than older age group, these may reflect young people's life stage, characterized by transition and search for direction.

In conclusion, the gender seems to have influence in Millennials perception about the '*Motivators*' dimension, belonging to the motivation factors, but it does not affect any other dimension in any of the other factors under study (work characteristics and turnover factors). Age was found to affect the perception about '*Teamwork Orientation*', in the work characteristics, but not in the other dimensions under study. Also, education

influences Portuguese Millennials perception about the 'Hygiene' factors in the motivation factors; the 'Team Work Orientation' and the 'Personal requirements' in the work characteristics and the 'Personal goals' and 'Stability requirements' in the turnover factors.

### **6.1. Practical Implications**

The ability to motivate people to perform at high levels has long sparked the interest of many researchers. As motivation is crucial to a successful organization, understanding the nature of individual motivation is fundamental for companies in today's labour market (Qenani-petrela, Schlosser and Pompa, 2007).

We believe that the ideas and recommendations laid out in the present study can be used by managers, HR professionals, and management consultants to nurture a more harmonious workplace for Millennial employees and their co-workers.

A better understanding of the generation Y's attitude, expectations and preferences will be helpful for the employers to create job offerings and work environments that are more likely to engage and retain the workforce (Bansal, 2017).

In this investigation was found that Millennials are highly connected with the new technologies and give higher importance to the way they feel about the job, the necessity of fulfilment and opportunities to grow as a professional than to more materialistic factors such as having extra benefits or having better workplace conditions.

The workplace is full of multiple generations with different expectations, perspectives, and skills. With Generation Z further expanding the number of age groups incorporating the labour force, companies must utilise this time to address and change the culture across the business to make it suitable to all generations, instead of constantly adapting their approach to capture the new one (Merrick, 2016).

### **6.2. Limitations and Future Research**

The current study has some limitations that should be considered. This study proposed to fulfil a gap in the literature review, but conclusions should take into account the following limitations as well as consider the proposed future research directions.

First, the chosen methodology is not the only way of collecting information. Although it is a very efficient way of collecting responses, is important to consider that there are several limitations regarding this measurement instrument. A qualitative research may be considered in future researches previously to the quantitative research. Qualitative analysis helps to reduce quantitative research limitations and provides a better understanding of the variables.

Other study limitation is that the questionnaire was geographically limited, only available for Millennials with Portuguese nationality and residing in Portugal. Even though previous researchers have found personalities to be similar in age groups across different countries (Brown, Thomas and Bosselman, 2015) this may not apply to generational differences in the workplace, which is a limitation since it implies that the results are not projectable for all the populations and generalizations should be made with caution.

The current study proposes a better understanding of Portuguese Millennials perception about different work-related factor in the generalized work industries. Assuming the millennials perception of the different matters changes across industries, researches could also focus their studies on different industries.

Moreover, extend the study to the next generation that is already beginning to arrive at the work world, and understand which factors change between the new generation, Generation Z, and Millennials generation. It is essential to understand what managers should do to motivate and retain the new generation, and moreover, how can managers create policies that unify and respond to all generations necessities over time.

In sum, the current study is a reasonable base for further authors that are interested in deeply study generations motivational patterns evolution, and study in which policies human resources managers should invest in order to improve employee's engagement with the company.

## 7. Conclusions

Given the fact that the workforce is made of multi-generations with different attitudes, behaviours, and expectations interacting with each other, our study came to contribute in the understanding of Portuguese Millennial's perception about different work-related factors that may influence their behaviour towards the organizations.

Organizations need to readjust its policies to the new and challenging reality of the workforce age-diversity and our thesis contributes to the acknowledgment of what can contribute to motivate, engage and retain workers from the Millennial Generation, helping managers understand what works best for each individual in their organization.

In order to do so, the analysis leaned on a set of variables that contemplate motivational and turnover factors and work characteristics. As well as the millennials intention of changing jobs in the short term.

In the first place, was held a literature review about the generation, its motivations and expectations, and the challenges of managing and retaining them, supported by three of the most discussed Motivation theories, and some suggestions offered in the literature about how to deal with Millennials. All the collected information was taken into consideration in the quantitative research while developing the survey and analysing the collected data, which allowed to take some conclusions and respond to the research questions.

Taking the mentioned limitations into account, more research will contribute to a deeper understanding how the studied factors may be influenced by the individuals culture or work industry. Furthermore, researchers should start to invest in investigating the next generation that is already starting to enter the labour force – Generation Z. Companies need to start to anticipate the next steps concerning its human resource policies.

Summing up, the results suggest that instead of only investing in policies related to salary, or extra benefits, in order to successfully recruit and retain Millennial workers, organizations should develop effective strategies promoting flexible work environments that enhance the work-life balance; endorse the team-based work environment improving the interactions between generations and provide challenging and meaningful work with professional development opportunities. Beyond that, the results of this study reinforce

the notion that Millennials are diverse in their motivation factors thus making it difficult for organizations to adopt a one-size-fits-all approach to recruiting and retention.



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## Annex 1 – Questionnaire

# Questionário Tese de Mestrado - Geração Millennium e os Factores de Motivação e Retenção no Trabalho

Olá! Bem Vindo(a)!

Sou Aluna do ISCTE-IUL e estou a realizar a minha Tese de Mestrado em Gestão com a orientação do Professor Álvaro Rosa, O tema da tese visa estudar os fatores influenciadores da motivação e rotatividade (mudança voluntária de trabalho) dos jovens portugueses nascidos entre os anos de 1987 e 2000,

Venho deste modo pedir a tua ajuda para conseguir terminar a minha pesquisa! Para me ajudares basta responderes a algumas perguntas de forma honesta e sincera, o que não deve demorar mais de 5 minutos.

As tuas respostas serão sempre anónimas e utilizadas apenas neste estudo.

Se tiveres alguma dúvida relativamente ao estudo e/ou quiseres ser informado dos resultados do mesmo podes enviar-me um e-mail para [dszss@iscte-iul.pt](mailto:dszss@iscte-iul.pt)

Muito obrigada!

\*Obrigatório

## Parte 1 - Aspetos Sociais e Demográficos

### 1. Ano de Nascimento \*

*Marcar apenas uma oval.*

- 1987
- 1988
- 1989
- 1990
- 1991
- 1992
- 1993
- 1994
- 1995
- 1996
- 1997
- 1998
- 1999
- 2000
- Outro

- 1988
- 1989
- 1990
- 1991
- 1992

**3. País de Residência \***

*Marcar apenas uma oval.*

- Portugal
- Outro *Pare de preencher este formulário.*

**4. Área de Residência \***

*Marcar apenas uma oval.*

- Arquipélago dos Açores
- Arquipélago da Madeira
- Aveiro
- Beja
- Braga
- Bragança
- Castelo Branco
- Coimbra
- Évora
- Faro
- Guarda
- Leiria
- Lisboa
- Portalegre
- Porto
- Santarém
- Setúbal
- Viana do Castelo
- Vila Real
- Viseu

**5. Género \***

*Marcar apenas uma oval.*

- Feminino
- Masculino

**6. Nível de Escolaridade mais Elevado Concluído \****Marcar apenas uma oval.*

- Ensino Primário
- Ensino Básico - 2º Ciclo (5º ano)
- Ensino Básico - 3º Ciclo (9º ano)
- Ensino Secundário
- Licenciatura
- Pós-Graduação
- Mestrado
- Doutoramento

**7. O que caracteriza a tua geração? \***

De entre os seguintes factores escolhe os 2 que pensas que melhor definem a tua geração  
*Marcar tudo o que for aplicável.*

- Maior honestidade perante os outros
- Maior inteligência que gerações anteriores
- Maior respeito perante os outros
- Maior tolerância perante outras culturas e outros estilos de vida
- Melhor ética de trabalho
- Melhor uso das tecnologias
- Melhor educação
- Valores morais

**8. Como tomas conhecimento de oportunidades de emprego? \***

Selecciona as 2 opções que utilizas mais frequentemente para te informar sobre oportunidades de emprego:

*Marcar tudo o que for aplicável.*

- Redes sociais (Facebook, LinkedIn, etc.)
- Feiras de Emprego
- Sites de empresas
- Jornais e Revistas
- Recomendações de Terceiros
- Outros

## Parte 2 - A tua relação com o Trabalho

### Fatores de Motivação

#### 9. Avalia de 1 a 7 se os seguintes factores contribuem para a tua motivação no trabalho \*

Correspondendo: 1 - Discordo totalmente que contribui para a minha motivação; 2 - Discordo que contribui para a minha motivação; 3 - Discordo ligeiramente que contribui para a minha motivação; 4 - Neutro; 5 - Concordo ligeiramente que contribui para a minha motivação; 6 - Concordo que contribui para a minha motivação; 7 - Concordo totalmente que contribui para a minha motivação

Marcar apenas uma oval por linha.

|   | 1 - Discordo totalmente<br>que contribui para a<br>minha motivação | 2                     | 3                     | 4 -<br>Neutro         | 5                     | 6                     | 7 -<br>Concordo<br>totalmente<br>que<br>contribui<br>para a<br>minha<br>motivação |
|---|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|---|
| Salário   | <input type="radio"/>  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>   |
| Local de trabalho agradável (boa iluminação, secretária confortável, etc.)  | <input type="radio"/>  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>   |
| Benefícios extra (ex: seguro de saúde/vida)   | <input type="radio"/>  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>   |
| Segurança/estabilidade em relação ao posto de trabalho (baixa probabilidade de ser despedido)   | <input type="radio"/>  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>   |
| Bom equilíbrio entre o trabalho e a vida pessoal (ter disponibilidade para ter outra atividade após o trabalho - desportiva, artística, lazer, solidariedade, etc.) | <input type="radio"/>  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>   |
| Gostar da minha equipa de trabalho  | <input type="radio"/>  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>   |
| Haver feedback relativamente ao meu trabalho  | <input type="radio"/>  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>   |
| Sentir que o meu trabalho representa um desafio   | <input type="radio"/>  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>   |
| Sentir que o trabalho que produz valor  | <input type="radio"/>  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>   |
| Ver as minhas expectativas correspondidas   | <input type="radio"/>  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>   |
| Ter oportunidades de crescimento de carreira  | <input type="radio"/>  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>   |
| Gostar daquilo que faço/ sentir-me realizado  | <input type="radio"/>  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>   |

**10. Avalia de 1 a 7 as seguintes características de trabalho \***

Correspondendo: 1 - Totalmente indesejável; 2- Indesejável; 3 - Ligeiramente indesejável; 4 - Neutro; 5 - Ligeiramente desejável; 6 - Desejável; 7 - Totalmente desejável

Marcar apenas uma oval por linha.

|  | 1 - Totalmente indesejável | 2                     | 3                     | 4 - Neutro            | 5                     | 6                     | 7 - Totalmente desejável |
|--|----------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|--------------------------|
| Trabalhar para além do horário de trabalho | <input type="radio"/>      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>    |
| Trabalhar em grupo                         | <input type="radio"/>      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>    |
| Remuneração indexada ao meu desempenho     | <input type="radio"/>      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>    |
| Ter um espaço individual                   | <input type="radio"/>      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>    |
| Trabalhar em equipa pequena                | <input type="radio"/>      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>    |
| Oportunidades de viajar em trabalho        | <input type="radio"/>      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>    |
| Ter flexibilidade de horário               | <input type="radio"/>      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>    |
| Ter uma chefia muito presente              | <input type="radio"/>      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>    |
| Ter um trabalho autónomo                   | <input type="radio"/>      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>    |
| Realizar uma tarefa de cada vez            | <input type="radio"/>      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>    |

### Parte 3 - Fatores que influenciam a vontade de mudar de trabalho

11. Entre os seguintes fatores classifica de 1 a 7 de acordo com a influência que pensas teres na tua decisão de mudar de trabalho \*

Correspondendo: 1 - Discordo totalmente que influencia a minha decisão; 2 - Discordo que influencia a minha decisão; 3 - Discordo ligeiramente que influencia a minha decisão; 4 - Neutro; 5 - Concordo ligeiramente que influencia a minha decisão; 6 - Concordo que influencia a minha decisão; 7 - Concordo totalmente que influencia a minha decisão

Marcar apenas uma oval por linha.

|   | 1 - Discordo totalmente que influencia a minha decisão | 2                     | 3                     | 4 - Neutro            | 5                     | 6                     | 7 - Concordo totalmente que influencia a minha decisão |
|---|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|--|
| Salário   | <input type="radio"/>                                  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>                                  |
| Local de trabalho agradável (boa iluminação, secretária confortável, etc.)  | <input type="radio"/>                                  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>                                  |
| Benefícios extra (ex: seguro de saúde/vida)   | <input type="radio"/>                                  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>                                  |
| Segurança/estabilidade em relação ao posto de trabalho (baixa probabilidade de ser despedido)   | <input type="radio"/>                                  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>                                  |
| Bom equilíbrio entre o trabalho e a vida pessoal (ter disponibilidade para ter outra atividade após o trabalho - desportiva, artística, lazer, solidariedade, etc.) | <input type="radio"/>                                  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>                                  |
| Gostar da minha equipa de trabalho  | <input type="radio"/>                                  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>                                  |
| Haver feedback relativamente ao meu trabalho  | <input type="radio"/>                                  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>                                  |
| Sentir que o meu trabalho representa um desafio   | <input type="radio"/>                                  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>                                  |
| Sentir que o trabalho que produz representa valor   | <input type="radio"/>                                  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>                                  |
| Ver as minhas expectativas correspondidas   | <input type="radio"/>                                  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>                                  |
| Ter oportunidades de crescimento de carreira  | <input type="radio"/>                                  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>                                  |
| Gostar daquilo que faço/ sentir-me realizado  | <input type="radio"/>                                  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>                                  |



|  |                       |                       |                       |                       |                       |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Gostar daquilo que faço/ sentir-me realizado                                     | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Trabalhos disponíveis no mercado com melhor qualidade que o que tenho atualmente | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Baixos custos de mudar de trabalho   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

## Parte 4 - Experiência profissional

### 12. Tens alguma experiência profissional? \*

Marcar apenas uma oval.

- Sim
- Não *Pare de preencher este formulário.*

### 13. No total de quanto tempo é a tua experiência profissional? \*

Marcar apenas uma oval.

- Menos de 6 meses
- Entre 6 meses a 1 ano
- Entre 1 ano a 2 anos
- Entre 2 a 3 anos
- Mais de 3 anos

### 14. Ocupação atual \*

Marcar apenas uma oval.

- Estudante *Pare de preencher este formulário.*
- Desempregado *Pare de preencher este formulário.*
- Trabalhador-Estudante
- Trabalhador por conta de outrem
- Empreendedor/ Trabalho por conta própria

### 15. Há quanto tempo trabalhas na mesma empresa? \*

Marcar apenas uma oval.

- Menos de 6 meses
- Entre 6 meses e 1 ano
- Entre 1 ano e 2 anos
- Entre 2 anos e 3 anos
- Há mais de 3 anos

**16. Em que área trabalhas \***

Marcar apenas uma oval.

- Artes
- Banca, Seguros
- Ciências/Investigação
- Comércio (Lojas, supermercados, etc)
- Desporto
- Educação
- Forças armadas e de segurança
- Gestão, Consultoria, Auditoria, Logística, Marketing, Recursos Humanos
- Humanidades (tradução, interpretação, museus, bibliotecas, etc)
- Industrias de manufaturação (construção civil, fábricas, etc)
- Restauração e hospitalidade
- Saúde
- Tecnologias e Informação
- Outra

**17. Até que ponto concordas ou discordas das três declarações seguintes? \***

Correspondendo: 1 - Discordo totalmente; 2 - Discordo; 3 - Discordo ligeiramente; 4 - Neutro; 5 - Concordo ligeiramente; 6 - Concordo; 7 - Concordo totalmente

Marcar apenas uma oval por linha.

|  | 1 - Discordo totalmente | 2                     | 3                     | 4 - Neutro            | 5                     | 6                     | 7 - Concordo totalmente |
|--|-------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-------------------------|
| Penso frequentemente em sair da empresa em que trabalho atualmente | <input type="radio"/>   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>   |
| Provavelmente procurarei por um novo trabalho no próximo ano       | <input type="radio"/>   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>   |
| Tenciono mudar de trabalho no próximo ano                          | <input type="radio"/>   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>   |

**Annex 2 – Cronbach’s Alpha**

| Case Processing Summary |          |     |       |
|-------------------------|----------|-----|-------|
|                         |          | N   | %     |
| Cases                   | Valid    | 142 | 67,6  |
|                         | Excluded | 68  | 32,4  |
|                         | Total    | 210 | 100,0 |

| Reliability Statistics |            |
|------------------------|------------|
| Alfa de Cronbach       | N of items |
| 0,91                   | 39,00      |

**Annex 3 – Birth year average**

|      |         |              |
|------|---------|--------------|
| N    | Valid   | 210          |
|      | Missing | 0            |
| Mean |         | <b>7,28*</b> |

\*7,28 = 1993,28 (2018-1993,28 = 24,72 years old)

**Annex 4 – Descriptive information about Motivation factors, Work characteristics and Turnover factors**

|  |  | 1                            | 2     | 3     | 4     | 5     | 6     | 7     | Mean  | Variance |
|--|--|------------------------------|-------|-------|-------|-------|-------|-------|-------|----------|
| Motivation factors                     | Salary   | 0,0%                         | 2,4%  | 1,9%  | 2,9%  | 11,0% | 29,5% | 52,4% | 6,20  | 1,26     |
|  | Nice work place (good lighting, comfortable desk, etc.)  | 0,0%                         | 1,9%  | 4,3%  | 5,7%  | 21,4% | 35,2% | 31,4% | 5,78  | 1,406    |
|  | Extra benefits (life insurance)  | 0,5%                         | 2,4%  | 3,3%  | 10,0% | 22,9% | 32,4% | 28,6% | 5,64  | 1,591    |
|  | Safety / job stability (low probability of being fired)  | 1,4%                         | 1,4%  | 1,4%  | 6,2%  | 15,7% | 29,5% | 44,3% | 5,99  | 1,569    |
|  | Good work life balance (availability to have after work activities: sports, arts, leisure, solidarity, etc.) | 1,4%                         | 1,9%  | 1,9%  | 3,3%  | 7,6%  | 26,2% | 57,6% | 6,23  | 1,574    |
|  | Liking my work team  | 0,5%                         | 1,9%  | 1,9%  | 4,8%  | 12,9% | 38,6% | 39,5% | 6,01  | 1,316    |
|  | Feedback on my work]   | 0,5%                         | 1,9%  | 2,9%  | 6,2%  | 14,3% | 37,1% | 37,1% | 5,92  | 1,443    |
|  | Feeling my job is a challenge  | 1,0%                         | 1,0%  | 2,9%  | 6,2%  | 16,7% | 40,5% | 31,9% | 5,86  | 1,367    |
|  | Feeling that the work I produce represents value   | 0,5%                         | 0,5%  | 1,0%  | 2,9%  | 8,6%  | 38,1% | 48,6% | 6,27  | 0,897    |
|  | See my expectations matched  | 0,5%                         | 1,0%  | 1,0%  | 1,4%  | 11,4% | 37,1% | 47,6% | 6,24  | 0,950    |
|  | Have career growth opportunities   | 1,4%                         | 1,9%  | 1,0%  | 1,9%  | 5,7%  | 25,7% | 62,4% | 6,35  | 1,387    |
|  | Like what I do / feel fulfilled  | 1,0%                         | 1,9%  | 0,0%  | 1,4%  | 6,2%  | 20,0% | 69,5% | 6,48  | 1,131    |
|  | Work characteristics   | Working beyond working hours | 23,3% | 19,5% | 28,1% | 23,8% | 4,3%  | 0,5%  | 0,5%  | 2,70     |
| Working in teams                       |  | 0,5%                         | 2,9%  | 3,3%  | 21,4% | 20,5% | 27,1% | 24,3% | 5,37  | 1,794    |
| Compensation indexed to my performance |  | 2,4%                         | 3,3%  | 4,8%  | 16,7% | 21,4% | 22,4% | 29,0% | 5,35  | 2,314    |
| Have an individual space               |  | 2,4%                         | 1,9%  | 6,2%  | 34,3% | 15,2% | 23,8% | 16,2% | 4,94  | 2,035    |
| Working in a small team                |  | 0,0%                         | 1,9%  | 3,8%  | 38,6% | 21,4% | 25,7% | 8,6%  | 4,91  | 1,308    |
| Opportunity to travel at work          |  | 2,4%                         | 2,4%  | 5,2%  | 20,5% | 24,8% | 25,7% | 19,0% | 5,16  | 2,012    |
| Flexibility of working hours           |  | 0,5%                         | 1,4%  | 1,9%  | 12,9% | 16,2% | 31,9% | 35,2% | 5,80  | 1,513    |
| Have a very present leadership         |  | 0,0%                         | 2,9%  | 3,3%  | 16,2% | 31,0% | 27,6% | 19,0% | 5,34  | 1,480    |
| Have an autonomous job                 |  | 1,0%                         | 1,4%  | 1,9%  | 14,3% | 20,0% | 41,0% | 20,5% | 5,56  | 1,425    |
| Perform one task at a time             |  | 1,4%                         | 4,3%  | 4,8%  | 33,3% | 22,9% | 22,4% | 11,0% | 4,83  | 1,779    |
| Turnover factors                       | Salary   | 1,4%                         | 0,5%  | 0,5%  | 2,9%  | 10,5% | 28,6% | 55,7% | 6,29  | 1,174    |
|  | Nice work place (good lighting, comfortable desk, etc.)  | 3,3%                         | 5,7%  | 4,3%  | 20,0% | 19,5% | 25,7% | 21,4% | 5,10  | 2,536    |
|  | Extra benefits (life insurance)  | 1,4%                         | 1,4%  | 2,9%  | 14,8% | 25,7% | 26,2% | 27,6% | 5,51  | 1,734    |
|  | Safety / job stability (low probability of being fired)  | 1,4%                         | 0,5%  | 2,9%  | 5,2%  | 18,6% | 26,2% | 45,2% | 5,99  | 1,545    |
|  | Good work life balance (availability to have after work activities: sports, arts, leisure, solidarity, etc.) | 1,4%                         | 0,5%  | 1,4%  | 4,8%  | 9,5%  | 26,2% | 56,2% | 6,24  | 1,359    |
|  | Liking my work team  | 1,0%                         | 1,9%  | 1,9%  | 12,4% | 16,7% | 33,8% | 32,4% | 5,73  | 1,634    |
|  | Feedback on my work  | 1,4%                         | 1,9%  | 3,8%  | 18,1% | 23,8% | 28,6% | 22,4% | 5,36  | 1,792    |
|  | Feeling my job is a challenge  | 1,9%                         | 0,5%  | 4,8%  | 14,3% | 18,1% | 37,1% | 23,3% | 5,51  | 1,734    |
|  | Feeling that the work I produce represents value   | 1,4%                         | 0,5%  | 2,9%  | 9,5%  | 19,0% | 33,8% | 32,9% | 5,77  | 1,546    |
|  | See my expectations matched  | 1,0%                         | 0,5%  | 1,9%  | 4,8%  | 14,3% | 35,2% | 42,4% | 6,06  | 1,245    |
|  | Have career growth opportunities   | 0,5%                         | 1,0%  | 1,0%  | 4,3%  | 11,0% | 31,0% | 51,4% | 6,23  | 1,105    |
|  | Like what I do / feel fulfilled  | 1,0%                         | 0,5%  | 1,0%  | 4,3%  | 8,1%  | 24,3% | 61,0% | 6,35  | 1,147    |
|  | Works on the market with better quality than what I currently have   | 0,5%                         | 0,5%  | 0,5%  | 5,7%  | 11,9% | 31,4% | 49,5% | 6,20  | 1,044    |
| Low costs of changing jobs             | 5,7%   | 1,0%                         | 2,9%  | 18,1% | 15,7% | 24,3% | 32,4% | 5,40  | 2,690 |          |

### Annex 5 – Principal Components Analyses – Motivation Factors, Work Characteristics, Turnover Factors

| Rotated Component Matrix (Motivation)  |                |              | Cronbach's Alpha |
|--|----------------|--------------|------------------|
|  | Component      |              |                  |
|  | 1 - Motivators | 2 - Hygiene  |                  |
| Feeling my job is a challenge  | <b>0,877</b>   | 0,041        | 0,832            |
| Feedback on my work  | <b>0,839</b>   | 0,144        |                  |
| Feeling that the work I produce represents value   | <b>0,803</b>   | 0,274        |                  |
| See my expectations matched  | <b>0,746</b>   | 0,411        |                  |
| Liking my work team  | <b>0,687</b>   | 0,374        |                  |
| Like what I do / feel fulfilled  | <b>0,681</b>   | 0,375        |                  |
| Have career growth opportunities   | <b>0,631</b>   | 0,450        | 0,911            |
| Salary   | 0,058          | <b>0,833</b> |                  |
| Extra benefits (life insurance)  | 0,259          | <b>0,771</b> |                  |
| Safety / job stability (low probability of being fired)  | 0,208          | <b>0,747</b> |                  |
| Nice work place (good lighting, comfortable desk, etc.)  | 0,362          | <b>0,637</b> |                  |
| Good work life balance (availability to have after work activities: sports, arts, leisure, solidarity, etc.)   | 0,415          | <b>0,600</b> |                  |
| Kaiser-Meyer-Olkin Measure of Sampling Adequacy=0.897<br>Bartlett's Test of Sphericity: $\chi^2= 1525,380$ . $df=66$ . $p=0.000$<br>Total Variance Explained = 64,896%<br>Cronbach's alpha = 0,914 |                |              |                  |

| Rotated Component Matrix (Work Characteristics)   |                           |                           |                          | Cronbach's Alpha |
|---|---------------------------|---------------------------|--------------------------|------------------|
|   | Component                 |                           |                          |                  |
|   | 1 - Personal requirements | 2 - Team Work orientation | 3 - External orientation |                  |
| Have an individual space  | <b>0,749</b>              | -0,183                    | 0,080                    | 0,609            |
| Perform one task at a time  | <b>0,663</b>              | 0,140                     | 0,031                    |                  |
| Working in a small team   | <b>0,578</b>              | 0,085                     | 0,330                    |                  |
| Have an autonomous job  | <b>0,574</b>              | 0,400                     | 0,127                    |                  |
| Compensation indexed to my performance  | 0,131                     | <b>0,745</b>              | -0,092                   | 0,535            |
| Working in teams  | -0,404                    | <b>0,714</b>              | 0,189                    |                  |
| Have a very present leadership  | 0,222                     | <b>0,622</b>              | 0,195                    |                  |
| Opportunity to travel at work   | 0,096                     | 0,005                     | <b>0,855</b>             | 0,590            |
| Flexibility of working hours  | 0,152                     | 0,154                     | <b>0,759</b>             |                  |
| Kaiser-Meyer-Olkin Measure of Sampling Adequacy=0.665<br>Bartlett's Test of Sphericity: $\chi^2= 280,060$ . $df=36$ . $p=0.000$<br>Total Variance Explained = 57,160%<br>Cronbach's alpha = 0,634 |                           |                           |                          |                  |

| Rotated Component Matrix <sup>a</sup> (Turnover factors)   |                           |                    |                            | Cronbach's alpha |
|--|---------------------------|--------------------|----------------------------|------------------|
|  | Component                 |                    |                            |                  |
|  | 1 - Personal expectations | 2 - Personal goals | 3 - Stability requirements |                  |
| Feeling my job is a challenge  | <b>0,868</b>              | 0,160              | 0,094                      | 0,905            |
| Feeling that the work I produce represents value   | <b>0,825</b>              | 0,256              | 0,204                      |                  |
| Feedback on my work  | <b>0,792</b>              | 0,043              | 0,378                      |                  |
| Liking my work team  | <b>0,747</b>              | 0,298              | 0,156                      |                  |
| See my expectations matched  | <b>0,642</b>              | 0,528              | 0,253                      |                  |
| Salary   | -0,003                    | <b>0,766</b>       | 0,357                      | 0,842            |
| Works on the market with better quality than what I currently have   | 0,219                     | <b>0,765</b>       | 0,128                      |                  |
| Like what I do / feel fulfilled  | 0,505                     | <b>0,673</b>       | 0,171                      |                  |
| Have career growth opportunities   | 0,537                     | <b>0,581</b>       | 0,192                      |                  |
| Good work life balance (availability to have after work activities: sports, arts, leisure, solidarity, etc.)   | 0,432                     | <b>0,533</b>       | 0,275                      |                  |
| Nice work place (good lighting, comfortable desk, etc.)  | 0,304                     | 0,042              | <b>0,713</b>               | 0,748            |
| Safety / job stability (low probability of being fired)  | 0,161                     | 0,348              | <b>0,706</b>               |                  |
| Extra benefits (life insurance)  | 0,308                     | 0,290              | <b>0,696</b>               |                  |
| Low costs of changing jobs   | 0,047                     | 0,173              | <b>0,685</b>               |                  |
| Kaiser-Meyer-Olkin Measure of Sampling Adequacy=0.898<br>Bartlett's Test of Sphericity: $\chi^2= 1796,140$ . $df=91$ . $p=0.000$<br>Total Variance Explained = 67,829%<br>Cronbach's alpha = 0,913 |                           |                    |                            |                  |

**Annex 6 – Independent samples t-tests –Gender comparisons**

| Independent Samples Test - gender comparison |                        |   |              |                              |         |                 |                 |                       |   |        |
|--|------------------------|---|--------------|------------------------------|---------|-----------------|-----------------|-----------------------|---|--------|
|  |                        | Levene's Test for Equality of Variances |              | t-test for Equality of Means |         |                 |                 |                       |   |        |
|  |                        | F                                       | Sig.         | t                            | df      | Sig. (2-tailed) | Mean Difference | Std. Error Difference | 95% Confidence Interval of the Difference |        |
|  |                        |   |              |                              |         |                 |                 |                       | Lower                                     | Upper  |
| Motivation Factors                           | Motivators             | 4,014                                   | <b>0,046</b> | -3,504                       | 81,843  | <b>0,001</b>    | -0,597          | 0,170                 | -0,936                                    | -0,258 |
|  | Hygiene                | 0,822                                   | <b>0,366</b> | -1,002                       | 208,000 | <b>0,318</b>    | -0,155          | 0,154                 | -0,459                                    | 0,150  |
| Work Characteristics                         | Personal requirements  | 0,025                                   | <b>0,875</b> | -0,566                       | 208,000 | <b>0,572</b>    | -0,087          | 0,155                 | -0,392                                    | 0,217  |
|  | Team Work orientation  | 0,013                                   | <b>0,909</b> | -1,436                       | 208,000 | <b>0,153</b>    | -0,221          | 0,154                 | -0,525                                    | 0,082  |
|  | External orientation   | 0,009                                   | <b>0,925</b> | -1,108                       | 208,000 | <b>0,269</b>    | -0,171          | 0,154                 | -0,475                                    | 0,133  |
| Turnover Factors                             | Personal expectations  | 0,494                                   | <b>0,483</b> | -1,798                       | 208,000 | <b>0,074</b>    | -0,276          | 0,154                 | -0,579                                    | 0,027  |
|  | Personal goals         | 0,545                                   | <b>0,461</b> | -1,549                       | 208,000 | <b>0,123</b>    | -0,238          | 0,154                 | -0,542                                    | 0,065  |
|  | Stability requirements | 0,267                                   | <b>0,606</b> | -0,713                       | 208,000 | <b>0,477</b>    | -0,110          | 0,155                 | -0,415                                    | 0,195  |
| Turnover Intentions                          | Turnover intention     | 4,109                                   | <b>0,045</b> | -1,013                       | 62,393  | <b>0,315</b>    | -0,186          | 0,184                 | -0,553                                    | 0,181  |

Note: Numbers in red represent the rejection of the null hypothesis. Numbers in green represent the acceptance of the null hypothesis. The values presented for sig (2-tailed) are in accordance with Levene’s test, assuming or not the equality of the variances. If the value of sig. in Levene's test is inferior to 0.05 the values presented correspond to not assuming the equality of the variances.

**Annex 7 – Kruskal-Wallis Test**

|                                  | Test Statistics  | Motivation Factors |              | Work Characteristics  |                       |                      | Turnover factors      |                |                        | Turnover Intentions |
|----------------------------------|------------------|--------------------|--------------|-----------------------|-----------------------|----------------------|-----------------------|----------------|------------------------|---------------------|
|                                  |                  | Motivators         | Hygiene      | Personal requirements | Team Work orientation | External orientation | Personal expectations | Personal goals | Stability requirements | Turnover Intention  |
| Education Level                  | Kruskal-Wallis H | 7,831              | 12,754       | 15,781                | 23,645                | 1,235                | 4,611                 | 18,442         | 19,483                 | 9,620               |
|                                  | df               | 4                  | 4            | 4                     | 4                     | 4                    | 4                     | 4              | 4                      | 4                   |
|                                  | Asymp. Sig.      | <b>0,098</b>       | <b>0,013</b> | <b>0,003</b>          | <b>0,000</b>          | <b>0,872</b>         | <b>0,330</b>          | <b>0,001</b>   | <b>0,001</b>           | <b>0,047</b>        |
| Age                              | Kruskal-Wallis H | 3,017              | 1,509        |                       |                       |                      |                       |                |                        |                     |
|                                  | df               | 3                  | 3            |                       |                       |                      |                       |                |                        |                     |
|                                  | Asymp. Sig.      | <b>0,389</b>       | <b>0,680</b> |                       |                       |                      |                       |                |                        |                     |
| Time Working in the same company | Kruskal-Wallis H |                    |              |                       |                       |                      |                       |                |                        | 16,425              |
|                                  | df               |                    |              |                       |                       |                      |                       |                |                        | 4                   |
|                                  | Asymp. Sig.      |                    |              |                       |                       |                      |                       |                |                        | <b>0,002</b>        |

|                                  |                              | Frequency | Percent | Cumulative Percent |
|----------------------------------|------------------------------|-----------|---------|--------------------|
| Education Level                  | Basic Education (9th degree) | 12        | 5,71%   | 5,71%              |
|                                  | High School                  | 54        | 25,71%  | 31,43%             |
|                                  | Bachelor's Degree            | 77        | 36,67%  | 68,10%             |
|                                  | Postgraduated                | 32        | 15,24%  | 83,33%             |
|                                  | Master's Degree              | 35        | 16,67%  | 100%               |
|                                  | Total                        | 210       | 100%    |                    |
| Age Groups                       | Between 29-31 years old      | 56        | 26,67%  | 26,67%             |
|                                  | Between 24-28 years old      | 51        | 24,29%  | 50,95%             |
|                                  | Between 22-23 tears old      | 67        | 31,90%  | 82,86%             |
|                                  | Between 18-21 years old      | 36        | 17,14%  | 100%               |
|                                  | Total                        | 210       | 100%    |                    |
| Time working in the same company | Less than 6 months           | 29        | 13,81%  | 20,42%             |
|                                  | Between 6 months and 1 year  | 29        | 13,81%  | 40,85%             |
|                                  | Between 1 and 2 years        | 35        | 16,67%  | 65,49%             |
|                                  | Between 2 and 3 years        | 18        | 8,57%   | 78,17%             |
|                                  | More than 3 years            | 31        | 14,76%  | 100%               |
|                                  | Total                        | 142       | 67,62%  |                    |

Note: Numbers in **red** represent the rejection of the null hypothesis. Numbers in **green** represent the acceptance of the null hypothesis.

### Annex 8 – ANOVA test – Comparison between age groups

|                      |                        | Levene test |              | ANOVA |              |
|----------------------|------------------------|-------------|--------------|-------|--------------|
|                      |                        | F           | Sig.         | F     | Sig.         |
| Work characteristics | Personal requirements  | 0,499       | <b>0,683</b> | 0,435 | <b>0,728</b> |
|                      | Team Work orientation  | 1,451       | <b>0,229</b> | 5,516 | <b>0,001</b> |
|                      | External orientation   | 2,236       | <b>0,085</b> | 0,644 | <b>0,588</b> |
| Turnover Factors     | Personal expectations  | 0,765       | <b>0,515</b> | 0,162 | <b>0,922</b> |
|                      | Personal goals         | 1,195       | <b>0,313</b> | 0,748 | <b>0,525</b> |
|                      | Stability requirements | 0,217       | <b>0,884</b> | 0,386 | <b>0,763</b> |

Numbers in **green** represent sig <0,050, rejecting H0 (does not exist relation between the variables)

**Annex 9 – Turnover intentions frequency table**

|                             | Often think about quitting this organization |             | I will probably look for a new job in the next year |             | I intend to change employer in the next year |             |
|-----------------------------|--|-------------|---|-------------|--|-------------|
|                             | Frequency                                    | Percent     | Frequency   | Percent     | Frequency                                    | Percent     |
| <b>1- Strongly disagree</b> | 31   | 21,83%      | 21  | 14,79%      | 29   | 20,42%      |
| <b>2</b>                    | 17   | 11,97%      | 17  | 11,97%      | 14   | 9,86%       |
| <b>3</b>                    | 18   | 12,68%      | 10  | 7,04%       | 10   | 7,04%       |
| <b>4- Neutral</b>           | 15   | 10,56%      | 25  | 17,61%      | 27   | 19,01%      |
| <b>5</b>                    | 21   | 14,79%      | 17  | 11,97%      | 13   | 9,15%       |
| <b>6</b>                    | 22   | 15,49%      | 27  | 19,01%      | 21   | 14,79%      |
| <b>7- Strongly agree</b>    | 18   | 12,68%      | 25  | 17,61%      | 28   | 19,72%      |
| <b>Total</b>                | <b>142</b>                                   | <b>100%</b> | <b>142</b>  | <b>100%</b> | <b>142</b>                                   | <b>100%</b> |
| <b>Mean</b>                 | <b>3,82</b>                                  |             | <b>4,27</b>   |             | <b>4,10</b>                                  |             |

**Annex 10 – Principal Components Analyses - Turnover intentions**

| Component Matrix (Turnover Intention)  |                    | Cronbach's Alpha |
|--|--------------------|------------------|
|  | Turnover Intention |                  |
| Often think about quitting this organization   | <b>0,885</b>       | 0,918            |
| I will probably look for a new job in the next year  | <b>0,943</b>       |                  |
| I intend to change employer in the next year   | <b>0,952</b>       |                  |
| Kaiser-Meyer-Olkin Measure of Sampling Adequacy=0.721<br>Bartlett's Test of Sphericity: $\chi^2= 339,202$ . $df=3$ . $p=0.000$<br>Total Variance Explained = 85,990% |                    |                  |