



**Geneva
Business School**®
Real Business. Responsible Leaders.

Research Topic

Motivational Factors of Generation Z in Russia

Bachelor Thesis

Geneva Business School

Bachelor in International Management

Submitted by:

Andrey Safarov

Geneva, Switzerland

Approved on the application of:

Dr. Tugba Kalafatoglu

Wordcount:

10266

Date: 29/05/2020

Declaration of Authorship

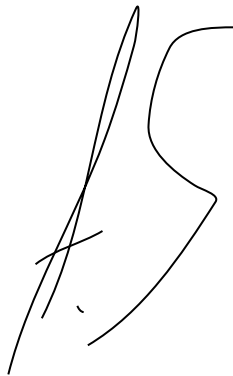
"I hereby declare:

- That I have written this work on my own without other people's help (copy-editing, translation, etc.) and without the use of any aids other than those indicated;
- That I have mentioned all the sources used and quoted them correctly in accordance with academic quotation rules;
- That the topic or parts of it are not already the object of any work or examination of another course unless this has been explicitly agreed on with the faculty member in advance;
- That my work may be scanned in and electronically checked for plagiarism."
- That I understand that my work can be published online or deposited to the university repository. I understand that to limit access to my work due to the commercial sensitivity of the content or to protect my intellectual property or that of the company I worked with, I need to file a Bar on Access according to thesis guidelines."

Date: 29/05/2020

Name: Andrey Safarov

Signature:

A handwritten signature in black ink, appearing to be 'AS', written over a faint, larger outline of the same signature.

Acknowledgements

In the acknowledgement of this thesis, I would like to thank Dr. Tugba Kalafatoglu for her immense contribution to my mental state during the research process. I am eternally grateful for her understandingness and kindness. During this excruciatingly painful process, she was the one to guide me through. I cannot express my gratitude in words.

Apart from that, I would like to thank my family who were always there for me. They supported me and helped when I needed them most. I don't think I would be able to make it without them. Thanks Mom and Dad. I am really proud to be your son.

Table of contents

Declaration of Authorship	2
Acknowledgements	3
Table of contents	4
Abstract	6
Introduction	7
1.1 Study background	7
1.2 Who are the representatives of Generation Z?	7
1.3 Characteristics of Generation Z	8
1.4 Problem Statement	9
1.5 Research Aim and Objectives	9
2. Literature Review	Error! Bookmark not defined.
2.1 Concept of Motivation	10
2.2 Motivation Theories	11
2.2.1 Maslow's Hierarchy of Needs	11
2.2.2 Hygiene (Two-Factor) Theory	14
2.2.3 Vroom's Expectancy Theory	16
2.3 Generation Z at work.	17
3. Methodology	20
3.1 Overall research design	21
3.2 Research Setting	21
3.3 Research Model	22
3.4 Data collection	22
3.5 Research participants and sampling	22
4. Research Findings	23
4.1 Results of the survey: data analysis	23
4.2 Comparative Analysis and Implications of the results of the survey	37
4.2.1. Comparative Analysis	37
4.2.2 Implications of the results of the survey	38
4.3 Formulation of hypothesis	39
4.4 Application of motivation theories and literature	40
5. Conclusions and Recommendations	41

5.1 Conclusions	41
5.2 Recommendations	41
6. Limitations and Future Research	42
6.1 Limitations	43
6.2 Future Research	43
References	43

Abstract

As Generation Z is soon to become the prevalent segment of the workforce, the question arises: “How to motivate them?”. To contribute to the research on the topic, this thesis was designed to explore the motivational factors of Russia’s Generation Z at work.

The first part of this work is dedicated to the review of the existing literature on the topic of motivational factors, as well as three motivational theories: Maslow’s “Theory of Human Motivation”, Herzberg’s “Two-factor Theory” and Vroom’s “Expectancy Theory”. The second part is dedicated to the data-analysis and formulation of the hypotheses, while the third part is represented by conclusions and recommendations, followed by limitations and future research opportunities.

This exploratory research utilises inductive logic in order to formulate hypotheses by means of the assessment of data patterns emerged as the results the quantitative analysis of the data collected through the online survey which included 372 respondents, students of Moscow State University and Higher School of Economics, as well as the employees of 15 small- and medium-sized enterprises located in Moscow and Moscow Region.

The main findings of this research revealed that Generation Z is primarily motivated by money, it highly values intrinsic motivation and that Gen Z is in the process of transformation of reward standards, which shift towards intrinsic.

“Is your 24-year-old Russian analyst a different type of employee?”

Motivation of Russia’s Generation Z at work.

1. Introduction

1.1 Study background

In order to be able to maintain its presence in any given market, every business has to adapt to the changes in its external and internal environments. Managerial practices designed to enhance the performance rates of the employees are not an exception and, hence, are also a subject to transformation.

Ever since individuals started working together, the world has seen numerous attempts of optimisation of collective labour. Successful approaches were analysed and distilled into motivation theories, which were later implemented by various businesses across the globe, transforming into managerial practices. As a rule, each of the theories reviewed specific sets of factors which, depending on the author, were affecting levels of motivation of employees. Naturally, motivation theories were addressing the factors which were prominent for their respective generations, “identifiable groups, or cohorts, which shares birth years, age, location, and significant life events at critical developmental stages” (Kupperschmidt, 2000), - meaning that those became less effective, once generation shifted, along with their value bases, reward standards, ambitions and styles of work (Iorgulescu, 2016).

Nowadays, the world of business is yet to face another challenge - the emergence of the new type of employee, representative of Generation Z, which was heavily affected by the emergence and widespread incorporation of disruptive technologies the world has never seen before.

1.2 Who are the representatives of Generation Z?

Numerous contributions have been by various scholars regarding the time frame associated with Generation Z (Iorgulescu, 2016; Reshetnikov, 2018). William Strauss and Neil Howe (1998), the authors of Strauss-Howe generational theory, the Fourth Turning, suggest that Gen Z, or the Homeland Generation, is comprised of people born within the following period: 2000-2020. The second school of thought states that Gen Z is formed by those who were born after 1995 (Wood 2013; Adecco, 2015). At the same time, there are some who consider the year 1992 and even 1990 to be the year of birth of the oldest representatives of Gen Z (Robert Half, 2015; Iorgulescu, 2016).

In order to eliminate any possible room for ambiguity, it is only natural to identify the delimitation for Generation Z, also known as digital natives, i.e. people who have not seen the world without computers, gadgets and Internet (Reshetnikov, 2018).

1.3 Characteristics of Generation Z

In their book, “Gen Z @ Work: How the Next Generation Is Transforming the Workplace”, David Stillman and Jonah Stillman (2017), identify seven major characteristics of Generation Z:

1. *Digital World*. The authors claim that representatives of generation Z are the first ones to be born in a world “where everything (people and physical places) have a digital analogue. That is to say, gen Z’s perception of this world is built on the combination of two of its aspects: physical and digital. For them, the digital world has become a part of the real, physical, world and is, thus, inseparable. “According to 91% of representatives of generation Z, the level of technological complexity of a company significantly affects their decision to work in it” (Stillman & Stillman, 2017).
2. *A High Degree of Personalisation*. Representatives of Generation Z tend to personalise everything surrounding them, with the working process not being an exception: according to the survey conducted by Stillman and Stillman, 57% of Generation Z are likely to negotiate individual job descriptions, rather than agree to standardised versions from prospective employers.
3. *Practicality*. Gen Z has been forming and developing during the time of economic instability and widespread terrorist attacks, which has given birth to its pragmatic mindset, which, according to the authors, differ from that of Generation Y, also known as millennials.
4. *Fear of Missing Out*. Generation Z is characterised by the “fear of missing out”, fear of losing the ability to retain their competitiveness, enabling them to keep a high pace of personal development. At the same time, they are suffering from the fear of slow advancement. Authors claim that representatives of Gen Z constantly bring in challenges to their respective work environments, as they want to make sure they have successfully captured all the opportunities attributed to various situations. This, in its turn, gives birth to Gen Z’s aptitude for multitasking: 75% of Gen Z are willing to simultaneously execute multiple functions within an organisation.
5. *Virtual Economy*. Authors state that Gen Z lives in the world of shared consumption (Uber, Airbnb). Gen Z pushes their respective work environments to organize the collective interaction of individuals in a more efficient and cost-effective way. Generation Z is no longer just an employee; it strives to realize the potential of a collaborative approach in its activities benefiting society, making the world a better place: for 93% of Gen Z, incorporation of Corporate Social Responsibility is a significant factor heavily affecting the job-selection process.
6. *DIY*. Stillman and Stillman state that 71% of Gen Z’s share a similar mindset - “If you want something to be done well, do it yourself”. “Raised on Youtube guides”, Gen Z believes in its capabilities to carry out any task on their own.
7. *Motivation*. Authors suggest that Gen Z is more individualistic and competitive compared to the previous generations. 72% of its representatives report that they are quite competitive in comparison with other employees in their field of activity (Stillman & Stillman, 2017).

Furthermore, in their report, “True Gen’: Generation Z and its implications for companies”, partners from McKinsey, Tracy Francis and Fernanda Hoefel (2018), define the following “four core Gen Z behaviours”:

1. Gen Z tends to value individual expression,
2. Gen Z tends to stand up to a variety of greater causes beneficial for society,
3. Gen Z deeply believes in the effectiveness of an open dialogue as the main instrument of conflict-solving,
4. Gen Z is highly pragmatic and analytical.

1.4 Problem Statement

As a logical continuation of the process of population ageing, to which Russia is not an exception, Generation Z is soon to become the prevalent category of the workforce. As soon as 2020, Gen Z is projected to comprise 20-24% of the global workforce (Robert Half, 2015; ManpowerGroup, 2016; McKinsey, 2018). Yet, due to the fact that currently, only the oldest segment of Generation Z is entering the labour market, there is no sufficient data regarding specific working traits attributed to this generation.

In order to survive and retain the capability to attract and procure talent, businesses, constantly seeking a sustainable competitive edge, have to make sure that managerial practices of the present are still relevant and effective when it comes to the motivation of the new segment of the workforce. That, in its turn, gives birth to the following questions: “How does Generation Z perceive employment? What are their expectations? How much do they differ from the previous generations?”.

This research addresses the aforementioned questions and, therefore, the research question of this thesis is: “What are the factors that influence motivation of Russia’s Generation Z at work?”. For the purposes of clarity, it needs to be mentioned that this research is built on the assumption that representatives of Generation Z were born during the following period: 1995-2020.

1.5 Research Aim and Objectives

In accordance with the research question, the overall aim of the research is to identify the significant factors affecting motivation of Russian Generation Z at work. Hence, research objectives are the following:

1. Investigate critical motivational factors of Russia’s Generation Z through quantitative data-analysis by conducting a large-scale survey
2. Establish theoretical hypotheses based on the findings derived from analysis of the received data
3. Apply Maslow’s Hierarchy of Needs, Hygiene (Two-Factor) Theory and Vroom’s Expectancy Theory to the assess of the results of data-analysis

2. Literature Review

2.1 Concept of Motivation

For the purposes of clarification of the discussion to come, it is essential to first define the concept of motivation.

A series of studies has been conducted on the concept of motivation. Vroom (1964), states that motivation is “a process governing choice made by persons or lower organisms among alternative forms of voluntary activity.” Fred Luthans (1986) defines motivation as “a process that starts with the physiological and psychological deficiency or need that activates behavior or a drive that is aimed at a goal or incentive”. At the same time, Mullins (1993) summarizes the concept of motivation as “some driving force within individuals by which they attempt to achieve a goal in order to fulfil some need or expectation”.

Even though individual definitions of the concept vary from author to author, there are two generally accepted types of motivation: intrinsic and extrinsic. Intrinsic motivation “refers to doing something because it is inherently interesting or enjoyable”, while “extrinsic motivation leads to a separable outcome” (Deci & Ryan, 2000). Intrinsic motivation comprises factors originating from an individual’s personality - significant psychological needs and values. In contrast to extrinsic, intrinsic motivation is not aimed at obtainment of tangible rewards or avoidance of punishment, “it is the desire to operate, seeking for challenges, and curiosity-driven behavior” (In Suslova & Holopainen, 2019; Sinokki, 2016).

As a natural consequence of the diversity of thinking among scholars, the definitions of intrinsic and extrinsic motivation have become complicated over time, thus, making the concepts of the interconnection and interdependence of the two even more intricate. In their book, “Intrinsic and Extrinsic Motivation: The Search for Optimal Motivation and Performance”, Carol Sansone, Judith M. Harackiewicz (2000), discuss four seminal studies on the topic of intrinsic and extrinsic motivation conducted by:

1. Ryan and Deci,
2. Harackiewicz and Sansone,
3. Lepper and Henderlong,
4. Sansone and Smith.

Moreover, the authors state that while Ryan and Deci (Harackiewicz & Sansone, 2000) distinguish the two types of motivation, they suggest that the same factors may simultaneously enhance intrinsic motivation and positively affect extrinsic motivation. Harackiewicz and Sansone (2000) extend the latter statement. According to their research, factors causing extrinsic motivation may at the same time cause intrinsic motivation, depending on the environment surrounding an individual. On the other hand, some scholars believe that intrinsic and extrinsic

motivation are non-reciprocal, yet still occur simultaneously (Lepper and Henderlong, 2000, as cited in Harackiewicz & Sansone).

Over time, extensive literature has developed on whether intrinsic motivation should be viewed as an outcome or process. Most of the earlier research on the topic tended to investigate intrinsic motivation as an outcome (Harackiewicz & Sansone, 2000). Such an approach helped scholars to assess the influence of separate extrinsic factors on intrinsic motivation. Moreover, it allowed for the long-term analysis of whether individuals are likely to continue execution of a certain function in the future (Ryan & Deci, 1999).

Intrinsic motivation as a process has also been discussed by a significant number of authors. Amabile, Hennessey & Grossman, 1986) suggest that viewing intrinsic motivation as a process allows for identification of the interdependence of the latter with creativity, as well as its role as a contributor to optimal functioning (Molden & Dweck, nd; Butler, nd).

However, Sansone and Smith (2000) offer a different perspective. Scholars state that intrinsic motivation “may not be associated with better performance if the aspect of the activity that makes it interesting comes at the expense of the attention toward some performance outcome” (Sansone & Smith, 2000).

Yet, it is generally accepted that motivated employees, being inspired by work, execute their respective functions with extra effort, which, hence, results in their increased performance (Ganta, 2014). Employees with lower levels of motivation, in their turn, are highly likely to contribute less to the working process.

2.2 Motivation Theories

The diversity of thought of academia has given birth to various attempts to identify the critical motivational factors and gave rise to the emergence of numerous motivation theories. This section will review the following three prominent motivation theories:

1. Maslow’s Hierarchy of Needs,
2. Herzberg’s Hygiene (Two-Factor) Theory,
3. Vroom’s Expectancy Theory.

2.2.1 Maslow’s Hierarchy of Needs

One of the most prominent motivation theories, “A Theory of Human Motivation”, also known as the Hierarchy of Needs, was first published by Abraham Maslow in 1943. The theory was finalised in 1954, in his book “Motivation and Personality”. In a nutshell, Maslow (1954) suggests that there are five levels of human needs:

1. Physiological (breathing, food, water, shelter, clothing, sleep),
2. Safety and security (health, employment, property, family and social stability),
3. Love and belonging (friendship, family, intimacy, sense of connection),

4. Self-esteem (confidence, achievement, respect of others, the need to be a unique individual),
5. Self-actualisation (morality, creativity, spontaneity, acceptance, experience purpose, meaning and inner potential).

Often, this theory is depicted as a pyramid, representing the hierarchy of needs, with the most fundamental and “pre-potent” physiological needs at the bottom, and the self-actualisation needs at the top.

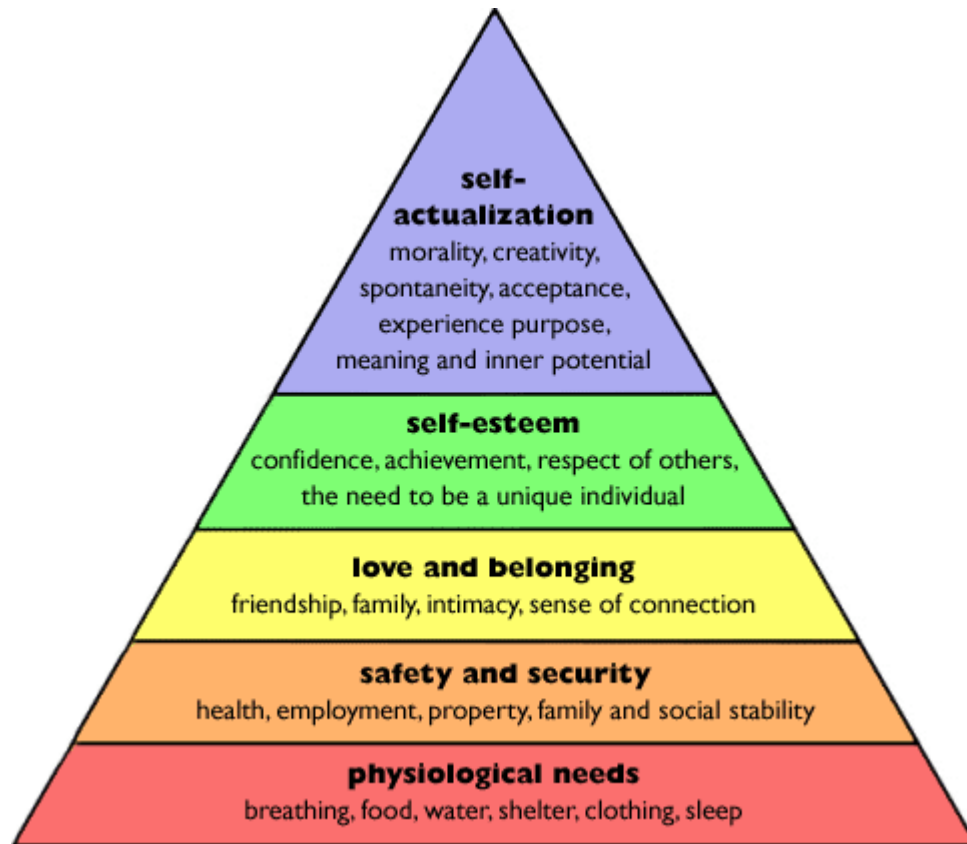


Figure 1. Maslow's Hierarchy of Needs.

Maslow states that in order to satisfy the needs of the following stage, the needs of the previous level have to be sufficiently satisfied. The transition from one level of needs to another occurs bottom-up. However, while identifying physiological needs, or drives, as basic, he explains that “physiological needs and the consummatory behavior involved with them serve as channels for all sorts of other needs as well” (Maslow, 1943). That is to say, physiological needs, according to Maslow, are not completely isolable.

Maslow further describes physiological needs as the pre-potent. He rationalises: “*If all the needs are unsatisfied, and the organism is then dominated by the physiological needs, all other needs may become simply non-existent or be pushed into the background. It is then fair to characterize the whole organism by saying simply that it is hungry, for consciousness is almost completely preempted by hunger. All capacities are put into the service of hunger-satisfaction, and the organization of these capacities is almost entirely determined by the one purpose of satisfying*

hunger” (Maslow, 1954). That is to say the natural need of hunger-satisfaction, being a part of physiological needs, will prevent an individual from satisfying other needs, as those, being secondary, do not correspond to the process of maintenance of vital functions of an organism.

The needs categorised as “Safety and Security” is clearly reflected in behavioural models attributed to children, as they are a less protected social group, - for the adults the aforementioned level of needs rarely plays the role of an active force - it rather prevails in critical situations (Csikszentmihalyi, 2000).

Generally, people tend to feel a need to belong to a social group, regardless of its size (Maslow, 1954). In some cases, this type of needs, the needs of social belonging, may even outweigh the physiological needs, along with “Safety and Security” drives. It is often reflected in children’s behaviour, especially, when those tend to cling to abusive parents, i.e., regardless of the lack of security.

The needs attributed to “Self-esteem”, or social recognition, are the extension of the previous level. Once people belong to a group, they start to seek respect from their peers, undertaking various measures. According to Maslow (1943), generally people tend to experience two types of “Self-esteem” needs: lower and higher. Lower refer to the need to get appreciation from the social group, while higher reflect the need for self-respect which includes needs for confidence, competence, and strengths.

At the early stages, Maslow (1943; 1954) defined “Self-actualisation” as the ultimate desire to achieve what an individual is capable of achieving. That is to say, the need to realise one’s potential to its fullest. Maslow suggested that satisfaction of this level of needs is possible once an individual not only satisfied the previous levels sufficiently, but also mastered those.

The author has criticised the concept of self-actualisation in his later works (Maslow, 1969; Maslow, 1996). He proposed a further dimension: transcendence. In short, transcendence is about dedication of individuals to something beyond themselves. The examples may include spirituality, altruism, and the desire to reach the unreachable - the infinite.

Regardless of its popularity and widespread business applications, Maslow’s “Theory of Human Motivation” remains highly debated among the scholars (In Suslova & Holopainen: Kokoulina et al., 2018). The main criticism of the theory is based primarily on the following points:

1. Insufficiency of empirical data (Wahba and Bridwell, 1976),
2. Generalisations omitting individual differences of people (regarding their needs, individual circumstances, occurring events and environments) (Graham & Messner, 1998)
3. Lack of consideration regarding the influence of the factors of the external environment (organisational, economic, political, social) on the individual behaviour (Pearson and Podeschi, 1999)
4. Assumption that there is only one best way to address the needs (Nadler & Lawler, 1979)

In spite of the criticism, Maslow’s Hierarchy of Needs has become a seminal work, which was used as the basis for future research by numerous scholars, and despite the fact that it emerged more than 75 years ago, it still remains pertinent among contemporary managers.

2.2.2 Hygiene (Two-Factor) Theory

In 1959, Frederick Herzberg, an American psychologist, extended Maslow's "Hierarchy of Needs" and introduced a new motivation theory, known as Herzberg's "Motivation-Hygiene Theory (Two-Factor Theory)". Herzberg conducted a study which involved accountants and engineers employed in the region of West Pennsylvania. Respondents were asked to describe two instances in their respective workplaces:

- (1) When they felt particularly good at work, and
- (2) When they felt exceptionally bad about their jobs.

Using the method of obtaining data on critical incidents (Stello, 2011), Herzberg has identified that the responses received during the analysis were found to be highly consistent. Respondents' answers when they felt good at work were significantly different from those when they felt bad. It was reported that “good feelings” were usually associated with job satisfaction, while bad feelings were associated with job dissatisfaction. Herzberg named motivation factors for job satisfaction and dissatisfaction factors for hygiene or maintenance. Taken together, motivation and hygiene factors became known as Herzberg's two-factor theory of motivation (Stello, 2011).

1.	Achievement
2.	Advancement
3.	Possibility of growth
4.	Recognition
5.	Work itself
6.	Responsibility

Figure 2. Herzberg’s Motivation Factors.

Herzberg defines the following six factors as motivators:

- Achievement
- Advancement
- Possibility of growth
- Recognition
- Work itself
- Responsibility (Herzberg, Mousner, and Snyderman, 1959).

Below are the hygiene factors, associated with job dissatisfaction:

- Company Policy & Administration
- Technical Supervision
- Interpersonal relations with Supervisor
- Interpersonal relations with peers
- Interpersonal relations with subordinates

- Salary
- Job security
- Personal life
- Working conditions
- Status (Herzberg, Mousner, and Snyderman, 1959).

1.	Company Policy & Administration
2.	Technical Supervision
3.	Inter-personal relations with Supervisor
4.	Inter-personal relations with peers
5.	Inter-personal relations with subordinates
6.	Salary
7.	Job security
8.	Personal life
9.	Working conditions
10.	Status

Figure 3. Herzberg's Hygiene Factors.

Herzberg argues that motivation and hygiene factors have different effects on employees. While hygiene factors are more effective for short term motivation, the motivators are more likely to influence people in the long-run, as those trigger the mechanisms of intrinsic motivation (Malpani, 2019).

According to Herzberg (1964), the opposite of satisfaction is dissatisfaction. The main reason, according to the author, is that the elimination of the unsatisfactory characteristics from work does not necessarily make it satisfactory. Herzberg (1964) suggests that there is a "dual continuum: the opposite of "satisfaction" is "no satisfaction", and the opposite of "dissatisfaction" is "no dissatisfaction".

In his earlier work, "The Motivation to Work", Herzberg (1959) states that today's motivators are the hygiene of tomorrow, because the latter stop influencing people's behavior once they receive it. Accordingly, the hygiene of one person can be the motivator of another.

However, Herzberg's model is also a subject to the following criticism (House & Wigdor, 1967; Stello, 2011):

1. Theory is methodologically bound. Vroom (1964) suggests that in order to adequately assess the theory, methods other than critical-incident observation have to be used. He argues that the responses are biased because people generally tend to take credit for their work when things go well, while blame factors of the external environment in case of a failure.
2. Faulty research. Two-factor theory has been exposed to critique because it lacks an established measure of overall satisfaction (Ewen, 1964). Moreover, Ewen continues, "there is no basis for assuming that the factors described as hygiene or motivators

contribute to respondent overall satisfaction or dissatisfaction” (in House & Wigdor, 1967; Ewen, 1964). Smith and Kendall (1963) propose that depending on the perception of a particular employee, certain factors may act as both, satisfier and dissatisfier.

3. Theory contradicts past evidence regarding motivation and satisfaction.

Yet, regardless of the criticism, Herzberg's "two-factor motivation theory" has given birth to numerous applications in business, which have enabled managers to transform their staff into proactive and highly-motivated employees with high levels of productivity (Baotskin & Nikitina, 2013).

2.2.3 Vroom's Expectancy Theory

In 1964, Victor Vroom theorised human motivation on the basis of three variables: expectancy, instrumentality and valence. This theory is based on the following notion - people are likely to execute their functions with a higher level of motivation if they believe that there is a relationship between the three: the effort made, performance levels achieved and the rewards to be obtained (Vroom, 1964).

Expectancy (E) refers to the belief of an individual that a certain amount of effort put into a task/project will result in a desired level of output. This variable is based on the individually perceived difficulty of a task, past experience, self-efficacy and the degree of perceived control over the analysed outcome.

Instrumentality (I) reflects the extent to which individuals believe that they will receive rewards once the set levels of performance have been achieved. Vroom (1964) specifies that rewards may vary in nature. Some of the examples of potential rewards are: promotion, increase in salary, personal growth and learning, sense of achievement; i.e., the author does not differentiate between intrinsic and extrinsic rewards. Naturally, if there is no interdependence between the level of output and reward (e.g. reward is the same, regardless of the performance), instrumentality is highly likely to be low (Montana & Charnov, 2008).

Valence (V), in its turn, is the perceived value of the reward by an employee. It differs depending on the systems of values, needs and types of motivation attributed to employees. Vroom (1964) suggests that rather than the actual satisfaction from the reward, it is the expected level of satisfaction associated with a particular outcome.

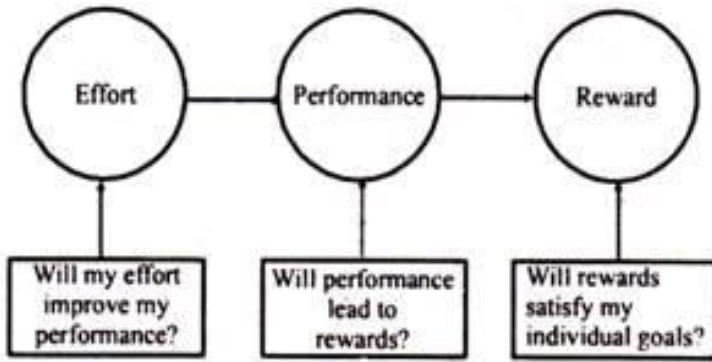


Figure 4. Vroom's Expectancy Model of Motivation

Hence, the relation between the three may be expressed in the following equation:

$$\text{Motivational Force} = E \times I \times V.$$

Such an approach suggests that in order to achieve motivation, all of the three components have to be positive.

However, motivation, per se, does not guarantee high output of an employee. If he/she lacks expertise or competence, his/her output is likely to be low. At the same time, if the environment is not supportive (insufficiency of resources, time, information, tools), then an employee will not be able to perform to the best of his/her abilities (Green, 1992).

Expectancy Theory enables managers to assess the willingness of their employees to perform a certain task, while allowing for the appointment of the appropriate rewards in order to motivate their staff. Nevertheless, the theory was criticised due to its simplicity, in particular the concept of multiplication (Lawler, 1992). Moreover, Lawler and Suttle (1973) argue that the theory does not adequately consider individual circumstances of the employees, and is based on the assumption that people are rational.

2.3 Generation Z at work.

As has been previously stated, there does not seem to be a consensus between researchers on whether Gen Z is similar to its predecessors. Some report that representatives of Generation Z are "the never seen before first truly global generation" (Bolser & Gosciej, 2015). McCrindle (2014) characterizes Generation Z as "the most materially endowed, technological saturated, globally connected, and formally educated generation". Others (Wood, 2013), at the same time, state that Digital Natives share similar characteristics with Generation Y in regards to their multitasking and ability to adapt to the global world and newest technology. Experts from Robert Half (2015) point out to the fact that Gen Z will bring new expectations for work. Their previous research concluded that more than 30% of Gen Z's representatives are willing to accept a 10-20% salary cut "to work for a company with a mission they deeply care about" (Robert Half, 2015). A series of recent studies also showed that Gen Z, though being pragmatic and realistic,

tends to be less motivated by money compared to Generation Y (Gaidhani et al., 2019; Deloitte, 2019).

This, however, does not go in line with a recent report conducted by Hays (2019). The report reveals that even though the mission is highly valued by Gen Z, remuneration is still a prevalent factor. Experts carried out a survey which revealed various sets of material and nonmaterial motivating factors, as well as major demotivators.

Part 1. Job selection.

Motivators:

- As for the *material* motivation, most of the respondents have indicated that the most important factor is salary, followed by the existence of a bonus system (allowing for extra money awarded for reaching stretch goals), and the “white” salary [“white” salary is a term identifying official (legal) salary for which both parties (employee and employer) pay taxes, as opposed to “black” salary, also known as “salary in an envelope”, salary for which no taxes were paid]. (Hays, 2019).
- As for non-material motivation, most of respondent listed the following factors:
 - Friendly team and comfortable atmosphere
 - Career growth opportunities
 - Good contact with the manager
 - Ability to maintain a healthy work-life balance

It is important for Gen Z to work in a comfortable environment. Having analysed the results of the survey, it is safe to say that Gen Z is not particularly motivated by competition within the team or by the overly complex challenges that may force them to leave their comfort zone. It's important to have a good and friendly team, free communication with a manager/team leader and the career growth opportunities. Work per se is not the purpose for digital natives, which is why they value work-life balance (Hays, 2019).

Demotivators:

- Unfriendly corporate climate
- Lack of career opportunities
- Unclear and ambiguous distribution of tasks and division of areas of responsibility
- Public criticism/reprimand
- Lack of professional development and training opportunities
- Routine tasks
- Overtime work

Experts from Hays (2019) state that Gen Z is highly demotivated by public criticism and reprimands. This generation is not to be motivated by fear and, therefore, if a manager is to give negative feedback, it is better done in a one-to-one setting.

Part 2. Working process

Motivators:

- Monetary reward/Bonus

- Sense of achievement
- Personal growth
- Positive impact from work
- Clear tasks and responsibilities

With Generation Z, it is highly productive to explain the purpose for which task is being set. Not only will this give the young employee an understanding of why they should spend resources (time and effort) on it but it will also emphasize the value that he or she contributes to the business and the common cause, i.e. mission of the company. As has been previously reported in the aforementioned literature, the latter is crucially important for the representatives of Generation Z, as it acts as an empowering catalyst which allows for the even clearer realisation of the value of one's contribution. Moreover, Gen Z is not resilient towards multiple constraints, as it restricts their creativity (Hays, 2019).

Demotivators:

- Lack of understanding of the purpose behind the task
- Lack of a clear and detailed understanding of the tasks and deadlines
- Lack of personal and professional development
- Exceedingly ambitious and unrealistic tasks

Exceedingly ambitious tasks do not inspire Generation Z. On the contrary, when a task seems unrealistic, employees are more likely to get demotivated by it. That is to say, the approach of motivating by challenge will most likely prove counterproductive with Generation Z.

A number of authors recognised the affinity of Generation Z towards mentoring (Hays, 2019; Deloitte, 2019; Robert Half, 2015). Researchers report that Gen Z tends to prefer team leaders/managers who are acting as mentors, as it bolsters their sense of unity and bonding with the organisation.

Sapa (2014) identifies three main reasons for the according to which representatives of Generation Z tend to seek coaching:

1. High pace of life. With the accelerated rhythm of life, numerous values, life principles and even lifestyles themselves become obsolete.
2. Generational gap and misunderstandings with parents. Rapidly changing society leaves its mark on the development of identities of the representatives of Generation Z, with its transforming culture, norms and preferences. Such a trend affects Gen Z, transforming their mindsets, which, in its turn, leads to conflict with previous generations which are not able to understand and accept the changes.
3. Information overload. Due to the widespread and accessibility of the Internet, causing the overload of information, the moral compasses of Gen Z'ers are swayed and, hence, their value systems are damaged.

Sapa (2014) argues that in order to cope with all of the above, Gen Z seeks help, which they successfully find in participating in mentoring programs.

Regardless of the variations caused by the different approaches to methodology, most surveys on Gen Z's motivation at work tend to reach a similar conclusion: the two factors consistently appearing in the top three are the growth factor and the opportunity for future development (Fratričová & Kirchmayer, 2018). However, the clear limitation of the existing literature on the topic resides in the fact that most of the Gen Z is yet to be employed. To that end, the question of whether a new generational trait emerges once Gen Z is the prevalent segment of the workforce is yet to be discussed.

3. Methodology

The purpose of this section is to detail the research methodology applied in this thesis. The structure of this research is based on the research approach, method, and the collection and analysis of data.

3.1 Overall research design

The overall aim of the research is to identify the significant factors affecting motivation of Russian Generation Z at work. Since the existing research on motivational factors of Generation Z at work in Russia is relatively scarce, the quantity of existing hypotheses and theories regarding the topic is low (Reshetnikov, 2018; Hays, 2019). To that end, it has been decided to conduct exploratory research based on a quantitative online survey distributed among students of Russia's leading universities, Moscow State University (MSU) and Higher School of Economics (HSE) (Zemtsov et al., 2015), as well as the employees of 15 small- and medium-sized enterprises located in Moscow and Moscow Region, in order to collect and analyse additional data in an attempt to contribute to future research. The previous statement infers that this thesis is based on the primary research.

Through the analysis of statistical data received via online survey, the author was able to identify patterns in the responses and formulate hypotheses regarding the factors influencing motivation of Russia's Generation Z at work.

The author chose to apply inductive reasoning in order to avoid limitation of the scope of the following data analysis in regards to the pre-assumed hypotheses in case of the identification of unexpected patterns. Moreover, the author believes that inductive logic used in quantitative research corresponds to the purpose of establishment of theoretical hypotheses regarding motivational factors of Russia's Generation Z at work, centric for exploratory research.

The hypotheses were later paralleled with three motivation theories: Maslow's Hierarchy of Needs (1943), Herzberg's Motivation-Hygiene Theory (1964), and Vroom's Expectancy Theory (1964).

3.2 *Research Setting*

While there is existing literature regarding motivational factors of Generation Z at work in the U.S. (Stillman & Stillman, 2017; Francis & Hoefel, 2018) and Europe (Iorgulescu, 2016; Susolva & Holopainen, 2019), research regarding Russia's Gen Z is still limited (Bogacheva & Sivak, 2019). Choosing Russia as a research setting not only presented an opportunity to become one of the first among investigating the field, but also allowed for the exploration of the motivational factors of population characterised by mentality traits of both, East and West (Fursov, 2019), which, by itself, was captivating. Apart from that, being a developing country (United Nations, 2019), Russia's population (with Gen Z not being an exception) experience standards of living which differ from those of the U.S. and Europe, meaning that there is a possibility that the perceived values and the respective needs, urge for satisfaction of which stimulate activity, differ, hence, affecting the perception of motivation.

3.3 Research Model

As has been previously mentioned, this research will be based on the exploratory research model. The rationale for that is the following:

1. The lack of existing research and theories regarding motivational factors of Generation Z in Russia prevents the author from reviewing the topic through the prism of existing frameworks.
2. Research objective to establish theoretical hypotheses based on the findings derived from analysis of the received data requires the obtainment new knowledge, which is the very core of exploratory research.

Taking into account the above, the author is convinced that in order to comprehensively observe motivational factors, it is only logical to use the combination of quantitative research and inductive reasoning. Therefore, as previously indicated, the research was conducted as follows: once data was collected and processed, the author identified patterns and established hypotheses, which were later paralleled with three prominent motivation theories: Maslow's Hierarchy of Needs (1943), Herzberg's Motivation-Hygiene Theory (1964), and Vroom's Expectancy Theory (1964).

3.4 Data collection

The quantitative data, which lies at the basis of this research, was obtained by conducting an online survey, at the center of which lies a questionnaire, in Russian through Google Forms. The questionnaire was comprised of 20 questions, which may be divided in the following two categories:

1. Identification questions: 5 items (questions regarding age, sex, years of working experience, personal preferences in rewards [monetary/non-monetary], and perceived importance of motivational factors).
2. Likert (1932) scale questions (on the scale of 1 to 5, 1 being completely disagree, 2 - somewhat disagree, 3 - "I don't know", 4 - agree, and 5 - absolutely agree): 15 items (regarding preferred types of motivation and their effects on performance).

These questions are individually reviewed in one of the following sections, "Results of the Survey". The time frame of the survey is three weeks: 25.04.2020-14.05.2020.

3.5 Research participants and sampling

The population of the aforementioned survey is Russia's generation Z. It was deemed acceptable to use the convenience sampling method, as, being a representative of Russia's Gen Z himself, the author had access to the students of MSU and HSE, as well as the employees of 15 small- and medium-sized enterprises (SMEs) (employing Gen Z) located in Moscow and Moscow Region, who were willing to participate in the survey. Author believes that group may be considered to be representatives of generation Z because the primary condition (born after 1995) is met.

Final sample size: 372 participants.

4. Research Findings

This section is dedicated to the analysis of the data received from the survey.

4.1 Results of the survey: data analysis

1. How old are you?

All of the respondents, 372 individuals, fall into one of the following four age brackets which were introduced in the survey: 18-20, 21-23, 24-25, 26 and above. The purpose of this question is to filter out the respondents belonging to the age bracket “26 and above”, as none of those belong to generation Z. This was done for the purpose of easing the comparative research to come. 186 respondents (50% of the sample), fell into the aforementioned category. That is to say, 186 (50%) representatives of Generation Z participated in the survey, of which 112 (30.1%) are within 23-25 years old (y.o.), 51 (13.7%) are within 21-22 y.o., and the remaining 6.2% within 18-20 y.o.

Сколько Вам лет?

372 responses

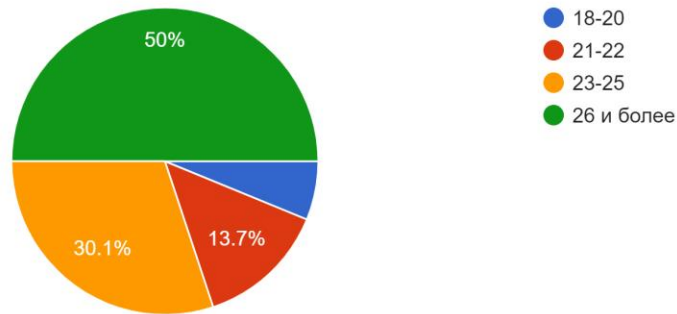


Figure 6. How old are you?

2. I am a:

- Male
- Female

This question was designed for the sole purpose of the further specification of the demographic of the participants, yet it yielded unexpected results. 327 (88.1%) of the respondents identified themselves as females, while only 44 (11.9%) of participants were male. The survey was voluntary and did not involve any sort of reward for completion. Apart from that, it was distributed as evenly between men and women as possible, taking into account the reasonable variation between the proportions of males and females among students of MSU and HSE, and the employees of 15 SMEs who participated in the survey.

Я

371 responses

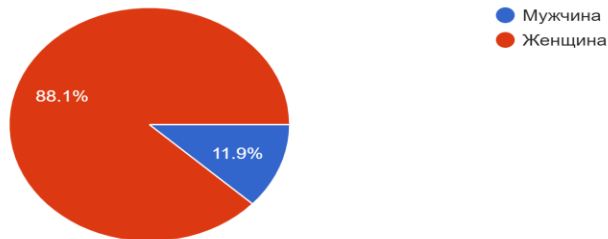


Figure 7. What is your gender?

3. How many years of working experience do you have?

190 (51.1%) of respondents indicated that their working experience is more than 4 years, 43 (11.6 %) stated that they have worked for 3-4 years, 41 (11%) worked for 2-3 years, 71 (19.1%) for 1-2 year, while 27 (7.3%) did not work at all.

Какова продолжительность Вашего трудового стажа?

372 responses

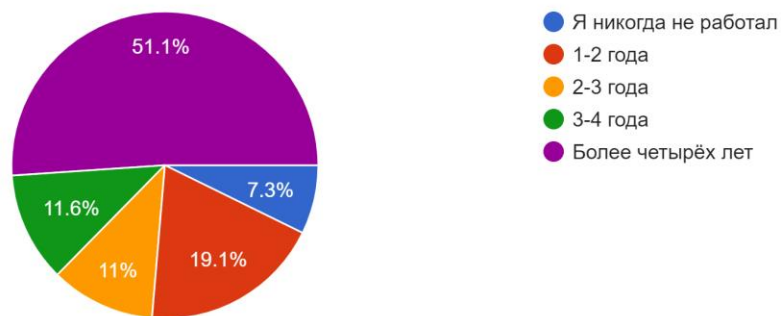


Figure 8. How many years of working experience do you have?

4. Financial incentives have a positive effect on my performance at work.

Финансовые стимулы (бонусы, доля прибыли, опционы на акции и т.д.) оказывают положительное влияние на мою работоспособность.

372 responses

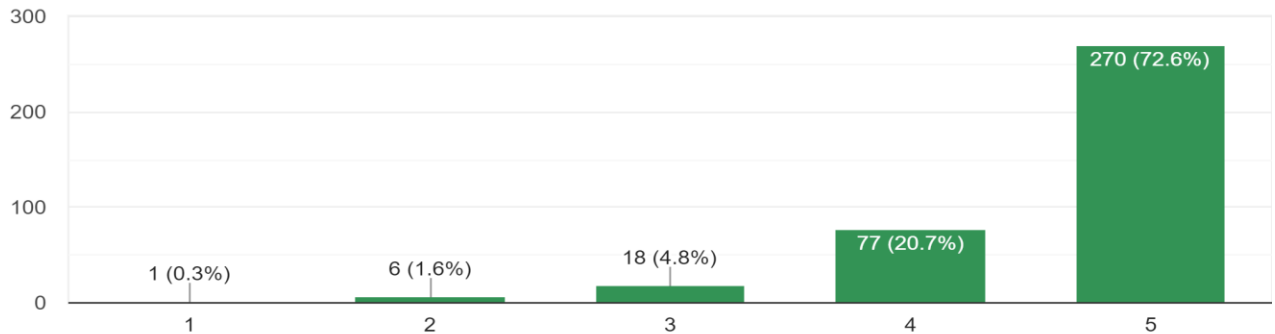


Figure 9. “Financial incentives (bonuses, profit sharing, stock options, etc) have a positive effect on my performance at work.”

270 respondents (72.6%) absolutely agree that financial incentives positively affect their performance at work. 77 respondents (20.7%) agreed with the statement, 18 (4.8%) remained neutral, 6 (1.6%) disagreed, and 1 (0.3%) reported a null effect on performance caused by financial incentives. Such a set of responses suggest that financial motivation is still a highly effective instrument.

5. I would gladly do extra work if I am accordingly financially compensated.

Due to the similar nature and the subject with the previous question, the answers for both correlate. As can be derived from the graph, 249 (66.9%) respondents indicated that they would gladly do extra work, 81 (21.8%) agree with the statement, while only 34 (9.1%) remained neutral, and, even less, 7 (1.9%) and 1 (0.3) disagreed and strongly disagreed respectively. Such a picture even further reinforces the notion of the effectiveness of financial incentives.

Я с удовольствием сделаю дополнительную работу, если получу соответствующую финансовую компенсацию.

372 responses

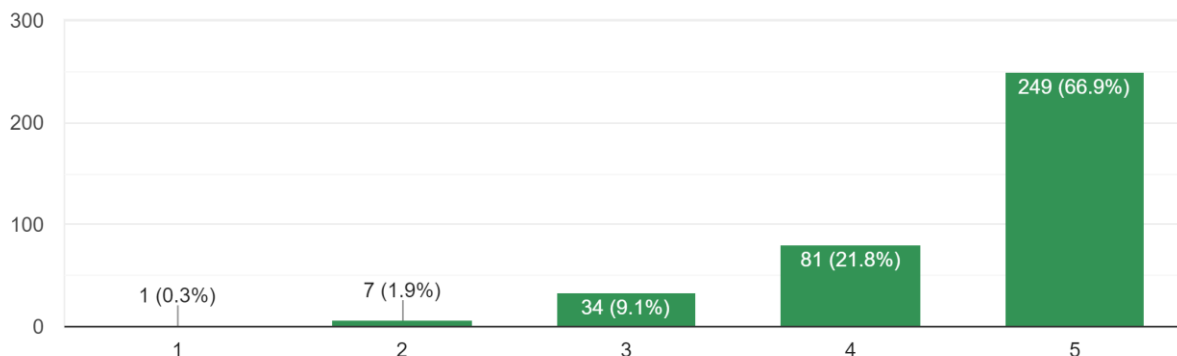


Figure 10. "I would gladly do extra work if I am financially compensated accordingly ."

6. Non-monetary incentives (flexible working arrangements, training opportunities, courses, gym memberships, etc) have a positive effect on my performance at work.

173 (46.5%) of the responses indicated strong agreement with the positive effect that non-material motivation, 107 (28.8%) agreed, 68 (18.3%) remained neutral and 14 (3.8%) and 10 (2.7%) respectively disagreed and strongly disagreed with the statement. According to the responses, while non-material motivation is still a viable motivational instrument, its effectiveness for the given sample is lower than that of financial incentives.

Нематериальные стимулы (гибкий график работы, возможности обучения, курсы, членство в спортивных залах и т.д.) оказывают положительное влияние на мою работоспособность.

372 responses

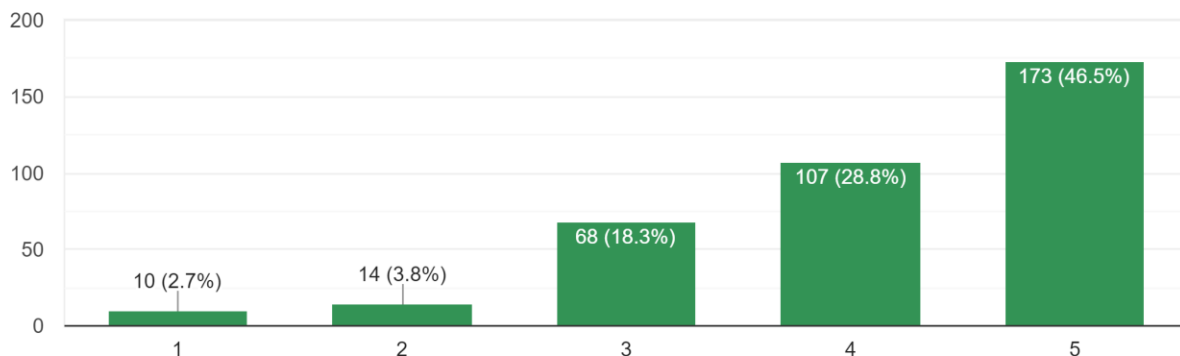


Figure 11. “Non-monetary incentives (flexible working arrangements, training opportunities, courses, gym memberships, etc) have a positive effect on my performance at work.”

7. My performance at work is at its highest level when I am motivated both financially and non-monetarily.

As was anticipated, the combination of financial and non-monetary incentives help most of the representatives of the sample achieve their peak performance levels - 287 respondents (77.4%) absolutely agreed with the statement, 48 (12.9%) agreed, while only 31 (8.4%) remained neutral, 4 (1.1%) disagreed and 1 (0.3%) strongly disagreed.

Моя трудоспособность находится на самом высоком уровне, когда я мотивирован как финансово, так нематериальными стимулами.

371 responses

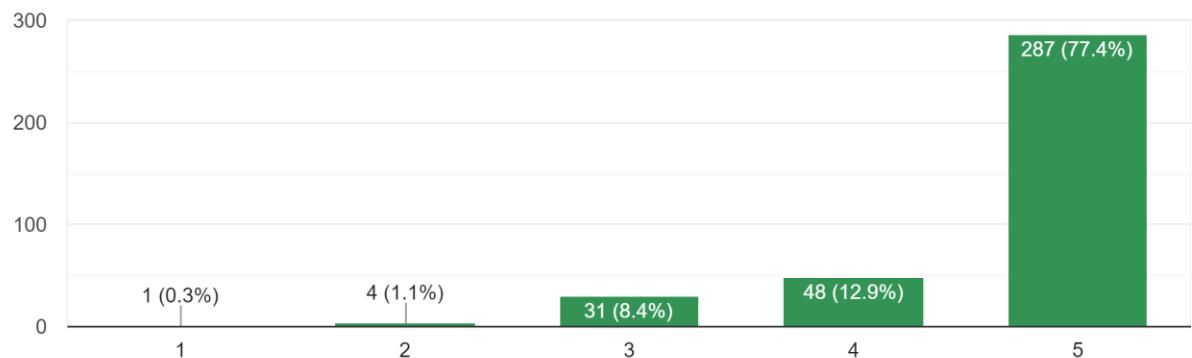


Figure 12. “My performance at work is at its highest level when I am motivated both financially and non-monetarily.”

8. Learning opportunities and personal growth motivate me the most.

While clearly executing the role of a motivational factor, learning opportunities and personal growth are not the key motivators for the representatives of the sample. Only 92(24%) respondents indicated that they strongly agree with the statement, 124 (33.4%) agreed and 112 (30.2%) remained neutral. Such data distribution suggests that personal growth and learning opportunities are still outweighed even by non-material incentives - not to compare it to the financial motivation. It needs to be mentioned that no generalisations are made and the latter statement addresses the motivation of the representatives of the sample.

Возможности обучения и личного роста мотивируют меня больше всего.

371 responses

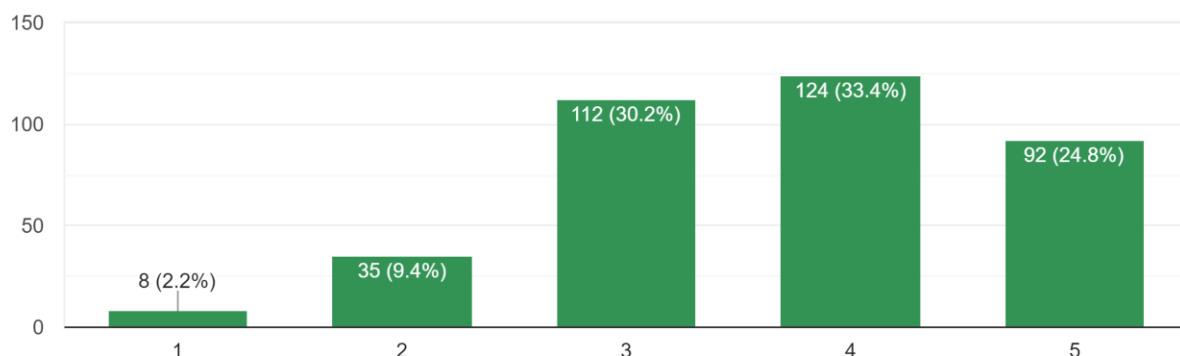


Figure 13. "Learning opportunities and personal growth motivate me the most."

9. Financial incentives motivate me the most.

At the same time, 314 (84.8%) employees agree that financial incentives are the most important form of motivation.

Финансовые стимулы мотивируют меня больше всего.

370 responses

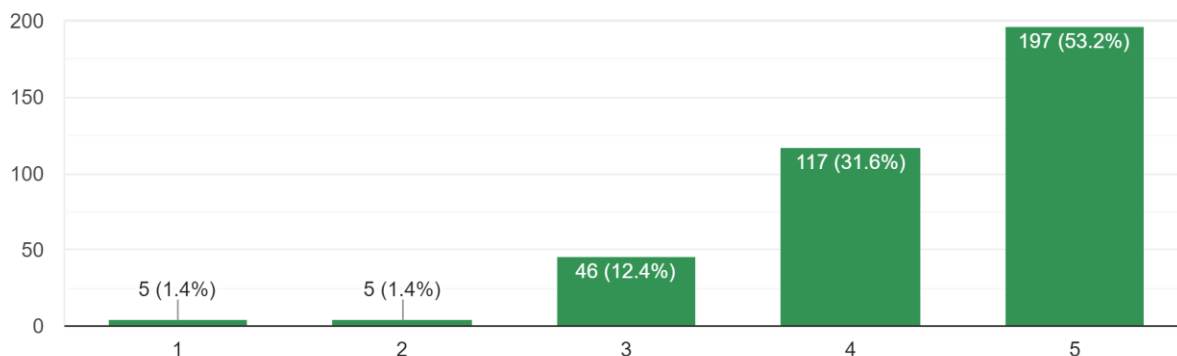


Figure 14. "Financial incentives motivate me the most."

10. In order to feel motivated, I need to understand that my manager recognises my value as an employee.

More than 80 percent of the sample believe that in order to feel motivated, they need recognition from their managers. 224 (60.2%) respondents absolutely agree to the statement, while 104

(28%) agree, 25 (6.7%) remain neutral and 10 (2.7%) and 9 (2.4%) disagree and completely disagree with the statement, highlighting their lack of need for recognition from their superior.

Для того, чтобы чувствовать себя мотивированным, я должен(на) понимать, что мой менеджер признает мою ценность как сотрудника.
372 responses

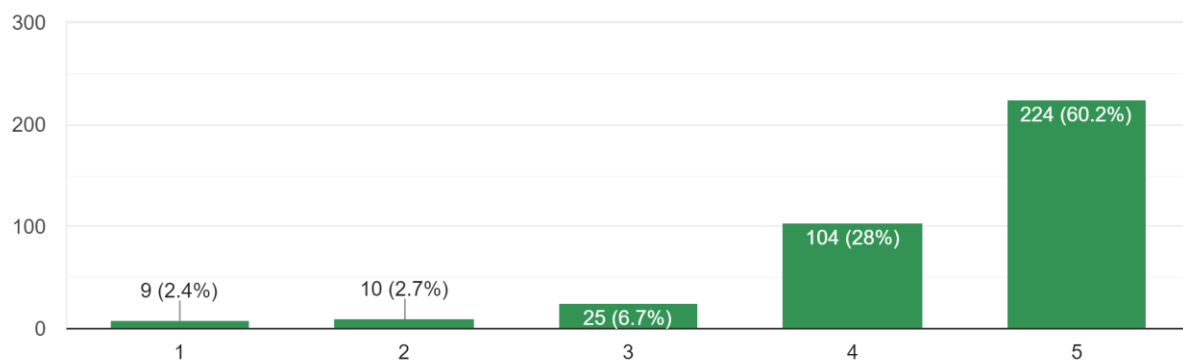


Figure 15. “In order to feel motivated, I need to understand that my manager recognises my value as an employee.”

11. I am highly motivated by challenging tasks and projects.

Most of the respondents agreed to the statement, thus, identifying challenging tasks and projects as motivators. 135 (36.3%) absolutely agreed, 131 (35.2%) agreed, 78 (21%) remained neutral and 21 (5.6%) and 7 (1.9%) respectively disagree and strongly disagree with the statement.

Меня мотивируют сложные задачи и проекты.
372 responses

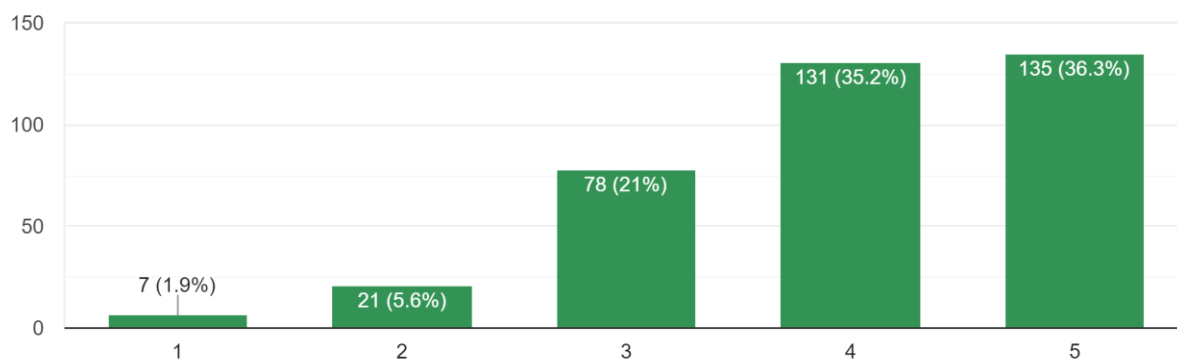


Figure 16. “I am highly motivated by challenging tasks and projects.”

12. Challenging tasks and projects may lower my motivation.

Most of the respondents fail to recognise challenging work demotivating: 141 (37.9%) and 101 (27.2%) respectively strongly disagree and disagree with the statement. 77 (20.7%) remained neutral, 33 (8.9%) agreed and 20 (5.4%) absolutely agreed to the statement.

Сложные задачи и проекты могут снизить мою мотивацию.
372 responses

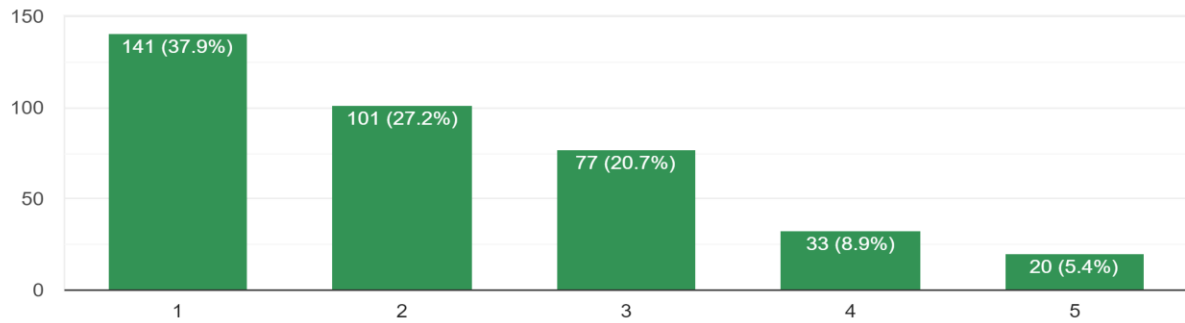


Figure 17. "Challenging tasks and projects may lower my motivation."

13. Competition within the company is highly likely to positively affect my motivation.

The responses to this question may be characterised as a standard data distribution, slightly skewed to the left. The attitude towards competition heavily depends on the perception of the concept, which differs according to individual personalities and their respective systems of values. The responses are as follows: 43 (11.6%) strongly disagree with the statement, 56 (15.1%) disagree, 124 (33.4%) remained neutral, while 86 (23.2%) agreed and 62 (16.7%) strongly agreed.

Конкуренция внутри компании, скорее всего, положительно скажется на моей мотивации.
371 responses

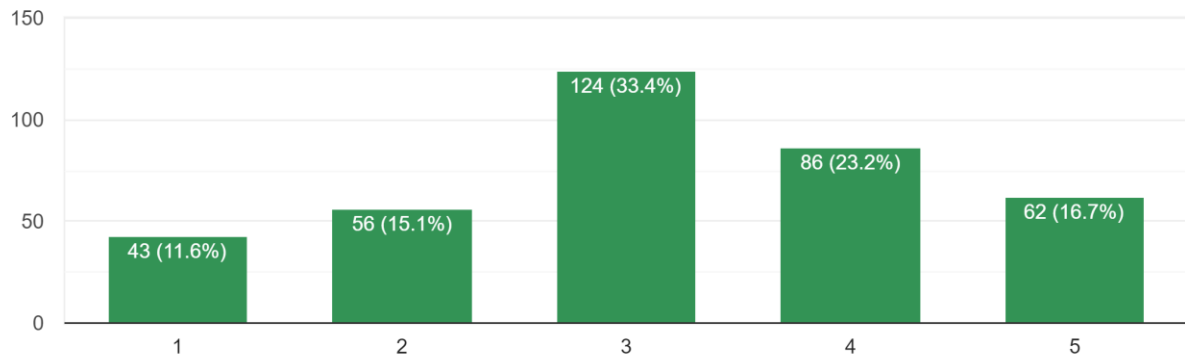


Figure 18. “Competition within the company is highly likely to positively affect my motivation.”

14. Mission and Vision of my organisation are very important.

Most of the respondents (262 (70.6%)) believe in the importance of mission, while others do not share such a viewpoint: 84 (22.6%) remained neutral, 17 (4.6%) disagreed and 8 (2.2%) completely disagreed with the statement.

Миссия и видение моей организации очень важны.
371 responses

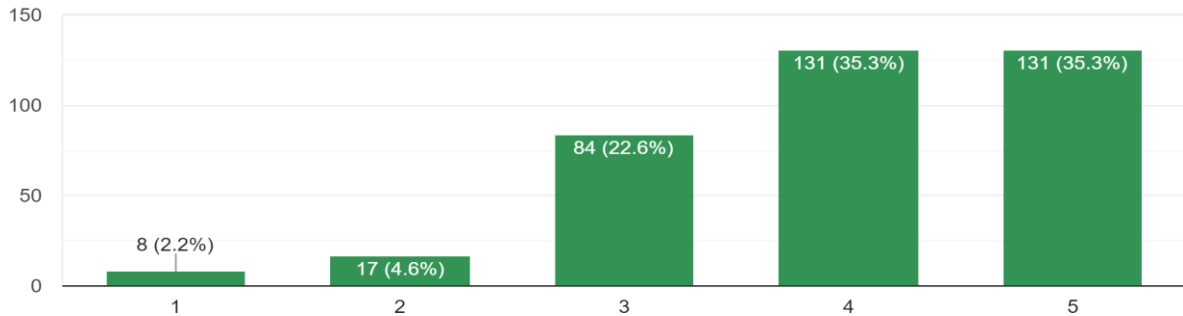


Figure 19. “Mission and Vision of my organisation are very important. ”

15. I would accept a salary cut of 10-20% to work in a company, if it has a strong mission to which I can relate.

Strangely enough, regardless of valuing mission relatively high, most of the respondents (49% disagree vs. 30 % who agree) do not seem to be willing to accept a salary cut of 10-20% to work in a company which has a strong mission.

Я бы согласился(ась) на снижение зарплаты на 10-20%, чтобы работать в компании, если у нее есть сильная миссия, к которой я могу относиться.
370 responses

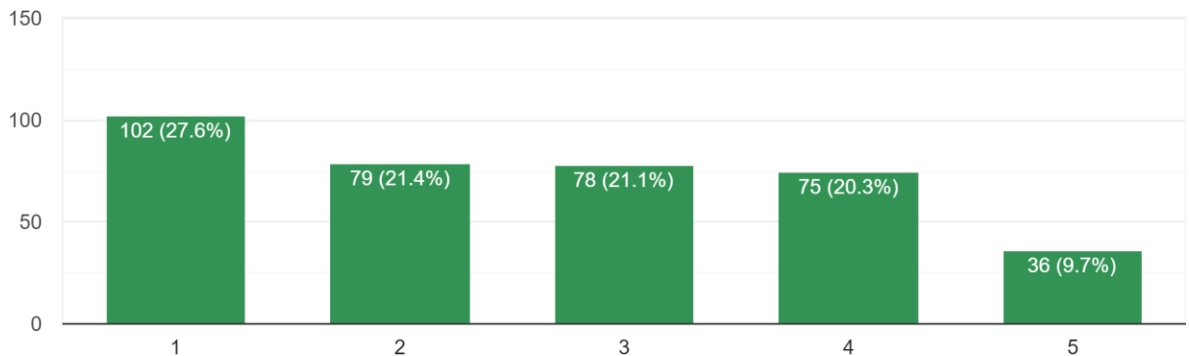


Figure 20. “I would accept a salary cut of 10-20% to work in a company, if it has a strong mission to which I can relate.”

16. If I understand that my contribution has a positive impact on the greater cause (mission of my organisation), my motivation at work is highly likely to increase.

Most of the respondents agree that if they understand that their contributions have a positive impact on the greater cause, their motivation is likely to increase. 157 (42.4%) and 129 (34.9) respectively absolutely agree and agree with the statement, while only 15.7% remain neutral and 7% disagree.

Если я пойму, что мой вклад оказывает положительное влияние на большее дело (миссию моей организации), то моя мотивация на работе, скорее всего, возрастет.

370 responses

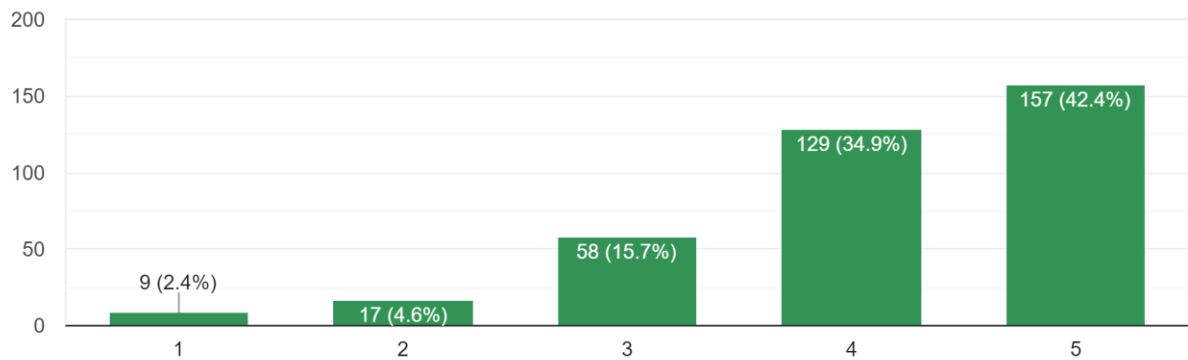


Figure 21. “If I understand that my contribution has a positive impact on the greater cause (mission of my organisation), my motivation at work is highly likely to increase”

17. I would prefer not to work in a company which does not incorporate Corporate Social Responsibility regardless of a high salary.

Bell-shaped standard data distribution characterises the responses to this question. Just like with competition, perception of the importance of corporate social responsibility (CSR) differs from individual to individual, and, hence, standardisation of perceived value of CSR is pointless, as it does not account for the personal differences and the individual variations of value systems. 150 (40.4%) respondents remained neutral, while 108 (29.2%) disagreed and 113 (30.4%) agreed.

Я бы предпочел(ла) не работать в компании, в которой не установлена корпоративная социальная ответственность, несмотря на высокую заработную плату.

371 responses

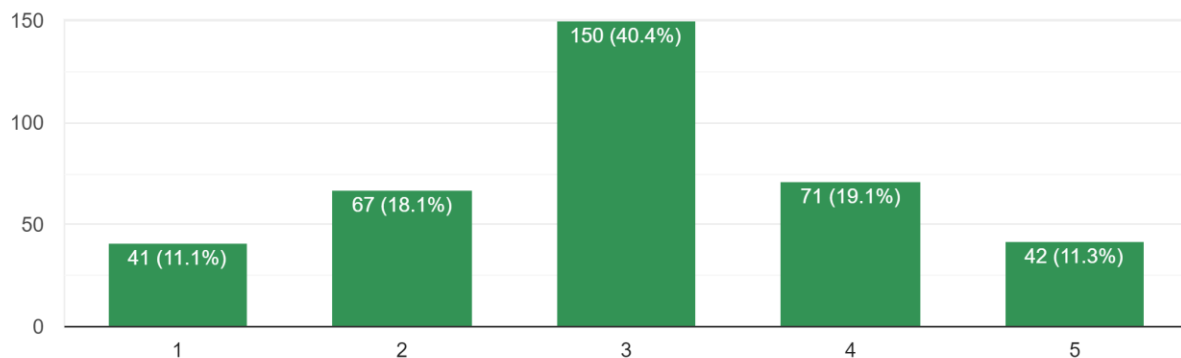


Figure 22. "I would prefer not to work in a company which does not incorporate Corporate Social Responsibility regardless of a high salary"

18. Between monetary and non-monetary motivation, I would choose:

- Monetary
- Non-monetary

311 (84.6%) respondents indicated that they prefer to be incentivised financially. Only 57 (15.4%) representatives of the sample would choose non-monetary motivation over monetary.

Между материальной и нематериальной мотивацией, я бы выбрал:

370 responses



Figure 23. "Between monetary and non-monetary motivation, I would choose:"

**19. For you, personally, what are the most important motivational factors at work?
(Choose at least 4)**

The respondents indicated that the top four factors most significantly affecting motivation are:

1. Financial incentives - 332 votes (89.2%)
2. Interesting work - 274 votes (73.7%)
3. Appreciation and recognition of a job well done - 248 votes (66.7%)
4. Career growth opportunities - 247 votes (66.4%)

Among the least reported factors are the following:

1. Competition within the company - 19 (5.1%)
2. Job security - 51 (13.7%)
3. Corporate mission - 58 (15.6%)

Лично для Вас, какие из приведенных ниже факторов имеют наибольшее влияние на вашу мотивацию на работе? (Выберите как минимум 4)

372 responses

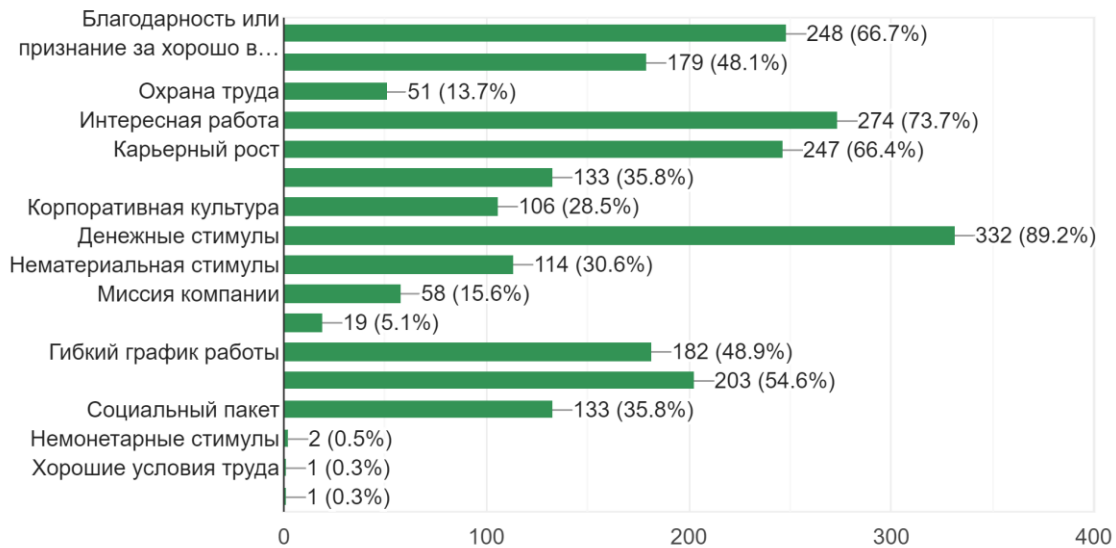


Figure 24. “For you, personally, what are the most important motivational factors at work?”

4.2 Comparative Analysis and Implications of the results of the survey

4.2.1. Comparative Analysis

Due to the fact that 50% of the survey participants belong to the age bracket “26 years old and above” this data set may not be considered as precisely representing Russian Gen Z, as that would conflict with the basic assumption of this thesis: “Representatives of Gen Z were born after 1995”. However, the author has decided to take advantage of that and conduct a comparative analysis. At the core of the comparative analysis lies the examination of differences in responses of the two groups of survey participants:

- a) Those who belong to the age bracket “26 y.o. and above”,
- b) Those who belong to the joint age bracket “18-25”.

The analysis will be conducted in regards to the following data patterns which were identified in the process of assessment of survey responses:

1. Monetary and non-monetary incentives
 - a. Financial incentives positively affect performance at work (Q.4)
 - b. Non-monetary incentives positively affect performance at work (Q.6)
 - c. If employees believe that they will be accordingly compensated, they will gladly do extra work (Q.5)
 - d. Financial incentives outweigh non-monetary motivation (Q.18)
 - e. Employees tend to believe that they reach peak performance if motivated by a combination of monetary and non-monetary rewards (Q.7)
2. Mission, Impact and Recognition
 - a. The participants of the survey believe in the importance of corporate mission (Q.14)
 - b. The participants of the survey feel motivated if they realise their own contribution to the greater cause (Q.16)
 - c. The participants indicate that they need to feel acknowledged by their managers and their work appreciated (Q.10)

The patterns identified in the previous section correspond to the specific questions of the survey:

- 1 a - Q.4
- 1 b - Q.6
- 1 c - Q.5
- 1 c - Q.18
- 1 d - Q.7
- 2 a - Q.14
- 2 b - Q.16

2 c - Q.10

As the first step, the author distinguished between the responses of the two age brackets: “26 y.o. and above ” (further: Millennials+) and “18-25” (further: Generation Z bracket - GZB) and review them, comparing to the original results of the survey.

All of the five aforementioned questions are assessing the responses according to the Likert Scale (1932), which is easily quantifiable (Strongly Disagree being 1, Disagree being 2, Neutral being 3, Agree being 4, and Absolutely Agree being 5). Therefore, I used the numerical values corresponding to the extent of agreement in order to calculate numerical score average: mean, pertaining to the average of the numerical scores attributed to the respective questions. The purpose of this analysis is to examine whether the discovered data patterns are attributable to Russian Gen Z, regardless of the fact that half of the sample of the conducted survey consists of Millennials+. If the identified patterns are just for GZB, then the patterns shall be hypothesised and their implications shall be examined.

Age Bracket	Type of metric	Question 4	Question 5	Question 6	Question 7	Question 10	Question 14	Question 16	Question 18
GZB	Numerical Score Average	4.637	4.532	4.126	4.660	4.341	4.409	3.970	4.103
Millenials+	Numerical Score Average	4.639	4.535	4.136	4.659	4.355	4.413	3.984	4.107
GENERAL	Numerical Score Average	4.637	4.532	4.126	4.660	4.341	4.409	3.970	4.103

Table 1. Average numerical scores (mean) of Questions 4, 5, 6, 7, 10, 14, 16 and 18

While the average numerical scores of GZB and Millenials+ differ (within thousandth in questions 4, 5, 7, 14, 18 and within hundredth in questions 6, 10, 16), they are equal to those of the general survey scores. That is to say, it is safe to assume that regardless of the fact that Millennials+ comprise 50% of the survey sample, its results are representative of Russian Generation Z and, hence, the identified data patterns are applicable and subjected to further hypothesising.

4.2.2 Implications of the results of the survey

The implications of the results of the survey may be divided into two categories:

1. Implications regarding monetary and non-monetary incentives, and
2. Implications regarding perceptions of values, impact and recognition.

The first category included the following insights: the survey has revealed that representatives of Generation Z in Russia tend to value monetary incentives higher than non-monetary, both of which may have a positive effect on Gen Z's performance at work. The highest levels of output, however, are reached when the employees are motivated by a combination of both and when employees associate an appropriate reward for the increased performance.

The second category is composed of the three primary takeaways: Gen Z tends to believe in the importance of mission, realisation of contribution to which is highly likely to increase their motivation, that is if their work is appreciated by their managers and their personal value is acknowledged. While the corporate mission per se does not act as a key motivational factor (third from the bottom) managers may turn it into a strong motivational force if they reform the working process accounting for the two of the latter takeaways.

4.3 Formulation of hypothesis

The synergy of inductive reasoning and quantitative analysis gives birth to exploratory research in the essence of which lies generation of new knowledge through the observation of characteristics attributed to a certain phenomenon (David & Tukey, 1977). Having processed the empirical data received from the analysis of the survey responses, the author suggests the following hypotheses:

H1: Russia's Generation Z starting to enter the process of reevaluation of reward standards, slowly shifting them to intrinsically oriented.

Even though still highly motivated by money, around 30% of Gen Z agree to accept a salary cut of 10-20% to work in a company with a strong mission to which they can relate. The number of respondents comprising Millennials+ who agreed to receive a cut is lower than that of Generation Z (111 agreed in total: 71 and 40 respectively). Moreover, the top-second motivational factor, interesting job is attributed to the field of intrinsic motivation due to its very phrasing "interesting". This dimension, different from extrinsic motivation, finds its reflection in the top-third motivational factor: appreciation of a job well done and personal value of an employee. The satisfaction coming from the latter two is caused by the individual him(her)self rather than being a separate occurrence aimed at the obtainment of physical reward or avoidance of punishment.

H2: Monetary incentives are the still strongest instrument of motivation and the most desired by the representatives of Russia's Gen Z.

The rationale for this hypothesis derives from the analysis of the ranking of motivational factors represented in the survey which was reviewed in section 4.1. Monetary incentives were ranked as the top-first motivational factor, receiving the votes of 89.2% of the respondents.

4.4 Application of motivation theories and literature

In order to reinforce the hypotheses formulated through the assessment of data patterns that emerged in conducted research, the findings were paralleled with the previously discussed motivation theories. This section is, thus, dedicated to the cross-reference review of the identified motivation factors as well as their value perceived by Generation Z of contemporary Russia, and Maslow's "Theory of Human Motivation", Herzberg's "Two-Factor Theory" and Vroom's "Expectancy Theory", as well as other previously explored literature.

The first hypothesis suggested that Russia's Generation Z is undergoing the process of reevaluation of reward standards which are shifting towards extrinsic. The top-second motivational factor discovered in the data analysis section, "Interesting work", clearly corresponds with "Work itself". In his "Motivation-Hygiene" theory, Herzberg introduced "work itself" as one of the six motivation factors. It refers to the interest evoked by work, which acts as an intrinsic motivator. Moreover, the top-third motivational factor, career advancement, falls into Herzberg's "Advancement". Due to the fact that the author was not able to interview each of the respondents who indicated "career advancement", it seems impossible to identify the exact rationale of their choice. However, assuming that career advancement is associated not only with the increase in pay, but also with personal growth and achievement, it is only logical to presume that these motivational factors, in part, bear intrinsic nature.

In parallel with Maslow's "Theory of human motivation", the second hypothesis also seems viable. Naturally, in the modern world, satisfaction of the basic needs lying at the bottom of Maslow's Hierarchy, often depicted as a pyramid, such as the physiological needs, needs for water, food, shelter, as well as the the safety needs (property, resources, health, personal security), requires money. That is to say, the motivation of people stimulated by money is not likely to cease to exist, unless money is required for the satisfaction of the lower level of needs. Moreover, money may be perceived as a symbol of power (Tang, 1992), thus making it relevant to the higher-level needs such as "self-esteem" which is characterised, among other things by a need for strengths. In other words, money may be attributed to any level of needs, thus, justifying the second hypothesis.

At the same time, it seems complicated to assess whether the hypotheses can be supported by Vroom's (1964) Expectancy Theory. Both, intrinsic motivation and financial incentives, are the rewards which are expected by individuals as a result of executing work-related tasks. That perceived value of the two correspond to the valence aspect of Vroom's equation ($\text{Motivational Force} = \text{Expectancy} \times \text{Instrumentality} \times \text{Valence}$). As has been identified in the data-analysis section, the perceived value of both financial and intrinsic stimulus are high. That, in its turn, infers that the two positively affect motivation of employees, if the other conditions are met. However, while intrinsic motivation and money, the respective cores of the formulated hypotheses, contribute to increased motivational force, the application of Vroom's "Expectancy

Theory” to assess the hypotheses themselves requires additional data collected specifically for that purpose. The data needed refers to the comparison of the performance rates of employees in exchange for financial incentives and intrinsic rewards.

The research from Hays (2019) also supports both of the hypotheses. The research indicated financial motivation is still the most potent and demanded form of motivation, which is a confirmation of the author's hypothesis regarding money. At the same time the most of the discovered demotivating factors are the ones of intrinsic nature: lack of personal growth, sense of achievement, acknowledgement of personal input and individual employee value (Hays, 2019). The author believes that the demotivators discovered by the experts from Hays contribute to the notion of the transformation of the value systems, i.e., support the first hypothesis.

5. Conclusions and Recommendations

5.1 Conclusions

Having comprehensively reviewed some of the existing literature on the topics of motivation and motivational factors of Generation Z in Russia at work and having interpreted the data obtained through online survey, the author has reached the following conclusions: the major factor influencing employee motivation is financial stimulation. However, the identified data patterns suggest that Russia’s Gen Z may be undergoing a process of transformation of reward standards, shifting the latter to the ones of intrinsic nature. Both of the statements were reflected in the formulated hypotheses, and then reviewed through the prisms of some of the existing motivational theories. That is to say, the author believes that all three of the research objectives were reached in this thesis.

Nonetheless, due to the limited sampling as well as its other specifics, the findings of this research may not be representative of the whole cohort of Russia’s Generation Z. Therefore, no generalisations can be made.

5.2 Recommendations

Based on the findings of this thesis, the author believes that the following practices may benefit managers which already - and even more so in the future - face the need to motivate Russian Gen Z at work:

1. When dealing with Generation Z, managers should not forget about the financial incentives

The oldest representatives of Generation Z highly value monetary motivation. 89% of the respondents indicated that pay is one of the most important factors of motivation. Hence, if representatives of Gen Z feel like they are not being compensated sufficiently, they are likely to start looking for other employment, which is clearly a negative outcome for any company.

2. Managers might want to remember this formula “Interesting work = Motivated Gen Z”

Gen Z is highly motivated by interesting work. However, there is a subtle line between a challenging and an overcomplicated task. Apart from that, managers should aim to make interesting not only the working process, but everything around it as well: application process, activities pertaining to corporate culture, corporate environment, etc.

3. Coaching and mentoring are extremely important for Generation Z

The ranking of motivational factors indicated that “Personal Growth” is highly valued by more than 50% of the representatives. Coaching and mentoring greatly contribute to the process of personal growth, suggesting that those practices are worth incorporating.

4. It is very important to clearly explain tasks and their purposes

Among other things, Gen Z highly regard the acknowledgement of personal impact and recognition of individual value as employees. Clear explanation of tasks and their purposes will emphasize that managers value their employees and help the employees realise the reasons of why they are doing a specific task, as well as the importance of the latter.

5. Strong corporate mission and values may not only attract talent and motivate personnel, but also save money

Almost a third of Gen Z indicated that they would agree to a salary cut of 10-20% to work for a company with a strong mission to which they can relate. Moreover, almost 80% of the surveyed representatives of Gen Z stated that if they understand that their work positively impacts the greater cause, their motivation is highly likely to increase. In order to achieve both managers have to confirm that their corporate missions are still relevant and, if no, adapt them to their respective current environments

6. Gentle approach may prove most effective when dealing with Generation Z

Gen Z seeks to gain understanding from their management: almost 50% of the surveyed representatives indicated that understanding attitude from management is a crucially important motivational factor.

6. Limitations and Future Research

6.1 Limitations

As can be derived from the literature review, there is extensive effort put into research of the topic of motivation and generational differences. However, the research on the motivational factors of specifically Russia's Generation Z is insufficient, with that being the first limitation of this research. Moreover, the survey conducted by the author included only 44 (11.9%) respondents who identified themselves as male, thus, limiting this research to the review of mostly female perceptions of motivation and motivational factors. Another clear limitation was also rooted in sampling. The sample primarily included respondents from Moscow and Moscow Region, which means that it is not perfectly representative of the rest of Russia's Generation Z: author believes that perceptions of motivation may differ according to the differences of the standards of living which are attributed to different cities, population, accessibility of jobs, employment rates, presence of international companies, etc. Moreover, due to the fact that the survey was distributed via online channels, it is almost impossible to assess the validity of the answers, which the author believes to be the biggest limitation of this survey.

6.2 Future Research

The author proposes two of the previously formulated hypotheses for the future research. Moreover, as society continues to develop at an extremely rapid pace which was never seen before, most of the generation Z is yet to enter the labour market worldwide (with Russia not being an exception). That is why the author believes that one of the most prominent areas of future study is the examination of the newly emerging generational traits at work.

References

- Baotskin, A., & Nikitina, K. (2013). Relevance of Friedrich Herzberg's two-factor theory of motivation. *All-Russian Journal Of Scientific Publications*, 5(20), 48-53. Retrieved 28 May 2020, from.

- Bissell, D. *Statistical methods for SPC and TQM*.
- Bogacheva, N., & Sivak, E. (2019). MYTHS ABOUT GENERATION Z. *Modern Analytics Of Education.*, 1(22). Retrieved 29 May 2020, from.
- Bolser, K., & Gosciej, R. (2015). Multi-Generational Leaders Staying Connected. *Journal Of Practical Consulting*, 5(2 (Winter), 1-9. Retrieved 18 May 2020, from.
- David, F., & Tukey, J. (1977). Exploratory Data Analysis. *Biometrics*, 33(4), 768. <https://doi.org/10.2307/2529486>
- Deci, E., & Ryan, R. (1988). Intrinsic Motivation and Self-Determination in Human Behavior. *Contemporary Sociology*, 17(2), 253. <https://doi.org/10.2307/2070638>
- Deloitte. (2019). *Understanding Generation Z in the Workplace*. Deloitte United States. Retrieved 17 May 2020, from <https://www2.deloitte.com/us/en/pages/consumer-business/articles/understanding-generation-z-in-the-workplace.html#top>.
- Francis, T., & Hoefel, F. (2018). 'True Gen': Generation Z and its implications for companies. McKinsey. Retrieved 24 May 2020, from <https://www.mckinsey.com/industries/consumer-packaged-goods/our-insights/true-generation-z-and-its-implications-for-companies>.
- Fratričová, J., & Kirchmayer, Z. (2018). Barriers to work motivation of generation Z. *Journal Of HUMAN RESOURCE MANAGEMENT*, XXI(2453-7683), 28-40. Retrieved 28 May 2020, from.
- Fursoy, K. (2019). *Russia and the civilizational problems of the 21st century* (1st ed.). DirectMedia LLC.
- Gaidhani, S., Arora, L., & Sharma, B. (2019). UNDERSTANDING THE ATTITUDE OF GENERATION Z TOWARDS WORKPLACE. *International Journal Of Management, Technology And Engineering*, IX(2249-7455), 2804-2811. Retrieved 18 May 2020, from.
- Generation Z vs. Millennials*. Pages.adeccousa.com. (2015). Retrieved 7 May 2020, from <http://pages.adeccousa.com/rs/107-IXF-539/images/generation-z-vs-millennials.pdf>.
- Green, T. (1992). *Performance and motivation strategies for today's workforce*. Quorum Books.
- Hays. (2019). *Generation Z and Labor Market in Russia*. Hays.ru. Retrieved 13 May 2020, from https://hays.ru/wp-content/uploads/Generation-Z_web.pdf.
- HOUSE, R., & WIGDOR, L. (1967). HERZBERG'S DUAL-FACTOR THEORY OF JOB SATISFACTION AND MOTIVATION: A REVIEW OF THE EVIDENCE AND A CRITICISM. *Personnel Psychology*, 20(4), 369-390. <https://doi.org/10.1111/j.1744-6570.1967.tb02440.x>
- Iorgulescu, M. (2016). GENERATION Z AND ITS PERCEPTION OF WORK. *Cross-Cultural Management Journal*, XVIII(1/2016), 47-51. Retrieved 9 May 2020, from.

- Kupperschmidt, B. (2000). Multigeneration Employees: Strategies for Effective Management. *The Health Care Manager*, 19(1), 65-76. <https://doi.org/10.1097/00126450-200019010-00011>
- Lawler, E. (1992). A skill-based approach to human resource management. *European Management Journal*, 10(4), 383-391. [https://doi.org/10.1016/0263-2373\(92\)90002-1](https://doi.org/10.1016/0263-2373(92)90002-1)
- Lawler, E., & Suttle, J. (1973). Expectancy theory and job behavior. *Organizational Behavior And Human Performance*, 9(3), 482-503. [https://doi.org/10.1016/0030-5073\(73\)90066-4](https://doi.org/10.1016/0030-5073(73)90066-4)
- Likert, R. (1932). A technique for the measurement of attitudes. *Archives Of Psychology*, 22(140), 55. Retrieved 29 May 2020, from.
- ManpowerGroup. (2016). *Millennial Careers: 2020 Vision*. Manpowergroup.com. Retrieved 23 May 2020, from https://www.manpowergroup.com/wps/wcm/connect/660ebf65-144c-489e-975c-9f838294c237/MillennialsPaper1_2020Vision_lo.pdf?MOD=AJPERES.
- Montana, P., & Charnov, B. (2008). *Management*. Barron's Educational Series.
- Reshetnikov, O. (2018). *GENERATION Z AND THE NEAR FUTURE OF THE LABOUR MARKET*. Russian State Social University. Retrieved 22 May 2020, from http://xn--h1agim.xn--p1ai/books/soc_obrazovanie/%D0%A0%D0%B5%D1%88%D0%B5%D1%82%D0%BD%D0%B8%D0%BA%D0%BE%D0%B2%20%D0%9E.%20%D0%9F%D0%BE%D0%BA%D0%BE%D0%BB%D0%B5%D0%BD%D0%B8%D0%B5%20Z%20!%20%20.pdf.
- Robert Half. (2015). *Get Ready For Generation Z*. roberthalf.com. Retrieved 10 May 2020, from https://www.roberthalf.com/sites/default/files/Media_Root/images/rh-pdfs/rh_0715_wp_genz_nam_eng_sec.pdf.
- Tang, T. (1992). The meaning of money revisited. *Journal Of Organizational Behavior*, 13(2), 197-202. <https://doi.org/10.1002/job.4030130209>
- Sansone, C., & Harackiewicz, J. (2000). *Intrinsic and Extrinsic Motivation* (pp. 440-450). Academic Press.
- Sapa, A. (2014). Generation Z - FGOS Generation. *Innovative Projects And Programs In Education*, 4, 24-28. Retrieved 28 May 2020, from.
- Silverstein, D., & Hopper, K. (2014). *Small animal critical care medicine*.
- Stillman, D., & Stillman, J. (2017). *Gen Z @ work*. Harper Business.
- Strauss, W., & Howe, N. (1998). *The fourth turning: an American prophecy*. Broadway Books.
- Suslova, A., & Holopainen, L. (2019). *Job Satisfaction and Employee Motivation: Case Generation Z*. KAMK University of Applied Sciences. Retrieved 19 May 2020, from

https://www.theseus.fi/bitstream/handle/10024/174349/Holopainen_Suslova.pdf?sequence=2&isAllowed=y.

United Nations. (2019). *World Economic Situations and Prospects*. Un.org. Retrieved 29 May 2020, from https://www.un.org/development/desa/dpad/wp-content/uploads/sites/45/WESP2019_BOOK-ANNEX-en.pdf.

Wood, S. (2013). *Generation Z as Consumers: Trends and Innovation*. Iei.ncsu.edu. Retrieved 9 May 2020, from <https://iei.ncsu.edu/wp-content/uploads/2013/01/GenZConsumers.pdf>.

Zemtsov, S., Shestakov, V., & Barinova, V. (2015). *Innovative system of Moscow* (1st ed., p. 21). The Russian Presidential Academy of National Economy and Public Administration under the President of the Russian Federation.

Appendices

Appendix A. Questionnaire.

1. How old are you?

- 18-20
- 21-22
- 23-25
- 26 and above

2. I am a:

- Male
- Female

3. How many years of working experience do you have?

- 0 years

- 1-2 years
 - 3-4 years
 - More than 4 years
4. *Indicate, on the scale of 1-5 (1- Strongly Disagree, 5 - Completely Agree)*
Financial incentives (bonuses, profit sharing, stock options, etc) have a positive effect on my performance at work.
1 2 3 4 5
 5. **I would gladly do extra work if I am financially compensated.**
1 2 3 4 5
 6. **Non-monetary incentives (flexible working arrangements, training opportunities, courses, gym memberships, etc) have a positive effect on my performance at work.**
1 2 3 4 5
 7. *Indicate, on the scale of 1-5 (1- Strongly Disagree, 5 - Completely Agree)*
My performance at work is at its highest level when I am motivated both financially and non-monetarily.
1 2 3 4 5
 8. *Indicate, on the scale of 1-5 (1- Strongly Disagree, 5 - Completely Agree)*
Learning opportunities and personal growth motivate me the most.
1 2 3 4 5
 9. *Indicate, on the scale of 1-5 (1- Strongly Disagree, 5 - Completely Agree)*
Financial incentives motivate me the most.
1 2 3 4 5
 10. *Indicate, on the scale of 1-5 (1- Strongly Disagree, 5 - Completely Agree)*
In order to feel motivated, I need to understand that my manager recognises my value as an employee.
1 2 3 4 5
 11. *Indicate, on the scale of 1-5 (1- Strongly Disagree, 5 - Completely Agree)*
I am highly motivated by challenging tasks and projects.
1 2 3 4 5
 12. *Indicate, on the scale of 1-5 (1- Strongly Disagree, 5 - Completely Agree)*
Challenging tasks and projects may lower my motivation.
1 2 3 4 5
 13. *Indicate, on the scale of 1-5 (1- Strongly Disagree, 5 - Completely Agree)*
Competition within the company is highly likely to positively affect my motivation.
1 2 3 4 5
 14. *Indicate, on the scale of 1-5 (1- Strongly Disagree, 5 - Completely Agree)*
Mission and Vision of my organisation are very important.
1 2 3 4 5
 15. *Indicate, on the scale of 1-5 (1- Strongly Disagree, 5 - Completely Agree)*
I would accept a salary cut of 10-20% to work in a company, if it has a strong mission to which I can relate.
1 2 3 4 5
 16. *Indicate, on the scale of 1-5 (1- Strongly Disagree, 5 - Completely Agree)*

If I understand that my contribution has a positive impact on the greater cause (mission of my organisation), my motivation at work is highly likely to increase.

1 2 3 4 5

17. *Indicate, on the scale of 1-5 (1- Strongly Disagree, 5 - Completely Agree)*

I would prefer not to work in a company which does not incorporate Corporate Social Responsibility regardless of a high salary.

1 2 3 4 5

18. *Indicate, on the scale of 1-5 (1- Strongly Disagree, 5 - Completely Agree)*

Between monetary and non-monetary motivation, I would choose:

- Monetary
- Non-monetary

19. *For you, personally, what are the most important motivational factors at work? (Choose at least 4)*

- a. Appreciation or recognition for a job well done
- b. An understanding attitude from the management
- c. Job security
- d. Interesting work
- e. Career advancement opportunities
- f. Loyalty from management
- g. Good working conditions
- h. Tactful discipline
- i. Monetary incentives
- j. Non-monetary incentives
- k. Corporate mission
- l. Competition within the company
- m. Flexible working hours
- n. Personal growth opportunities