A Qualitative study into the Intrinsic and Extrinsic Factors Impacting the Motivation and Retention of the Millennial Generation

Kathryn Fernance

This thesis is presented for the degree of Bachelor of Business Honours of Murdoch University

Principal Supervisor: Dr. David Zhang
DECLARATION

I declare that this thesis is my own account of my research and contains as its main content
work which has not been previously submitted for a degree at any tertiary education institution.

June 2018

Kathryn Fernance
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Kathryn Fernance

Full name of Degree: Bachelor of Commerce

Thesis Title: A Qualitative study into the Intrinsic and Extrinsic Factors Impacting the Motivation of the Millennial Generation

Author: Kathryn Fernance

Year: 2018
ABSTRACT

**Purpose** – The purpose of this study is to explore the intrinsic and extrinsic motivators present in the Millennial generation active in the Australian workforce; to better understand key motivators and subsequently, identify responsive managerial practices.

**Background** – Organisations have faced difficulties in managing generational differences, particularly in motivating and retaining Millennial employees recently. The Millennial generation, also known as ‘Gen Y’ represents those born between 1980 and 1994. This generation hold unique values, beliefs and attitudes and desire motivators and career pathways different to previous generations. These differences have created difficulties for organisations in providing resources and managerial practices that attract, motivate and retain this generation.

**Design/method/approach** – this research adopts a qualitative approach to investigate the intrinsic and extrinsic factors impacting the professional motivation of Millennials. First hand data was collected through exploratory interviews with participants with varied educational backgrounds and employed in various industries in Australia. An added benefit is that it allowed motivators found commonly across both groups and industries to be identified in addition to demographic specific motivators.

**Findings** – This study confirmed commonly recognised motivators, such as interpersonal management, frequent feedback, and positive work relationships found in literature and identified further motivators dependent on the education and industry of the participant. Australian Millennial motivators include positive relationships with clients, equitable distribution of work, being a positive influence in the workplace, and pay reflective of employee skill and knowledge. Australian Millennials were also found to value external lifestyle factors, which have a direct impact on career decisions. The study also identified key differences and similarities between tertiary and non-tertiary educated Millennials, allowing managers to include common factors in motivational systems, and apply additional motivators relevant to the industry.

**Practical implications** – this research emphasises the importance of managing Millennials with practices that not only motivate and retain this generation but alters the unrealistic expectations they are known for, to create a successful middle ground between managers and employees.

**Originality/value** – this study is both unique and significant in terms of its contribution to managerial and academic knowledge by addressing key gaps in the literature and providing an alternative and explanatory approach to understand the motivators of the Millennial workforce of Australia.
ACKNOWLEDGEMENTS

This past year has been as challenging as it has been rewarding, and I know full well that the completion of this thesis would not have been possible without the support and assistance of the people mentioned below.

Firstly, I would like to sincerely thank my honours coordinator Stephen Klomp for giving me the opportunity to conduct this research project and believing in my ability to complete it to a great standard.

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I’m exceptionally thankful for all the support provided by my partner Kyle Saltmarsh. If not for this support and the easy silence you give me I may have been overcome by the hard work and stress this project has brought about.

Finally, I want to thank my siblings, Jessica and Joe Fernance, for all their support and belief in me for the last seven years, reminding me that I’m capable of achieving great things, and providing the comedic relief I’ve needed to get through university.
TABLE OF CONTENTS

LIST OF FIGURES .................................................................................................................. 4
LIST OF TABLES .................................................................................................................... 4
GLOSSARY .............................................................................................................................. 5
CHAPTER ONE – INTRODUCTION ......................................................................................... 6
  1.1. Research Background and Rationale ........................................................................... 6
  1.2. Research Objectives .................................................................................................... 7
  1.3. The Research Question and Sub-Questions ................................................................. 8
  1.4. Thesis Outline .............................................................................................................. 9
CHAPTER 2 - LITERATURE REVIEW .................................................................................. 11
  2.1. Introduction ................................................................................................................ 11
  2.2. Literature Review Methodology and Scope ................................................................ 11
  2.3. The Approach ............................................................................................................ 12
  2.4. Literature Search and Selection Procedure .............................................................. 12
  2.4. Coding ....................................................................................................................... 13
  2.5. Literature Review Results ........................................................................................ 14
      2.5.1. Methods Used by Researchers .......................................................................... 14
      2.5.2. Journal Subjects .............................................................................................. 14
      2.5.3. Themes .............................................................................................................. 14
  2.6. Attributes and Characteristics of Millennials ............................................................. 16
      2.6.1. Common Negative Characteristics Prevalent in Literature ................................. 16
      2.6.2. Positive Characteristics Overshadowed by the Negative Stereotype ................. 17
  2.7. Motivation Factors ..................................................................................................... 18
      2.7.1. Intrinsic .............................................................................................................. 18
      2.7.2. Extrinsic .......................................................................................................... 18
      2.7.3. Issues Arising from Conflict Between Motivational Practices ......................... 18
  2.8. Basis for Differences .................................................................................................. 19
      2.8.1. Differences arise due to Generation Characteristics and Attributes .................... 19
      2.8.2. Differences Arise due to Age and Experience .................................................... 20
  2.9. Management Style ..................................................................................................... 20
  2.10. Organisational Culture ............................................................................................ 21
  2.11. Chapter Conclusion ................................................................................................. 21
CHAPTER THREE - METHODOLOGY .............................................................................. 23
  3.1 Introduction .................................................................................................................. 23
  3.2. Research paradigms, Assumptions and Approach ..................................................... 23
3.3. Planning the Investigation Process ................................................................. 24
3.4. Research Design .......................................................................................... 26
  3.4.1. Research method ..................................................................................... 26
  3.4.2. Sampling and Data Collection ................................................................. 26
  3.4.3. Interviewee Demographics and Background ............................................. 27
  3.4.4. Preliminary Interviews Questions for Data Collection: ................................ 28
  3.4.5. Secondary Data Sources and Accessibility Issues ................................. 29
  3.4.6. Measurement ......................................................................................... 29
  3.4.7. Coding and Data Analysis ..................................................................... 29
3.5. Ethical Considerations .................................................................................. 31
3.6. Examination of Validity .............................................................................. 32
3.7. Chapter Conclusion ..................................................................................... 32

CHAPTER FOUR - DATA ANALYSIS AND FINDINGS ................................................. 34
  4.1. Introduction ............................................................................................... 34
  4.2. Summary of Major Themes and Key Findings .......................................... 34
  4.3. Attributes and Characteristics of Australian Millennials ......................... 35
    4.3.1. Negative Attributes ............................................................................. 35
    4.3.2. Positive Attributes ............................................................................ 37
  4.4. Motivation ................................................................................................... 38
    4.4.1. Intrinsic Motivators .......................................................................... 40
    4.4.2. Extrinsic Motivations ....................................................................... 41
    4.4.3. External Factors Impacting Motivation .............................................. 43
  4.5. Management Practices and Organisational Culture ................................... 44
    4.5.1. Organisational Culture .................................................................... 44
    4.5.2. Management Style ............................................................................ 45
  4.6. Comparison between Tertiary and Non-Tertiary Educated Millennials ....... 47
  4.7. Chapter Conclusion ................................................................................... 50

CHAPTER FIVE – DISCUSSION ........................................................................... 52
  5.1. Introduction ............................................................................................... 52
  5.4. Characteristics and Attributes of Millennials .............................................. 52
    5.4.4. Negative Characteristics and Attributes .............................................. 52
    5.4.5. Positive Characteristics and Attributes ............................................... 55
  5.5. Motivational Factors .................................................................................. 56
    5.5.4. Intrinsic Factors ................................................................................. 56
    5.5.5. Extrinsic Factors ................................................................................ 57
    5.5.6. Application of Motivation Theories for Millennials ............................ 59
5.6. Implications for Managerial Practices ................................................................. 62
5.7. Implementing Change in Managerial Practices .................................................. 63
5.8. Recommendations to Managerial Practices ...................................................... 64
5.9. Chapter Conclusion .............................................................................................. 66

CHAPTER SIX - CONCLUSION .........................................................................................68
6.1. Introduction ............................................................................................................. 68
6.2. The Outcome of this Research Project ................................................................. 68
6.3. Contribution to Current Body of Knowledge ....................................................... 69
6.5. Limitations of the Research .................................................................................. 70
6.6. Recommendations for Further Research ............................................................. 70
6.7. Chapter Conclusion .............................................................................................. 71

REFERENCES ..................................................................................................................72

APPENDICES ...................................................................................................................78
8.1. Appendix One: Interview Questions ..................................................................... 78
8.2: Appendix Three: Information Letter ..................................................................... 80
8.3: Appendix Four: Consent Form .............................................................................. 82
LIST OF FIGURES

Figure 2.1: Flowchart of the Literature Selection Process........................................13
Figure 4.1: Comparison of Tertiary and Non-Tertiary Participants’ Motivators...............48
Figure 5.1: Hierarchy of Needs and Common Participant Motivators..........................61

LIST OF TABLES

Table 2.1: Research Methods and Primary Subjects of Journals.................................14
Table 2.2: Similarities and Overlaps in the Articles................................................15
Table 3.1: Interviewee Demographics and Role......................................................27
Table 3.2: Coding Template......................................................................................30
Table 4.1: Negative Characteristics and Attributes Code Frequency..........................36
Table 4.2: Positive Characteristics and Attributes Code Frequency..........................37
Table 4.3: Participant Motivators Rated by Importance..........................................39
Table 4.4: Intrinsic Motivators Code Frequency......................................................40
Table 4.5: Extrinsic Motivators Code Frequency......................................................41
Table 4.6: External Factors Impacting Motivation and career Decision-making...........43
Table 4.7: Organisational Culture Code Frequency................................................44
Table 4.8: Management Style Code Frequency......................................................46
Table 4.9: Value of Motivators as Rated by Participants..........................................49
Table 5.1: Comparison of Average Job Tenure......................................................55
Table 5.2: Motivation and Hygiene Factors............................................................60
### GLOSSARY

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Millennial</td>
<td>Refers to the generation born between approximately 1980 and 1994</td>
</tr>
<tr>
<td>Generation ‘Y’</td>
<td>Alternative term to ‘Millennial’</td>
</tr>
<tr>
<td>Generation ‘X’</td>
<td>Refers to the generation born approximately between 1961 and 1979</td>
</tr>
<tr>
<td>Baby Boomers</td>
<td>Refers to the generation born approximately between 1941 and 1960</td>
</tr>
<tr>
<td>HR</td>
<td>Human Resources</td>
</tr>
<tr>
<td>HRM</td>
<td>Human Resource Management</td>
</tr>
<tr>
<td>Extrinsic Motivation</td>
<td>Refers to external or tangible rewards that stem from the organisation or people within the organisation. For example, salary, benefits, promotions, physical work environment, and general conditions of work.</td>
</tr>
<tr>
<td>Intrinsic Motivation</td>
<td>Refers to aspects internal to employees that are intangible and stem from the employee themselves in the workplace. For example, feelings of satisfaction and capability, sense of challenge, self-esteem, enjoyment at work, appreciation, a sense that you are treated well and with consideration from others.</td>
</tr>
<tr>
<td>Internal Factors</td>
<td>Internal motivating factors refers to aspects within the organisation and workplace that are generally controllable by the organisation. For example, organisational hierarchy and culture, policies, reward systems, relationships with colleagues and managers.</td>
</tr>
<tr>
<td>External Factors</td>
<td>External factors are elements that fall outside the organisation and are generally uncontrollable by management, that influence employee motivation and career decision making. In this study these include: the economic factors such as the housing market, employment growth, industry specific growth; social factors such as the culture and demographics of a geographic location, the beliefs and lifestyle choices of individuals.</td>
</tr>
<tr>
<td>VET</td>
<td>Vocational Education and Training</td>
</tr>
</tbody>
</table>
Organisations across the globe face difficulties in managing generational differences, particularly in motivating and retaining the Millennial generation. Millennials, or ‘Gen Y,’ represent the generation born between 1980 and 1994, although the actual year range conflicts across the literature (Winter and Jackson 2016). What the majority of literature does agree on though is that this generation holds different values and attitudes, which has led them to pursue different career pathways, in an attempt to seek more meaningful and fulfilling work. The same majority has characterised Millennials as egotistic, self-absorbed, narcissistic and entitled, which continues to cause extensive managerial frustrations (Lyons et al. 2014; Twenge et al. 2012). This general view contrasts with how Millennials view themselves and the opportunities they represent to employers: Millennials see themselves as tolerant, curious, positive, sharing, connected, flexible and innovative (Deloitte Touche Tohmatsu Limited 2015).

Whatever the contrasting views, what is known for sure is that by 2025 this generation will represent 75 percent of the global workforce (Stein 2016). This future coupled with the projected shortage of other generational workers over the next 20 years will see Millennials gain a higher degree of choice in selecting the organisations they work for, based on the kind of working conditions, opportunities, and flexibility employers can offer (Ng et al. 2010). This fast-approaching future and significant differences between generations has increased the need to understand the managerial implications and identify means to address motivation and retention. To this end, this study aims to explore the intrinsic and extrinsic motivational aspects of this generation to provide further knowledge and perspective on this managerial challenge.

1.1. Research Background and Rationale

Australian employers continue to face problems in motivating and retaining their Millennial workforce across multiple sectors and industries (Sylvester 2015). This situation has led to significant complications as companies allocate resources to provide this generation with both intrinsic and extrinsic motivators with limited success (Ferri-Reed 2014). A chief problem is that Millennials have been found to be more willing than other generations to switch positions and even sectors if they are dissatisfied with aspects of work (McGinnis and Ng 2016). Lyons et al. (2012) found that Millennials average six job and organisation changes by the time they are thirty, compared to three changes by the preceding generations. Ng et al. (2010) also found that Millennials expect their first promotion within 15 months and an
average 63 percent increase in pay over five years. The difficulty in retaining this generation is incurring great consequences for organisations, as they are reluctant to spend time and resources in training new employees if there is a high chance that the recruits will leave (Raymer et al. 2017).

Current literature has examined the intrinsic and extrinsic factors impacting motivation and has discovered distinct differences in Millennial attributes. Studies maintain that Millennials were raised with unprecedented levels of positive reinforcement and attention. It is argued that this pushed self-esteem to narcissistic levels, which contributed to the high self-confidence and self-assurance present within this generation. This is believed to be the predominant source of the unrealistic expectations at work, the high need for praise, and frequent job hopping (McGinnis and Ng 2016; Anderson et al. 2016). Consequently, these differences and unrealistic expectations limit organisations’ motivating methods. However, these findings contrast significantly across the board. For example, while some maintain that this generation is individualistic and too self-centred, others have found them to be activist interested in the general good, to have a strong work ethic, and are regarded as more tolerant, open and diverse than any other generation (Winter and Jackson 2016; Pînzaru et al. 2016).

The reason for conflicting arguments most likely draws from the incomplete and limited research available. While there has been extensive quantitative data collection in this area, studies have provided incomplete explanation as to why these results are occurring, partially due to unavailable cross-temporal meta-analysis (Twenge et al. 2012). A qualitative investigation, as suggested by Lyons et al. (2014), could provide the means of contextualising and interpreting the differences in Millennials’ values and decision making in comparison to management. By and large, if companies are to retain this group, they must improve their understanding to better equip themselves with means to successfully motivate Millennials. This exploratory study aims to acquire more insight into the phenomenon to refine the problem and provide recommendations to lessen managerial difficulties in this area.

1.2. Research Objectives

In response to this managerial issue, this research project aims to build upon the current knowledge covering the motivators of Millennials and underlying reasons, to provide a deeper understanding of the problem. This paper hopes to contribute to the practice by providing an Australian perspective of the intrinsic and extrinsic variables impacting this generation. Similar
to existing literature, the paper will explore the motivators of this generation but delve further by including non-tertiary Millennials in the data collection, a group that has received little attention in the field, to highlight anticipated differences and commonalities. This paper aims to increase managerial knowledge, and therefore it will explore research theories, methods, and empirical data to bridge the knowledge gap and provide a means to mitigate this problem.

This paper seeks to contribute to the literature by providing an Australian perspective to a growing global issue. About a quarter of the literature examined explored the external aspects that influenced the early development of Millennials (Pînzaru et al. 2016). This paper will provide an alternative perspective by extending its focus to include external aspects that fall outside the organisation and continue to influence these characteristics as the generation progresses through the workforce. While organisations can do little to control external factors, it is hoped that by providing an understanding of the aspects impacting career decisions organisations are better able to create responsive motivation practices. The overall aim of this paper is to lessen the Australian managerial knowledge gap by providing empirical data and research that covers both distinct groups.

1.3. The Research Question and Sub-Questions

The study aims to answer the central question, “What motivates Millennials in the Australian workplace, and what forms the basis of these motivators?” This question is addressed by four sub-questions:

a) What values, beliefs and attributes do Millennials hold, and how do these attributes impact this generation’s professional motivation and retention, as perceived by academics and managers?

b) What are the intrinsic and extrinsic (including within the organisation and external social or economic factors) motivators of Millennials?

c) Do the identified motivators in the previous question differ between tertiary and non-tertiary educated, and between the primary and secondary findings?

d) How should Millennial employees alter their behaviour to comply with current motivational practices, and likewise, how should managers alter practices to create more effective motivation methods to reflect Millennial attributes?
1.4. Thesis Outline

The thesis consists of six chapters: Introduction; Literature Review; Methodology; Data Analysis; Synthesis and Discussion; and Conclusion. Each chapter is summarised below:

**Chapter One** introduced the managerial problem arising due to differences in generational characteristics and professional motivators. It outlined the research background and rationale for conducting exploratory qualitative research into Australian Millennial workplace motivation. Ultimately, Chapter One set out the research objectives and the central question stated above. This question was further broken down into sub-questions. These questions provided the research boundaries to accurately synthesise the theoretical and practical perspectives in relevant literature and Millennial participants active in the workforce.

**Chapter Two** presents the literature review which explores the current research, knowledge, and perspectives in the field. Through analysis recurring ideas and variables present across the literature are categorised into themes, highlighting the areas of interest of researchers and managers. It also identifies gaps in knowledge, which provide the basis for this research. The review reveals that motivators are influenced by generational traits. However, the common stereotypes associated with Millennials, such as a high need for feedback, training, and opportunities for development are believed by some researchers to stem from the Millennial’s young age and inexperience. Since this is a relatively new research area, it is difficult to determine whether the differences arise due to generational traits or age and experience. Accurately determining the basis for differences will require longitudinal studies not yet possible to complete.

Most articles also emphasise the negative traits associated with Millennials which cause managerial difficulties in attracting, motivating and retaining young employees. However, a minority of researchers outlined the positive traits of Millennials, which would prove beneficial to organisations should the employee be successfully motivated. Some literature also notes that if motivated correctly, negative traits such as a need for constant information, feedback, and interpersonal management can present an opportunity to have informed, self-developing, motivated, team-oriented employees. The literature identifies: common intrinsic and extrinsic motivators sought by Millennials; management practices; and organisational cultures that attract Millennials by delivering the key motivators. To motivate this generation, researchers suggest that managers should embrace the differences and alter motivational practices that support attractive working conditions, positive work relationships, and a work-life balance.
**Chapter Three** outlines the research methodology and design used to conduct primary research, which is later synthesised with literature findings to provide more in-depth, multi-perspective view to the managerial problem. The study employs a qualitative exploratory method supported by an interpretivism approach. This is reflected in the epistemology, particularly the focus on narratives and perceptions that is drawn from the qualitative interviews, and the new understanding the project contributes to the field. To ensure greater integrity of research, the chapter outlines a research design that: accurately captures the perspectives and opinions of participants through exploratory interviews; analyses, synthesises and discusses the findings, to present the theoretical and practical implications; and lessens the knowledge gaps identified in Chapter Two.

**Chapter Four** presents the results of the interviews, discussing the general concepts and key findings, highlighting traits and motivators important to participants, and outlines the managerial implications. It identifies the differences and commonalities between tertiary and non-tertiary educated participants, from various industries to provide a broad perspective. Lastly, this chapter discusses the external factors that influence career pathway decision-making.

**Chapter Five** discusses the findings of this research and those from the literature. The data and information drawn from these components are synthesised to provide a better understanding of the motivators sought by Millennials in the Australian workforce, and the reasons behind these wants and needs. By comparing the literature and the descriptive data attained through exploratory interviews, common motivators sought by both tertiary and non-tertiary Millennials are identified. As well as suggestions by researchers to alter current management practices to attract and retain young employees.

**Chapter Six** revisits the research themes and objectives set at the beginning of this study, the research question, and key findings. It then presents the contributions to knowledge and managerial practices, the limitations of this research, before concluding with potential future research options.
CHAPTER 2 - LITERATURE REVIEW

2.1. Introduction

The purpose of this systematic literature review is to provide an overview of recent literature covering the intrinsic and extrinsic aspects relevant to Millennials, and the impact these aspects have on motivation and retention in the workplace. This purpose was addressed by answering three sub-questions:

a) What are the values, beliefs and attitudes held by Millennials as perceived by academics and managers? How do these attributes impact this generation’s professional motivation and retention?

b) What external factors have been considered and applied in this area of knowledge? To what extent does the literature consider the economic and social environment in addition to the common HRM practices, culture and climate aspects within organisations?

c) How have managers and academics attempted, or suggested, to alter managerial practices to address motivation and retention?

2.2. Literature Review Methodology and Scope

To determine a suitable methodology to conduct the literature review consideration was given to its purpose. The aim of the systematic review is to examine recent literature to gain an understanding of the managerial problem. To achieve this, the following objectives were set: identify literature relevant to the topic; critically appraise, analyse, and synthesize literature to determine the current knowledge and themes; identify present gaps in the knowledge; and formulate research ideas. Preliminary research determined that the broad managerial problem derives from difficulties in motivating Millennial employees.

To explore this managerial problem research questions to assess the likely sources of the difficulties were formed. The sources considered were millennial employees, management and organisational practices, and external factors. Critically, the research questions investigate how these variables are related and the impact one has on another. The final research question focused on what managers and academics had attempted or suggested to address the managerial problem. These objectives and questions refined the focus of the review to the intrinsic and extrinsic motivators of Millennials and the driving forces behind these motivators. These components of the systematic literature review support the ultimate purpose, to determine the present gaps in this area of knowledge to shed light of the Millennial motivation in the workplace.
2.3. The Approach

The systematic review process utilised an explicable and replicable method. It involved the collection, critical analysis, and synthetisation of journal articles. The process included a review of the quantitative, qualitative, mixed methods, and secondary literature to gauge the type and depth of information. It also identified the themes prominent in managerial practices and psychological analysis of Millennial employees, and highlighted gaps in the literature.

Inclusion Criteria

In selecting relevant literature, the following criteria were applied. The articles must:

- Be published in English, peer-reviewed journals, between 2015 and 2017.
- Be of an applied nature, with managing Millennials or analysing relevant psychological aspects relevant managing Millennials as the primary subject of interest.
- Refer to management practices within the context of motivation and retention.

Exclusion Criteria

The aim of the review was to focus on the aspects that impact the motivation and retention of Millennial employees, specifically the attributes and characteristics that have a direct impact on the career-decision making process of this generation. Therefore, articles not pertaining to business, management or psychology were excluded.

2.4. Literature Search and Selection Procedure

The information included in this review derives from keyword-based searches on Google Scholar, ProQuest and Murdoch University’s ‘Find it’. Multiple combinations of the following terms were used: managing Millennials, retaining (retention), attracting, motivating (motivation), attributes, and workplace. As demonstrated in Figure 2.1 on the following page, these combinations yielded more than 17,000 articles. To strengthen relevance exclusion criteria was applied and the date of publication was refined to 2016 and onwards, reducing the results to 1035. A further 51 articles were excluded after narrowing the criteria to include only articles focused on management, business or psychology. This left 984 articles. After screening the title and abstract of these articles, a further 895 articles were excluded on the basis that they were not relevant to the research topic. The remaining 89 articles were read in full and 43 were excluded based on relevancy. This left 41 articles, in addition to 3 other articles that fall outside the “published between 2015 to 2017” criteria but were referred to often by researchers. In total, 44 articles were included in the literature review.
### 2.4. Coding

The articles screened in the process demonstrated in Figure 1 were entered into a summary table, which allowed for the filtering of data into various headings: research design, size, journal subject area; theme; and summary of findings. Articles were further categorised by research method and journal subjects. This allowed the various research and practice perspectives to be identified, compared and analysed.
2.5. Literature Review Results

2.5.1. Methods Used by Researchers

Studies included in the review used a variety of methods to approach their research, (noted in Table 2.1). Methods ranged from qualitative and quantitative to secondary research. Majority of the included articles used quantitative data to support their findings followed by secondary. This suggests that there has been little qualitative investigation into this issue.

<table>
<thead>
<tr>
<th>Subjects</th>
<th>Research Methods</th>
<th>Quantitative</th>
<th>Qualitative</th>
<th>Secondary</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Management</td>
<td></td>
<td>10</td>
<td>1</td>
<td>11</td>
<td>22</td>
</tr>
<tr>
<td>Management - HR</td>
<td></td>
<td>6</td>
<td>2</td>
<td>4</td>
<td>12</td>
</tr>
<tr>
<td>Psychology</td>
<td></td>
<td>4</td>
<td>1</td>
<td>3</td>
<td>8</td>
</tr>
<tr>
<td>Social sciences</td>
<td></td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>21</td>
<td>5</td>
<td>19</td>
<td>44</td>
</tr>
</tbody>
</table>

2.5.2. Journal Subjects

The material in this review spread across multiple subjects (noted in Table 2.1). The areas in which articles emanated from included: management as a general subject, management with a focus on Human Resources (‘HR’), psychology, and social sciences. Each subject approached the subject of Millennials in the workplace from a distinct perspective, which influenced arguments and findings. Psychology and social sciences approached the topic to define the distinct characteristics, the reasons behind these differences, and whether these were attributable to generational or age differences (see, e.g. Zabel et al. 2016 and Raymer et al. 2017). While management journals considered these aspects as well, each approached the issue with a distinct focus. For example, Bencki et al. (2016) and Naim and Lenkla (2016) focused on the affect Millennials have on knowledge transfer and sharing. Whereas, Ferri-Reed (2014) studied the leadership styles of current managers, and the limited effect current practices had on Millennials, suggesting a tailored approach to this generation.

2.5.3. Themes

Common themes emerged from the literature review. Table 2.2 outlines the commonalities identified in the research articles, further categorised into inter-related themes: attributes and characteristics; motivation; basis for differences; and management practices. Three of the four themes reflect the research questions set for this review, suggesting that these questions have been popular points of interest across the body of knowledge. During the coding stage of the
literature review articles were listed in a summary table in alphabetical order by author and assigned a number. These numbers have been used to demonstrate the appearance of each theme and variable in the articles reviewed. From this the occurrence and coverage of themes and variables can be shown as a percentage, indicating the scope of knowledge and research in current literature.

Table 2.2: Similarities and Overlaps in the Articles

<table>
<thead>
<tr>
<th>Theme</th>
<th>Variables</th>
<th>Discussed in paper(s)</th>
<th>Percentage of articles</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attributes and Characteristics</td>
<td>Emphasis on negative</td>
<td>1, 2, 4, 7, 8, 9, 10, 13, 16, 18, 20, 21, 22, 23, 27, 28, 35, 38, 40, 41, 42, 44</td>
<td>50%</td>
</tr>
<tr>
<td></td>
<td>Emphasis on positive</td>
<td>6, 13, 15, 24, 26, 30, 31, 33, 34, 40, 42</td>
<td>25%</td>
</tr>
<tr>
<td>Motivation</td>
<td>Intrinsic</td>
<td>3, 4, 6, 7, 13, 14, 15, 17, 21, 24, 25, 26, 30, 36, 42</td>
<td>34%</td>
</tr>
<tr>
<td></td>
<td>Extrinsic</td>
<td>1, 6, 9, 17, 19, 20, 21, 24, 27, 29, 32, 37, 38, 40</td>
<td>31%</td>
</tr>
<tr>
<td>Basis for differences</td>
<td>Due to generation</td>
<td>1, 4, 6, 10, 12, 15, 16, 18, 19, 22, 41</td>
<td>25%</td>
</tr>
<tr>
<td></td>
<td>Due to age differences</td>
<td>6, 9, 17, 26, 31, 35, 43</td>
<td>15%</td>
</tr>
<tr>
<td>Management practices</td>
<td>Management style</td>
<td>1, 2, 4, 5, 7, 8, 9, 11, 12, 15, 16, 17, 21, 22, 23, 24, 26, 28, 29, 31, 32, 33, 37, 39, 40, 42, 43, 44</td>
<td>63%</td>
</tr>
<tr>
<td></td>
<td>Culture</td>
<td>11, 12, 14, 17, 21, 24, 26, 33, 34, 36</td>
<td>22%</td>
</tr>
</tbody>
</table>

Most articles emphasised the negative attributes of Millennials. These negative attributes often drive the stereotypes, while positive attributes are focused upon less, such as high optimism, a strong desire for new opportunities and challenging work (Hammer 2015). The prevalent negative attributes suggest a significant problem for older managers when it comes integrating young employees into the organisation. While there was a similar number of references to both intrinsic and extrinsic motivators, most researchers found that Millennials are motivated primarily by intrinsic factors. Such as accomplishment, management approval, and self-actualisation, then extrinsic factors such as pay (e.g. McGinnis Johnson and Ng 2016; Ng et al. 2010; Nolan 2015; and Florina 2017). The primary focus on management style included multiple researchers confirming the differences and difficulties associated with Millennials. Many researchers within this theme also advised management to alter practices to better reflect the needs of the new workforce (e.g. McManus 2015; Fishman 2016; Sheth 2015; and Sylvester 2015). In addition to identifying Millennial attributes and key motivators, several articles delved further into the issues and discussed whether the differences noted were attributable to generational differences or merely differences arising from age.
2.6. Attributes and Characteristics of Millennials

The following theme addresses the first research question:

a) What values, beliefs and attributes do Millennials hold, and how do these attributes impact this generation’s professional motivation and retention, as perceived by academics and managers?

2.6.1. Common Negative Characteristics Prevalent in Literature

Almost all the literature included an analysis or summary of the common attributes and characteristics associated with Millennials. Studies found that attributes and characteristics are heavily influenced by external societal factors during a generation’s development (Kelly et al. 2016). Millennials were socialised under positive psychology and a technological savvy innovative culture, which contrast greatly with what they encounter at work often leading to culture shock. The negative perceptions of work stemming from this culture shock are often cited as the reason Millennials leave their job (Green and Grace 2015). From the perspectives of the managers, researchers note the infamous characteristics of Millennials, such as the need for instant information, that they are narcissistic, have high self-esteem, anxiety, and assertiveness. Each is believed to arise from the specific factors present in the development of this generation (Giambatista et al. 2017).

A study by Weber (2017) found that Millennials place importance on rapid advancement and development of new skills. This is believed to be due to Millennials’ strong technical skills and general rejection of formal authority and rules. These characteristics are noted by several researchers such as Martin and Otteman (2016) and Ferri-Reed (2014). Lyons et al. (2015) found that despite environmental changes, the diversity of career patterns has not undergone a significant shift from generation to generation. However, the study did find younger generations to be more mobile, choosing more downward and lateral job and occupation changes. Lyons et al. (2015) noted that common Millennial career behaviours suggest a continued desire for traditional upward mobility, but at a faster pace than previous generations. Staying with job retention, Lu and Gursoy (2016) also found that Millennials hold low work centrality and loyalty towards organisations. While focusing on job burnouts across generations, the study found that when Millennials suffer from burnouts they are less likely to view it as a symptom of the job, and instead blame the job itself and organisation. This emotional burnout, blame on the organisation, and high willingness to leave contributes to the high turnover rates.
Weber (2017) confirmed the common traits viewed negatively by preceding generations, such as the desire for large responsibilities and jobs early in their careers, frequent feedback from management, and constant information unfettered by the chain of command. However, Weber also noted that Millennials justify these traits because they believe that innovation thrives on unfettered information, nurtured education, and inclusive decision-making. This corresponds with Calk and Patrick’s (2017) study, that found that Millennials are motivated by self-actualisation through challenging, innovative and meaningful work, indicating a link between these characteristics, and Millennials’ motivation to contribute meaningful work to their organisation, further discussed below. Other determinants in Millennial’s motivation include the value they place on positive reinforcement, diversity, autonomy, teamwork, personal productivity, self-management, and social consciousness (Calk and Patrick 2017). These perceived generational differences have led to conflicts in the workplace. Most issues between Millennials and managers arise due to a perceived lack of discipline, focus, respect and commitment (Maxfield 2015). Millennials believe older generations contribute to the problem due to their unwillingness to change, resistant dogmatic thinking, defensiveness, and lack of creativity. Maxfield (2015) concluded that conflicts are less likely to arise from differences and more from the tendency to attribute behaviour to stereotypes.

2.6.2. Positive Characteristics Overshadowed by the Negative Stereotype

While the majority of researchers focused on negative attributes and the complications these incur, some authors noted the positive attributes. These include this generation’s diversity, high social engagement and high work ethic (e.g. Kelly et al. 2016; Smith and Nicolas 2015). While managers and older colleagues view Millennials as pampered, risk adverse and dependent, McManus (2015) maintains that Millennials also possess many positive characteristics that can prove beneficial to organisations: they seek inclusive decision making, personal involvement, connections with colleagues and supervisors, and work flexibly. Furthermore, Sylvester (2015) agrees with the common finding that Millennials grew up with significant positive affirmation but sees this as an opportunity for management to motivate this generation since they respond well to regular rewards, recognition and feedback. Similarly, instead of viewing traits of Millennials as predominantly negative, Sheth (2016) suggest that organisations should allocate more weight to the fact that Millennials want to have fun at work, learn continuously, contribute and live a meaningful life. These findings provide methods to motivate young employees other than raises and promotions, a contentious issue for managers.
2.7. Motivation Factors

2.7.1. Intrinsic

Most articles considered motivational issues, as this has presented the most significant problem for managers. There are significant contrasting views present between the articles that discussed motivation. While a few authors maintained that Millennials seek pay rises quickly (Martin and Otteman 2016; Ertas 2015), many articles discovered that Millennials were less focused on monetary incentives than prior generations (McGinnis, Johnson and Ng 2016; Ng et al. 2010; Nolan 2015). Instead, Millennials place immense importance on opportunities to learn and develop their skills (Naim and Lenkla 2016; Martin and Otteman 2016). The common finding that Millennials are self-centred materialises in their focus on individual goals and personal success (Florina et al. 2017). Millennials are also intrinsically motivated by interesting and fun work. Tews et al. (2015) found that fun responsibilities were a dominant motivating factor followed by career opportunities, praise and rewards. This contrasts with Ng et al. (2010) who found that Millennials rate opportunities for advancement as most important.

2.7.2. Extrinsic

One of the managerial issues arising from Millennials in the workplace are the high expectations this generation places on management. Instead of accepting the status quo, Millennials have been found to seek transparency in the organisation, open communication, and involvement in important decisions and changes. Importantly, they desire continuous feedback on performance (Florina et al. 2017). One of the top ten reasons Millennials leave a company is due to their supervisors. This indicates that management practices are crucial to retaining this generation and represents an important extrinsic motivator or de-motivator should management practices fail to reflect this generation’s needs (Seheult 2016). Millennials were found to seek the following from managers: flexible work hours and vacation schedules, straightforward management procedures, professional training, and promotion opportunities. They are also happy to work faster, easier and more efficiently, as it gives them more time for private activities during working hours (Watroba 2017).

2.7.3. Issues Arising from Conflict Between Motivational Practices

Unfortunately, many organisations are unwilling to invest resources in the development of Millennials as they believe their investment is likely to leave the company (Raymer et al. 2017). Ironically, Millennials are choosing to leave organisations because management is overlooking them for opportunities to develop skills and gain experience, and instead awarding many opportunities to older employees (Raymer et al. 2017; Meola 2016). It must be noted
however, that Millennials have been found to seek career advancement opportunities within unrealistic timeframes. This was a very common conclusion by multiple researchers including, Ng et al. (2010), Smith and Nichols (2015), and Winter and Jackson (2016).

Ng et al. (2010) found that Millennials were realistic about their first job and salary, but sought rapid advancement and development of new skills, while also maintaining a meaningful and satisfying life outside of work. A smaller number of researchers found the opposite. Catano (2016) for example, found that they held realistic expectations about career and pay advancement. Neither of the researchers defined what they meant by ‘realistic expectations’. It is important to note that Cantano’s participants numbered close to 100, while Ng et al. (2010) surveyed over 20,000 which strengthens the latter’s conclusion. Despite contrasting views, the literature did agree on one extrinsic motivator important to Millennials: praise. Studies surveying thousands of Millennials found that recognition, positive feedback and quality relationships with managers are important motivational drivers (Pînzaru et al. 2016; Hall 2016; Kultalahit and Viitala 2016).

2.8. Basis for Differences

2.8.1. Differences arise due to Generation Characteristics and Attributes

Most authors argue that the distinct differences between Millennials and managers are attributable to generational differences. These differences are held to impact communication styles, technology needs, professional development preferences, workplace expectations, compensation and benefits needs, desired leadership styles, and effectiveness of reward and recognition systems (Kapoor and Solomon 2011). Many of these authors were also those who emphasised negative attributes in their research and discussion (e.g. Canaan Messarra et al. 2016; Giambatista et al. 2017; Lyons et al. 2014). Giambatista et al. (2017) maintained that generational differences are attributable to distinct characteristics of each generation. In comparing managers and Millennials in the current workforce, the paper found Millennials to have higher self-esteem, narcissism, anxiety, depression, and assertiveness.

Kelly et al. (2016) studied the differences in generations and found that the social-economic environment during the development of each generation significantly influenced the characteristics of each generation. Lyons et al. (2015) also found that successive workers have experienced economic and social changes which altered their perception of the traditional psychological contract at work. In this case, Millennials contract values multitasking, tenacity, entrepreneurialism, tolerance and goal orientation. They view work as a means to an end and
as something that should be fulfilling (Kelly et al. 2016). The literature tends to compare generations in their current position, as opposed to comparing Millennials with Baby Boomers when the older generation was young and inexperienced. This form of comparison has led to managers treating Millennials similar to previous generations, despite older generations holding considerably more knowledge and experience (Naim and Lenkla 2016).

2.8.2. Differences Arise due to Age and Experience

Stark and Farner (2015) were one of the few that agreed with Twenge (2010), a major researcher and author in this area, that competing differences between generations in literature is predominantly caused due to the differences in age, life experience, and career stages rather than generational differences. For example, the higher need for continuous feedback and rapid promotion is attributable to a lack of experience and knowledge common during the early stages of a career (Stark and Farner 2015). Furthermore, Ertas (2015) and Zabel et al. (2016) considered the contrasting views in literature and argue that supportive data is limited, as it was collected within the last few years, so the extent of differences may arise simply due to age as opposed to generational differences.

Kuron et al. (2015) noted that there is limited empirical data as most studies included participants in their late teens or early twenties, often tertiary students who had little to no experience in full-time, meaningful employment. Consequently, the demographics of the common sample limit accurate comparisons between Baby Boomers and Gen Xers due to the brief period Millennials have been active in the workforce (Lyons et al. 2014; McGinnis John and Ng 2016). Florina et al. (2017) came to the same conclusion, noting that differences may be attributable to lack of experience due to age. To adequately study generational traits researchers required longitudinal studies that would allow researchers to separate the age variable from the generational variable. It is likely that many of these differences would lessen as Millennials aged and gained further practical knowledge, experience and expectations.

2.9. Management Style

Similar to other authors, Ferri-Reed (2014) found that managers face difficulty in creating practices responsive to Millennials’ attitudes. Through surveys conducted with senior managers, she also found that despite differences in age and experiences, managers tend to hold Millennials to the same standards as older employees. Martin and Otteman (2016) further note that Millennials reject rigid policies, challenge workplace norms, further fueling management frustrations. In response to these managerial issues, Kultalahti and Viitala (2016)
suggest that management practices are most effective where they offer flexible time structures, systematic and individual development procedures, and a coaching form of leadership. Given that praise, support and development are critical motivators to Millennials, Kelly et al. (2016) maintain that successful managers must cultivate personal investment in young employees. Anderson et al. (2016) note that while Millenials seek frequent feedback, it is crucial that managers be assertive enough to ensure the employee understands concerns but be mindful to the fact that Millennials can have difficulty in accepting negative feedback; a common finding across literature. Overall, Millennials seek managers and mentors that communicate, participate, demonstrate and validate. This generation wants leadership not management (Seheult 2016), and respond well to leaders who are team oriented, inspire involvement, and attribute value to participants (Seheult 2016).

2.10. Organisational Culture

Organisational culture appears to be a significant deal breaker when it comes to retaining Millennials. Literature found that management practices are better at attracting and retaining this generation when they offer an innovative and flexible culture and management system (Green and Grace 2015). This includes promoting a company strategy that values employees and customers equally, balances innovation and operational excellence by fostering the development of equally valued subcultures, encourages and trains managers at all levels to work with individuals in appropriate ways. This generally includes tailored mentoring and coaching activities, strategic networks, collaborative communities where professional peers learn from each other while serving the organisation’s purpose (Green and Grace 2015).

2.11. Chapter Conclusion

Studies into the early development of Millennials found that this generation was socialised under positive psychology and a technologically savvy, innovative culture. Consequently, Millennials enter the workforce with expectations that contrast with reality. This ‘culture shock’ leads to negative perceptions of work, which in many cases leads to young employees leaving positions. The development of this generation is also believed to be the cause of the common stereotypes associated with Millennials. For example, the need for instant information and development, narcissism, high self-esteem and anxiety, low employer loyalty. However, these findings contrast greatly across the literature. The conflicting arguments most likely draw from the limited research available.
Weber (2017) notes that most literature has focused on attributes they perceive Millennials to have but has not gone into further analysis of the reasons and basis of these attributes. Very few researchers considered external factors impacting Millennials motivation and career pathway decisions that fall outside the organisation. The study by Stark and Farner (2015) is one of the few that considers external factors, noting that new global distribution of jobs and 2008 global recession weighed heavily on Millennials career decisions, such as switching positions and organisations. To address this gap, Millennial employees participating in this research were asked directly whether factors external to the organisation have impacted their motivation and career-pathway decision-making. Other gaps found in this review include the lack of research conducted with Millennial individuals without tertiary education. Consequently, most empirical studies failed to include a substantial proportion of this generation. There has also been little research into this area from an Australian perspective. It is expected that Millennial attributes and the impact of motivation would differ in Australia due differences in culture and extrinsic events that shape the development of a generation. To increase managerial knowledge on this issue, this project included participants with tertiary and non-tertiary education backgrounds active in the Australia workforce. To determine differences and similarities between the two groups, the data collected is compared and synthesised. This analysis identified general motivators applicable across the Millennial generation, and motivators relevant to each group.

As noted by Ertas (2015) and Zabel et al. (2016), the supportive data has only been completed recently which limits its application, particularly in accurately comparing generations at similar ages. Florina et al. (2017) maintain that to adequately study the generational traits of Millennials researchers require longitudinal studies that allow the age variable to be separated from the generation variable. Such research is not yet available, since many Millennials are still young and inexperienced, limiting any comparison with generations. Data is also limited due to the common sample demographics in the research data. Kuron et al. (2015) found that most studies included participants in late teens early twenties, often tertiary students, who had not yet gained full-time, meaningful employment. These chosen samples would have occurred due to the unavoidable age bracket of this generation.
CHAPTER THREE - METHODOLOGY

3.1 Introduction

The review of the relevant literature in Chapter Two identified attributes and characteristics of Millennials, motivational factors, and management practices as principal themes. The review also identified gaps that support further research to better understand the motivational problems associated with Millennials in the workplace. Chapter Three focuses on the research methodology and design for the study. Within this chapter, the paradigm and the approach of the study are justified, followed by an outline and discussion of the of the research design utilised.

3.2. Research paradigms, Assumptions and Approach

At each stage of the research process, the researcher will make several types of assumptions. This project is no exception. Such assumptions include human knowledge, the realities the researcher encounters, and the extent and ways the researcher’s values influence the process (Saunders et al. 2016, 124). As with all research projects, these assumptions have shaped the basis of the research questions, the methodology chosen, and the interpretation of the findings. This study explores and explains the perceptions, attributes, and factors influencing Millennial motivation. It also identifies dominant themes and the interrelatedness of each theme. Therefore, the researcher’s assumptions paired with the research objective requires an interpretative approach.

Ontological assumptions influenced the way the researcher views and studies organisations, management, individuals, and importantly in this case, generations in the workplace. The ontology is expected to reveal multiple meanings and interpretations of the issue, further supporting an interpretivism application (Saunders et al. 2016, 129). Most researchers have focused on the difficulties caused by Millennials, particularly regarding motivation, as highly damaging to organisations. Consequently, they focused on the negative attributes instead of the positives Millennials bring to the workplace, and ways in which management can alter its practices to get the best from this generation. This researcher’s ontological assumptions differ and instead focus on these different Millennial attributes as a means to design appropriate motivational tools and practices, which will ultimately improve performance and lessen generational difficulties presently impacting organisations.
This is further present in the epistemology, particularly the focus on narratives and perceptions that will be drawn from the qualitative interviews, and the new understanding the project contributes to the field of knowledge. This approach allowed the research to account for differences in individual context and experiences and provide a lesser known understanding of the topic (Saunders et al. 2016, 127). In turn, the approach provides a rich and complex view of Millennials in the workplace and their motivational needs.

The purpose of this study is to explore Millennial attributes and perceptions and the impact these have on motivation and retention in the workplace. Qualitative interviews were chosen as the appropriate method as they allow for the collection of a great deal of in-depth information and subsequently, are able to identify the recursive relationship between themes (Ticehurst and Veal 1999, 20). An interpretive approach is often adopted to support qualitative methods, as this paradigm is pursued as an attempt to make sense of the world around us. The interpretive approach allows the researcher to remain open to new knowledge and lets it develop during the data collection process (Hudson and Ozanne 1998). The goals of the interpretive approach are to understand reality from the participants perspectives and context, how these positions and themes are interconnected, and finally, to see patterns and draw conclusions from context which are applicable to others (Saunders et al. 2016, 136).

The interpretive paradigm operates on the following epistemological assumptions: multiple truths of realities exist; and reality is socially constructed, formed and shaped by life experiences. Thus, these require interpretation on co-constructed realities between the researcher and participants (Saunders et al. 2016, 136). Interpretive research is useful for exploring hidden reasons behind complex or multifaceted social problems. It also uncovers relevant research questions and issues for further research (Creswell et al. 2006, 2). Interpretive research employs a theoretical sampling strategy in which respondents are selected based on whether they fit the phenomenon being studied or possess certain characteristics that make them uniquely suited to the study. Therefore, small and convenient samples are appropriate in interpretative research so long as they fall within the mentioned categories (Malterud 2001, 484-486).

3.3. Planning the Investigation Process

In this section the dominant means of research are discussed to determine popular research methods. By identifying and applying methods underutilised in current literature, this researcher aims to provide an alternative perspective to the topic. Most of the literature
reviewed used quantitative research methods, primarily Likert survey (e.g. Lyons et al. 2015; and Ertas 2015). Surveys provide a numeric description of trends, or the opinion of a portion of the population. From this the researcher generalises or draws inferences to the population (Creswell 2014, 155). In this case, researchers examine the trends and opinions of Millennials to provide a broad generalisation of the generation with a large sample size. As an explanatory research tool, surveys require questions to be defined precisely prior to data collection. Consequently, surveys are unsuitable in exploratory research, such as this investigation.

Some studies used a mixed method tool, which comprised of a quantitative survey followed by qualitative open questions (e.g. Raymer et al. 2017). The purpose of an explanatory design is to use the qualitative strand to explain the initial quantitative results (Creswell and Clark 2011, 82). However, this method often results in priming, in which an attitude is created or influenced by a preceding question. Studies found that participants who answered both survey and open questions did not provide answers to open questions in the same depth as those who only complete qualitative stage of the tool (Vitale et al. 2008, 501). Despite this, mixed methods have been found to provide a more comprehensive account, through corroboration and elaboration.

Only 6 of the 44 articles reviewed used a purely qualitative research design. Kultalahti and Viitala (2016) used a method of empathy-based stories to examine how a phenomenon is experienced in a particular group and is often used when conducting exploratory research. It explored the basis of the motivators, drawing on previous answers and themes. Winter and Jackson (2016) used interviews to capture the vocabulary, stories and anecdotes used by participants. This allows ‘grey information’ to be captured, as opposed to the ‘black and white’ answers collected in surveys. Winter and Jackson also used a laddering technique to expose higher order performance motivations, which provides an effective method of exploring values, attitudes and beliefs in an organisational setting with relatively small samples. The researcher agrees that qualitative interviews produce some insight into Millennials’ motivators through face-to-face interactions. This method also helps collect contextual information such as participants’ values, attitudes, and attributes which will assist in producing a rich picture to better understand their motivations. Whereas, quantitative methods would only scratch the surface of information required to answer the research questions.
3.4. Research Design

3.4.1. Research method

The research method consisted entirely of individual semi-structured interviews. This research tool was chosen as semi-structured interviews allow for flexible and responsive questions, which in turn induce contextually in-depth responses to broad or specific enquiries (Saunders et al. 2016, 391). In these interviews, participants were asked about their employment history, to learn how many jobs they had, and why they left. As high turnover is a key problem for companies, knowing the frequency and reasons behind the career decisions is vital. To ascertain professional characteristics, participants were asked to describe themselves as a worker, and state what attributes they believe they bring to their employer. These answers may highlight the reasons behind why millennials believe they deserve certain intrinsic and extrinsic rewards.

3.4.2. Sampling and Data Collection

The sampling method was both purposeful and convenient. Purposeful sampling in qualitative research allows researchers to intentionally select participants who are the fundamental concept explored in the study. A common strategy is maximal variation sampling, in which diverse individuals are chosen who are expected to hold different perspectives on the central topic (Creswell and Clark 2014, 174). The participants of this research are chosen purposefully under the requirement that they fall within the Millennial age bracket (born between 1980 and 1994), and they vary in education and industry to ensure broader perspectives and maximum variation.

In deciding the sample size, due consideration was given to the exploratory nature of the research. The purpose of this investigation was to explore the range of opinions and different perspectives on Millennial motivation, and so the sample size was chosen to produce rich information and saturation to ensure all themes and categories were accounted (O’Reilly and Parker 2012). While qualitative studies examined in the literature review used sample sizes ranging from 80 (Winter and Jackson 2016) participants to 250 (Kultalahti and Viitala 2016), these researches utilised different data collection methods such as empathy-based stories, interviews, and open-question surveys. Due to the semi-structured interview method chosen and the limited resources available to the researcher as an Honours student, it was decided that the sampling would be convenient and include participants readily accessible to the researcher. The target of 15 was chosen as it provides enough feasibility and richness of data that allows the topic to be investigated in appropriate depth. During the data collection phase of the project,
information from the interviews were entered into NVivo. This allowed the depth of
information to be tracked. By the conclusion of the data collection enough information had
been collected from the 12 participants to ensure saturation of the research topic.

Each participant was contacted via email or in person. Preliminary questions, listed below,
were used to elicit participants’ opinions and experiences (see Appendix 1 for further reasoning
behind the preliminary questions), and were later modified during conversation to increase
depth, understanding and context of the discussion. The application of semi-structured
interviews allowed for flexible and responsive questions, which in turn induce contextually in-
depth responses to broad or specific enquires (Saunders et al. 2016, 391).

3.4.3 Interviewee Demographics and Background

During the interviews, Millennial employees presented their perspectives on organisational
motivation and outlined the professional attributes they believe they bring to their workplace.
The demographic profile of the interview respondents, total employment positions, and current
position or industry is shown in Table 3.1.

<table>
<thead>
<tr>
<th>Participant</th>
<th>Tertiary</th>
<th>Non-Tertiary</th>
<th>Female</th>
<th>Male</th>
<th>Age</th>
<th>Employment Positions</th>
<th>Employment position/industry</th>
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<tr>
<td>2</td>
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<tr>
<td>3</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
<td>26</td>
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<td>x</td>
<td></td>
<td></td>
<td></td>
<td>23</td>
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<td>Photographer – owner</td>
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<td>5</td>
<td>x</td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td>26</td>
<td>3</td>
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<td>7</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
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<td>8</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
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<td>x</td>
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<td></td>
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</tr>
<tr>
<td>11</td>
<td>x</td>
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<td></td>
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<td>33.4</td>
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</table>
The average length of the interviews was 20 minutes, ranging from 15 minutes to 30. Overall, tertiary educated participants gave more detailed answers to the questions than non-tertiary participants. Participants vary across multiple industries and in qualifications to ensure maximal variation which allows diverse individuals to be chosen to acquire multiple perspectives on the central topic (Creswell and Clark 2014, 174). The majority of participants were tertiary educated, and the remainder held a mix of VET and secondary qualifications. This non-tertiary educated minority offers a unique insight into this topic, as the predominant research in this area has focused solely on tertiary educated Millennials, as discussed in Chapter 2.

While an even distribution of education background was sought, ultimately the response rate determined the participants’ traits. The majority (66.6%) participants were female. Participants were aged between 22 and 30, with an average of 24. As this study focuses on the interlinked aspects of professional motivation and retention, employment history data was collected to ascertain the number of positions held by participants and the average thereof. The lowest number of employment positions was 2, while the highest was 12. This presents an average of 4.66 or 5 positions for this sample. Given the small sample size, this number is only indicative and cannot provide an accurate depiction of Millennial employment history.

3.4.4. Preliminary Interviews Questions for Data Collection:

1. How many employment positions have you had; did motivation impact your decision to leave or accept a position?
2. What qualities do you believe you bring to your workplace?
3. What motivates you at work?
4. How do you define success in your work; does this have an impact on your motivation?
5. What do you expect to receive from the organisation(s) you work for in exchange for your service; what motivation have you received from your organisation?
6. Have elements external to the organisation impacted your decision to stay or leave an organisation or position?
3.4.5. Secondary Data Sources and Accessibility Issues

To answer the first research question, “what values, beliefs and attributes do Millennials hold, and how do these attributes impact this generation’s professional motivation and retention, as perceived by academics and managers?” the project included both primary and secondary data. The time frame and scope of the project does not allow adequate primary research of Millennials’ characteristics, without taking necessary coverage from the primary research covering the motivators of this generation. For that reason, this project used primary data to identify Millennials’ professional attributes (how they define themselves as a worker) and supplement research covering the broader attributes with secondary data.

3.4.6. Measurement

The interviews were used to expand on the first two themes identified in the literature review: characteristics and attributes of Millennials, and motivation. The second interview question, “what qualities do you believe you bring to your workplace?” was used to expand on the attributes and characterises identified in the literature but refine it to professional attributes only. The remaining questions reflect the second theme, motivation. To limit the disadvantages of using secondary data, the sources were assessed on overall suitability to the research question, including reliability and validity, authority and objectivity (Saunders et al. 2016, 77). To compare themes in the literature review and primary data, the data collected from the interviews were analysed with reference to codes identified in the literature review; axial coding is used to explore and explain the theory and findings in the literature review.

3.4.7. Coding and Data Analysis

Although some researchers maintain that coding and analysis are not synonymous, coding is widely considered a crucial aspect of analysis (Basit 2003, 145). As an exploratory problem-solving technique without specific formulas to follow, coding allows the investigator to draw ideas from data and vice-versa (Richards and Morse 2007, 137). In qualitative studies, codes are often a word or short phrase that assigns a summative or essence-capturing meaning to a portion of language-based data (Miles and Huberman 1994, 56). This study employed template analysis, in which a sufficient part of data collected during the literature review was used to create an initial coding template, as suggested by Saunders et al. (2016, 587-588).
Subsequently, transcripts of interviews and accompanying written notes were coded using this pre-set coding and open coding (mixed coding) to identify attitudes, values, beliefs, ideas, and behaviours (see Table 3.2: Coding Template). Essentially, coding as an instrument identified the cognitive aspects or meanings, emotional aspects or feelings, and hierarchical aspects or inequalities (Lofland et al. 2006, 144-167). Codes present in the interviews were then submitted into NVivo, the data analysis software. This provided an accurate means to conduct pattern or Axial coding, in which similarity, differences, frequency, sequence, and causation could be examined and analysed (Saunders et al. 2016, 599). With the use of mix coding, additional motivational codes manifested in the primary data collected from the interviews with participants. ‘Preset codes’ refer to codes drawn from the prominent themes in the literature, while ‘open codes’ refer to themes arising during the interviews with participants.

**Table 3.2: Coding Template**
(Adapted from Saldana 2009, 12)

<table>
<thead>
<tr>
<th>Codes</th>
<th>Sub-category</th>
<th>Category</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Pre-set</strong></td>
<td>Need for instant information; narcissistic; high self-esteem, anxious; assertive; seek rapid advancement; general rejection authority; very mobile; low loyalty for employer</td>
<td>Emphasis on Negative</td>
</tr>
<tr>
<td><strong>Open</strong></td>
<td>No additional codes arose from the data</td>
<td></td>
</tr>
<tr>
<td><strong>Pre-set</strong></td>
<td>Optimistic; desire new opportunities; social engagement; high work ethic; flexible</td>
<td>Emphasis on Positive</td>
</tr>
<tr>
<td><strong>Open</strong></td>
<td>Punctual; reliable, positive influence; problem solver; leadership</td>
<td></td>
</tr>
<tr>
<td><strong>Pre-set</strong></td>
<td>Accomplishment; growth in skills and experience; pleasure in work; new opportunities to excel; inclusivity with colleagues and managers; meaningful/interesting work; self-management; goals and personal success;</td>
<td>Intrinsic</td>
</tr>
<tr>
<td><strong>Open</strong></td>
<td>Independence; pride;</td>
<td></td>
</tr>
<tr>
<td><strong>Pre-set</strong></td>
<td>advancement; monetary incentive; bonus; feedback; managerial support; time off; recognition; working conditions; respect</td>
<td>Extrinsic</td>
</tr>
<tr>
<td><strong>Open</strong></td>
<td>Fulfil management expectations; avoid punitive actions from superiors; pay reflective of skills and experience; appreciation; autonomy or freedom; work flexibly</td>
<td></td>
</tr>
<tr>
<td>Codes</td>
<td>Sub-category</td>
<td>Category</td>
</tr>
<tr>
<td>----------------------------------------------------------------------</td>
<td>-------------------------------</td>
<td>-----------------------------------</td>
</tr>
<tr>
<td>Pre-set Transparent/coaching form of management style; open comm.; involvement in important decisions; feedback; straight-forward management procedures; professional training; attribute value to employees; inspire involvement</td>
<td>Management Style</td>
<td>Management Practices</td>
</tr>
<tr>
<td>Open Approachable; understanding; personal management;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pre-set Working conditions; safety and security; policies; supervision; flexible work conditions; team oriented</td>
<td>Culture</td>
<td></td>
</tr>
<tr>
<td>Open Flexible working conditions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Open Life-style; cultural choices; location chosen based on these qualities</td>
<td>Social</td>
<td></td>
</tr>
<tr>
<td>Open Global recession; macro-economic growth; govt. investment in certain industries; economic growth in city area versus suburban/rural areas; specific economic markets e.g. employment opportunities in certain industries, or housing market</td>
<td>Economic</td>
<td>Factors external to the Organisation</td>
</tr>
</tbody>
</table>

3.5. Ethical Considerations

The first ethical issue concerns participants’ consent and rights relevant to partaking in the research. To ensure informed and free consent, potential participants received an oral explanation of the research project and their rights. They were then given an information sheet should they indicate interest in participating in the research collection.

The second issue concerns the subject matter of the interviews: participants are asked to discuss the practices of their current manager(s). Participants may feel uncomfortable providing information that is critical of their employers’ actions, and their professional motivation expectations. To mitigate this issue, participants were informed and assured that their personal and employment details will not be shared. Only the demographic information was kept. Information that could potentially identify an employer was excluded. Providing confidentiality ensured that participants are more forthcoming and honest in their answers, further increasing the validity and integrity of the research project.

The third issue arises from the interview data collection and storage. As the interviews were recorded and stored for later use, participants were made confident that the information they provided is to be treated respectfully and managed appropriately. To ensure this, the data and information collected was stored on a secure computer, before being transferred to a USB device and stored securely at Murdoch University.
3.6. Examination of Validity

To achieve dependability of this the research project the following were described and discussed in detail: the specific purpose of the study; how and why the participants were selected; how the data was collected; how the data was reduced or transformed for analysis; the interpretation and presentation of the findings; the techniques used to determine the credibility of the data (Thomas and Magilvy 2011). The internal validity of this project will allow others to recognise the experiences contained within the study though the interpretation of participants experiences (Thomas and Magilvy 2011). This component of validity has less potential to cause errors in this research project. As this is exploratory research there is no intention to exclude any alternative causes or examples of Millennial motivation.

External validity was achieved by providing a dense description of the sample to be studied by providing demographics and geographic boundaries of the study (Thomas and Magilvy 2011). The transferability of this study appears to be high as motivational factors of Millennials are a concern for organisations across the globe. However, the generalisation is limited due to the qualitative method, the results are specific and may be incompatible with certain groups or the wider population. This however the results may provide a basis for further research to determine whether findings are reflective of the Australian Millennial generation.

3.7. Chapter Conclusion

In summary, this investigation followed an ontology that reveals multiple meanings and interpretations of this issue. This is further supported by the epistemology, in which the focus on narratives and perceptions during the interviews will increase current knowledge on the subject. The ontology and epistemology support the position that reality is multiple and relative, thus suited to an interpretive methodology. The goal of this methodology is to understand and interpret the meanings in human behaviour. To that end, qualitative interviews were chosen to provide a deeper understanding of the professional motivators of the Millennial generation. The method was chosen to provide an alternative, in-depth perspective, that is unavailable through quantitative methods such as surveys and to avoid priming participants which in turn strengthens the integrity of the work. In addition, interviews provided a personal interaction with the participants, accurately uncovering their values, attitudes, and attributes which form the basis of their motivators.
To gather appropriate data, the participants were purposefully chosen based on their age and education history. The sample was convenient due to the researcher’s limited resources. The sample size was chosen with consideration of limitations and the method; qualitative requires less participants but delivers substantial information. Over twenty potential participants were contacted and offered the chance to participate in the study. Nine participants were attained via this initial contact, and three additional participants were attained through the snowball technique. The interviews were collected over a nine-week period. Both tertiary and non-tertiary educated participants provided rich data, providing significant insight into Millennial motivation. Participants with tertiary qualifications were found to discuss their answers in more detail compared to participants without a tertiary background. Of course, no research project is immune to limitations. Consequently, steps have been created to maximise the construct, internal and external validity.
CHAPTER FOUR - DATA ANALYSIS AND FINDINGS

4.1. Introduction

The literature review provided insight into the current research behind Millennial motivation. This secondary research allowed common themes to be identified and offered focal areas for further exploratory study, which in turn determined the preliminary interview questions discussed in the previous chapter. This chapter provides an analysis of the data collected in the exploratory interviews. This chapter begins with an introduction, a summary of the key findings and application, followed by a detailed discussion of the themes and findings. The data below was organised, analysed and synthesized using NVivo software.

4.2. Summary of Major Themes and Key Findings

The review of relevant literature revealed three primary themes and subsequent pre-set codes. In this chapter, the ‘open codes’ stated in the tables refer to codes that arose during the interviews. The ‘preset codes’ are drawn from common themes in the literature. The primary data collected during the interview revealed additional codes, further providing insight into the motivators of the Millennial generation. Participants noted multiple motivators, management practices, and positive characteristics. No additional negative traits arose during the data collection phase. The theme referenced most by participants was extrinsic motivation (254 references), followed by intrinsic motivators (175), management style (104), positive characteristics (90), organisational culture (45), and negative characteristics (20).

Few participants discussed negative attributes and characteristics they may hold, though their words and actions demonstrated low loyalty towards their employers. Instead, when asked what qualities they brought to their workplace, participants listed traits that demonstrate the value they believe they bring to their organisations. While Millennials are perceived to be narcissistic by older generations, the responses do not indicate an excessive interest in or admiration of themselves. Common answers to this question included high work ethic, leadership qualities, positive influence and reliability.

Most participants are intrinsically motivated by accomplishment, goals and personal success, growth in skills and experiences, meaningful and interesting work, pride, and positive relationships at work. There were slight differences between participants’ intrinsic motivators, however, extrinsic motivators varied considerably. The common motivators included advancement, appreciation, autonomy, managerial support, monetary incentives, recognition
and new opportunities to excel. The following motivators varied between participants: avoid punitive actions from management, bonuses, fulfil management expectations, pay reflective of skill and experience, respect from managers, time off, and working conditions.

Few external factors impacted the participants’ career decision making. The predominate external factors considered were social, such as lifestyle aspects associated with location and environment. A few participants considered economic factors, such as the growth in different industries and consequently employment opportunities available. Participants also considered the difficulties associated with the Australian housing market, as they feel pressured to take positions that will support their goal of home ownership.

Management practices have a significant impact on motivation. Organisational culture was considered in regard to the effect it has on management practices and working conditions. For example, flexible work conditions and a team-oriented environment were both important motivators. Participants focused more on management style than culture, stating that the following has a significant impact on their motivation: feedback quality and quantity, professional and ongoing training, and communication channels with a preference on open.

Finally, minor differences arose between non-tertiary and tertiary educated participants. Both groups shared similar motivators, however, the importance placed on common motivators differed. Tertiary educated participants emphasised pay first, then accomplishment, relationships and autonomy. While non-tertiary emphasised pay, relationships, appreciation and then feedback. The groups also differed in average employment position held, with non-tertiary educated participants holding an average two more positions than other participants. Overall, both groups sought similar motivators from their organisations and managers. In addition to these motivators, non-tertiary educated sought motivators more specific to their position, such as high health and safety standards, sound equipment, and clear management structures. Details of findings are reported hereinafter.

4.3. Attributes and Characteristics of Australian Millennials

4.3.1. Negative Attributes

The literature review revealed some negative characteristics and attributes of Millennials; however, these negative attributes were referenced little during the interviews. This was not unexpected as the researcher anticipated that participants were unlikely to discuss negative attributes about themselves. See Table 4.1 on the next page for code frequency.
Table 4.1: Negative Characteristics and Attributes Code Frequency

<table>
<thead>
<tr>
<th>Code</th>
<th>Pre-set or open code</th>
<th>Presence in interviews</th>
<th>References</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>No./12</td>
<td>Percentage</td>
</tr>
<tr>
<td>Very mobile</td>
<td>Pre-set</td>
<td>11</td>
<td>91.6</td>
</tr>
<tr>
<td>Low loyalty for employers</td>
<td>Pre-set</td>
<td>10</td>
<td>83.3</td>
</tr>
<tr>
<td>Inexperienced</td>
<td>Pre-set</td>
<td>1</td>
<td>8.3</td>
</tr>
<tr>
<td>Seek rapid advancement</td>
<td>Pre-set</td>
<td>1</td>
<td>8.3</td>
</tr>
<tr>
<td>Assertive</td>
<td>Pre-set</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>General rejection of authority</td>
<td>Pre-set</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>High self-esteem and anxiety</td>
<td>Pre-set</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Unsure of themselves</td>
<td>Pre-set</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Need for constant information</td>
<td>Pre-set</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Narcissistic</td>
<td>Pre-set</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total reference to theme</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Only one participant noted that they were inexperienced and as a result sought understanding and patience from her superiors. Many participants (83%) demonstrated low loyalty towards their employers. Participant 2 considered her current employment to be merely a means to support herself and would eventually leave to pursue a career related to her interests. Participant 11 also held low loyalty to her employer and has intentions to leave her position as she feels unvalued by her employer, stating that she expects her employer to “put a lot more into [training]” and receive more responsibility and pay as a result. Most tertiary educated participants held little loyalty towards their earlier positions, as these were a means to an end and not relevant to their career aspirations. Finally, Participant 12 demonstrates low loyalty based on his considerable number of positions over a short period in the workforce. The participant has held 12 positions over a seven-year period and cited “better job offer[s]” as the dominant reason for leaving positions. In contrast, Participant 6 has demonstrated high loyalty towards his previous employer and continued loyalty to the business he bought off that employer. Participant 8 also demonstrates loyalty to a previous employer, remaining with them for nine years.

Eleven participants are considerably mobile. This is demonstrated in the high number of positions held by most participants (demonstrated in Table 3.1), and in the beliefs and expectations of the participants. Most participants have left multiple positions once they became dissatisfied with their current position. Several participants are optimistic about finding another job should they become dissatisfied with their current position, further supporting this inference. Participant 3 expressed his willingness to leave in a few years should
he believe that he has better chances of advancement at another firm; this participant is interested in new positions that will reflect his knowledge, skills and experience as he gains it. Seven participants held employment positions solely as a means of income and left, or have intentions to leave, as they find positions relevant to their career aspirations. For example, Participant 2 notes that taking a new position will also depend on her “experience and qualifications” which differ from her current employment position, but support her desired career.

4.3.2. Positive Attributes

Participants were asked ‘what qualities they believe they bring to the workplace’ to ascertain the value Millennials believe they bring to their employer. In answering this question, and at later points in the interview, participants made 90 references to the positive traits listed in Table 4.2.

<table>
<thead>
<tr>
<th>Code</th>
<th>Pre-set or Open Code</th>
<th>Presence in Interviews</th>
<th>References</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>No./12</td>
<td>Percentage</td>
</tr>
<tr>
<td>High work ethic</td>
<td>Pre-set</td>
<td>10</td>
<td>83.3</td>
</tr>
<tr>
<td>Driven and enthusiastic about work</td>
<td>Open</td>
<td>9</td>
<td>75</td>
</tr>
<tr>
<td>Takes initiative, diligent</td>
<td>Open</td>
<td>8</td>
<td>66.6</td>
</tr>
<tr>
<td>Reliable</td>
<td>Open</td>
<td>8</td>
<td>66.6</td>
</tr>
<tr>
<td>Leadership qualities</td>
<td>Open</td>
<td>8</td>
<td>66.6</td>
</tr>
<tr>
<td>Positive influence</td>
<td>Open</td>
<td>7</td>
<td>58.3</td>
</tr>
<tr>
<td>Desire new opportunities</td>
<td>Pre-set</td>
<td>5</td>
<td>41.6</td>
</tr>
<tr>
<td>Social engagement</td>
<td>Pre-set</td>
<td>4</td>
<td>33.3</td>
</tr>
<tr>
<td>Work when needed</td>
<td>Open</td>
<td>4</td>
<td>33.3</td>
</tr>
<tr>
<td>Punctual</td>
<td>Open</td>
<td>4</td>
<td>33.3</td>
</tr>
<tr>
<td>Problem solver</td>
<td>Open</td>
<td>4</td>
<td>33.3</td>
</tr>
<tr>
<td>Flexible</td>
<td>Pre-set</td>
<td>2</td>
<td>16.6</td>
</tr>
<tr>
<td>Organised</td>
<td>Pre-set</td>
<td>2</td>
<td>16.6</td>
</tr>
<tr>
<td>Optimistic</td>
<td>Pre-set</td>
<td>1</td>
<td>8.3</td>
</tr>
<tr>
<td>Total reference to theme</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Almost half of the themes identified materialised during the interviews. These newly emerged themes shed further light on how this generation perceives themselves and presents some insight into why Millennials believe they are entitled to promotions, other advancement opportunities, and higher pay. Beginning with the pre-set codes identified in key literature on the topic, almost all participants (83%) believe that they have a high or strong work ethic.
Participant 12 for example maintains that he is “dedicated to working” and stated that “when I can work, I’ll do it.” Multiple participants noted that they are diligent and take initiative (66%), are driven and enthusiastic about their work (75%), and willing to work when needed and do whatever it takes to complete tasks (33%). The remainder of the pre-set codes materialised to a lesser extent than the open codes, providing an alternative perspective common in the literature. For example, only a few participants mentioned that they are flexible, optimistic, and organised. The four participants that mentioned aspects of social engagement arose within the context of their desire to work with people with diverse backgrounds, to help others, and work for an organisation that gives back to the community. Almost half of the participants have an ardent desire for new opportunities to gain experience and knowledge, a positive attribute that benefits organisations. As for the newly emerged themes, qualities such as positive influence, reliability, and leadership skills were held by more than half of the participants and were mentioned multiple times throughout the interviews. Participant 1 does what she can to be a “…positive influence [and] energy on the team.” While Participant 9 ensures that she “…lead[s] by example” and has “…great leadership skills.” A third believed themselves to be problem solvers and punctual. The high number of references to positive qualities suggest that the participants believe they bring significant value to their employers. This position likely corresponds with the high desire for advancement, appreciation, recognition, praise and other extrinsic motivators Millennials expect in exchange for the work and value they bring to their organisation.

4.4. Motivation

In answering the second research question, “What are the intrinsic and extrinsic (including both within the organisation and external social or economic factors) motivators of Millennials?” participants were asked how they would define success at work to determine what Millennials strive for in the workplace. Questions that followed were: what motivates them in the workplace; what motivational methods do they expect to receive from their organisation; and what have they had received in the past from their organisations. Participants were then asked if factors external to the organisation had impacted their career decisions. Finally, participants were asked to rate the motivators they had mentioned in their interview from most important to least, demonstrated in Table 4.3 below. These motivational aspects are discussed in detail below.
### Table 4.3: Participant Motivators Rated by Importance

<table>
<thead>
<tr>
<th>R</th>
<th>P 1 – NT</th>
<th>P 2 - NT</th>
<th>P 3 - T</th>
<th>P 4 - T</th>
<th>P 5 - T</th>
<th>P 6 - T</th>
<th>P 7 - T</th>
<th>P 8 - NT</th>
<th>P 9 - NT</th>
<th>P 10 - T</th>
<th>P 11 - NT</th>
<th>P 12 - NT</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Acc.</td>
<td>Relationship with colleagues / manager</td>
<td>Acc., success, larger accounts</td>
<td>Opportunities training and development</td>
<td>Pay – basic reflective of position / experience</td>
<td>Relationship support / interest of superiors</td>
<td>Work hours / time</td>
<td>Flexibility</td>
<td>Relationship</td>
<td>Pay</td>
<td>Pay</td>
<td>Safety and security</td>
</tr>
<tr>
<td>3</td>
<td>Relationship with management</td>
<td>Acc.</td>
<td>Relationship</td>
<td>Acc. Praise, feedback</td>
<td>Feedback and praise</td>
<td>Training and support</td>
<td>Pay – basic necessity</td>
<td>Health and safety</td>
<td>Training and development</td>
<td>Flexibility</td>
<td>Physical premises / safety needs</td>
<td>Relationships</td>
</tr>
<tr>
<td>4</td>
<td>Meeting goals, dealing with problems</td>
<td>Helping others</td>
<td>Feedback, praise</td>
<td>Relationship with management</td>
<td>Acc.</td>
<td>Praise and feedback</td>
<td>Praise and feedback</td>
<td>Training and development</td>
<td>Comm. Feedback, praise</td>
<td>Appraisal / feedback</td>
<td>Acc., Self-actualisation (director of centre)</td>
<td>Interest in job</td>
</tr>
<tr>
<td>5</td>
<td>Appreciation / feedback</td>
<td>Praise and feedback</td>
<td>Autonomy</td>
<td>Relationships with colleagues</td>
<td>Relationships</td>
<td>Relationships</td>
<td>Autonomy</td>
<td>Feedback, praise and appreciation</td>
<td>Pay basic and reflective of skills</td>
<td>Freedom / autonomy</td>
<td>Relationships with colleagues</td>
<td>Good equipment – ensures standard of work</td>
</tr>
<tr>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Feedback and praise</td>
</tr>
<tr>
<td>7</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>V = 7</td>
<td>V = 6</td>
<td>V = 5</td>
<td>V = 4</td>
<td>V = 3</td>
<td>V = 2</td>
<td>V = 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Ratings: 1 = most important \hspace{1cm} 7 = least important

V = value assigned to determine overall value of motivator

T = tertiary Educated \hspace{1cm} NT = Non-tertiary Educated

Acc. = Accomplishment \hspace{1cm} Comm. = Communication
4.4.1. Intrinsic Motivators

The intrinsic motivators suggested by literature were present in each interview, ‘independence achieved through work’ being the exception (See Table 4.4). The most prominent motivators were accomplishment (100%), growth in skills and experience (91%), meaningful and interesting work (100%), pleasure in work (83%), and relationships (100%). Accomplishment, relationships, goals and personal success were referenced the most across interviews, arising in 80 to 100 percent of the interviews. Likely reasons for this occurrence include participants wanting to test their capabilities, the encouragement they felt after succeeding, and more generally, the feeling of pride and accomplishment that comes with completing tasks well or to a satisfying level. These intrinsic motivators were often cited as markers of success to the participants. Eleven of the participants maintain that these successful moments were strong motivators to either continue as they had or push themselves further to experience the success again.

Table 4.4: Intrinsic Motivators Code Frequency

<table>
<thead>
<tr>
<th>Code</th>
<th>Pre-set or Open Code</th>
<th>Presence in Interviews No./12</th>
<th>Percentage</th>
<th>References</th>
</tr>
</thead>
<tbody>
<tr>
<td>Relationships or inclusivity</td>
<td>Pre-set</td>
<td>12</td>
<td>100</td>
<td>32</td>
</tr>
<tr>
<td>Meaningful and interesting</td>
<td>Pre-set</td>
<td>12</td>
<td>100</td>
<td>24</td>
</tr>
<tr>
<td>Growth in skills and experience</td>
<td>Pre-set</td>
<td>11</td>
<td>91.6</td>
<td>24</td>
</tr>
<tr>
<td>Accomplishment</td>
<td>Pre-set</td>
<td>11</td>
<td>91.6</td>
<td>33</td>
</tr>
<tr>
<td>Pleasure in work</td>
<td>Pre-set</td>
<td>10</td>
<td>83.3</td>
<td>18</td>
</tr>
<tr>
<td>Goals and personal success</td>
<td>Pre-set</td>
<td>9</td>
<td>75</td>
<td>28</td>
</tr>
<tr>
<td>Pride</td>
<td>Open</td>
<td>8</td>
<td>66.6</td>
<td>14</td>
</tr>
<tr>
<td>Independence achieved through work</td>
<td>Open</td>
<td>2</td>
<td>16.6</td>
<td>2</td>
</tr>
<tr>
<td>Total reference to theme</td>
<td>Open</td>
<td></td>
<td></td>
<td>175</td>
</tr>
</tbody>
</table>

Referring back to Table 4.3, seven participants rate positive relationships and accomplishment as the top two most important motivators. Overall, participants rated intrinsic motivators less important than extrinsic. Of the 66 motivators rated, 60% were extrinsic and the remainder intrinsic. This does not take away the importance of intrinsic motivators. Participants mentioned that they had left previous roles to pursue more interesting and meaningful work. They also cited relationships as being crucial to their motivation and will also leave positions if they are dissatisfied with workplace relationships. Participant 7 for example switched to her second position because the “…manager was respectful and worked around her university commitments.”
4.4.2. **Extrinsic Motivations**

Extrinsic factors are key motivators for Millennials. Advancement, appreciation, monetary aspects, and recognition or praise were referenced in almost all interviews (90 to 100 percent). Autonomy or freedom, new opportunities to excel, managerial support, pay reflective of their skill and experience, and respect arose in 66.6 percent to 75 percent of interviews. Finally, motivators including participants desire to avoid punitive actions from their managers, fulfil managements’ expectations, bonuses, and working conditions appeared in 50 to 58 percent of the interviews, while ‘time off’ emerged in only one interview (See Table 4.5). Most motivators were pre-set codes. Indicating that they reflect the common literature on the subject.

<table>
<thead>
<tr>
<th>Code</th>
<th>Pre-set or Open Code</th>
<th>Presence in Interviews</th>
<th>References</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monetary incentive</td>
<td>Pre-set</td>
<td>12</td>
<td>100</td>
</tr>
<tr>
<td>Appreciation</td>
<td>Open</td>
<td>12</td>
<td>100</td>
</tr>
<tr>
<td>Advancement</td>
<td>Pre-set</td>
<td>11</td>
<td>91.6</td>
</tr>
<tr>
<td>Recognition and/or praise</td>
<td>Pre-set</td>
<td>11</td>
<td>91.6</td>
</tr>
<tr>
<td>Managerial support</td>
<td>Pre-set</td>
<td>9</td>
<td>75</td>
</tr>
<tr>
<td>New opportunities to excel</td>
<td>Pre-set</td>
<td>9</td>
<td>75</td>
</tr>
<tr>
<td>Autonomy or freedom</td>
<td>Open</td>
<td>8</td>
<td>66.6</td>
</tr>
<tr>
<td>Pay reflective to skill and experience</td>
<td>Open</td>
<td>8</td>
<td>66.6</td>
</tr>
<tr>
<td>Respect</td>
<td>Pre-set</td>
<td>8</td>
<td>66.6</td>
</tr>
<tr>
<td>Fulfil management expectations</td>
<td>Open</td>
<td>7</td>
<td>58.3</td>
</tr>
<tr>
<td>Working conditions</td>
<td>Pre-set</td>
<td>6</td>
<td>50</td>
</tr>
<tr>
<td>Bonuses</td>
<td>Pre-set</td>
<td>5</td>
<td>41.6</td>
</tr>
<tr>
<td>Avoid punitive actions from management</td>
<td>Open</td>
<td>5</td>
<td>41.6</td>
</tr>
<tr>
<td>Time off</td>
<td>Pre-set</td>
<td>1</td>
<td>8.3</td>
</tr>
</tbody>
</table>

Total reference to theme 254

Monetary aspects were referenced by participants more than 50 times. Explanation from some participants was that they expect minimum wage in exchange for their services to support themselves. Multiple participants had left a previous position due to a lack of hours and pay. Furthermore, 60 percent of participants seek pay that is reflective of their skills, experiences and qualifications. One participant had left her position to start her own business predominately because she believed her pay was too low and that her managers and the company she worked for benefited more from her work than she did. Less than half of the participants mentioned bonuses. When referenced, bonuses indicated success, appreciation and recognition of hard work to the participants.
Millennials continuously seek further experience, knowledge and skills. In turn, Millennials also desire advancement in their careers. This is sought for numerous reasons. Participants stated that being offered a promotion motivated them as they felt valued and believed that their managers viewed them as competent, that it “…shows you’re doing well…if they want to promote you” (Participant 8). At the same time, two participants felt that they owed it to the organisation to accept the promotion and to “…help them out and fill the role that needed to be filled” (Participant 1). In addition to seeking advancement, participants sought the necessary training, development, career pathway support from their managers from the beginning of their employment. In support of career development participants have “…completed studies to do [the] role” (Participant 11). Participants look for opportunities to advancement in their careers within their organisation. However, when deciding to remain with the organisation or seek advancement externally, participants place great consideration on whether the company is likely to fill positions externally or not have positions available in the foreseeable future. Participant 9 for example stated that her career path includes her current position as supervisor, then the “…next step [is] duty manager, and then long-term goals, general manager. Preferably in the club that I am [in], but the company doesn’t really have those positions available. So that would be a factor for the future…”.

In an attempt to lower Millennial turnover, participants suggested that organisations should have clear career pathways and communicate these to employees from the beginning. They also believed that consistent managerial support, recognition and praise would increase loyalty to the organisation. Employees need “be trained to the standard of the company” and need “management to be precise about what they expect” (Participant 9). Participants also seek autonomy and freedom in their position, as they see this as an indicator that their managers respect and trust them to perform their duties, preferring to be set tasks and not “necessarily telling you how” to perform them and instead leaving it for the employee to decide (Participant 10). Finally, participants were asked how they would define success in the workplace. Participants stated that performing their job and duties well and delivering high quality work is a strong indication of success, as well as other aspects of accomplishment such as praise, promotion and feeling valued by their organisation. Participant 1 notes that “when you are successful…you’re valued more by your company.” Similarly, Participant 8 stated that “it shows you’re doing well…if they want to promote you.” Interestingly, while monetary incentives were stated as the most important motivator to participants, few considered a pay rise as a marker of success to them.
4.4.3. External Factors Impacting Motivation

Little of the literature discussed the impact external factors have on Millennial career decision-making. To further understand why Millennials leave companies to pursue external positions and assist managers in retaining Millennial employees, participants were asked whether factors external to the organisation had impacted their decision-making process. These external factors and occurrence in the interviews are demonstrated in Table 4.6 on the following page.

**Table 4.6: External Factors Impacting Motivation and Career Decision-making**

<table>
<thead>
<tr>
<th>External Factor</th>
<th>Pre-set or Open Code</th>
<th>Presence in Interviews</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Lifestyle and cultural choices – location, city chosen over rural, regional chosen over city</strong></td>
<td>Open</td>
<td>10 / 12</td>
</tr>
<tr>
<td><strong>Distribution of jobs - industries with higher/better employment opportunities</strong></td>
<td>Pre-set</td>
<td>8 / 12</td>
</tr>
<tr>
<td><strong>Specific economic markets – challenging housing market</strong></td>
<td>Open</td>
<td>3 / 12</td>
</tr>
<tr>
<td><strong>Macro-economic factors e.g. global recession, economic growth</strong></td>
<td>Pre-set</td>
<td>2 / 12</td>
</tr>
<tr>
<td><strong>Growth in economy leads to govt. investment in education, leads to employment competition</strong></td>
<td>Open</td>
<td>2 / 12</td>
</tr>
<tr>
<td><strong>Economic activity in city more attractive than activity in suburban areas – better career opportunities</strong></td>
<td>Open</td>
<td>2 / 12</td>
</tr>
</tbody>
</table>

Participants considered social factors the most, in particular lifestyle and cultural choices. Ten participants chose city positions, and two chose regional positions as these locations offered them access to the lifestyle they sought. Most participants have left positions and industries to pursue locations more befitting to their lifestyle desires. For example, Participant 9 moved from a capital city to a coastal city because it “has a more relaxed culture and atmosphere.” Similarly, Participant 6 turned down a promotional opportunity with a previous employer for a similar position located in a capital city, as opposed to the rural position offered by the first organisation.

In regard to economic factors, two participants noted that as the economy grows the government invests more in education, which in turn increased the competition for employment positions requiring tertiary qualifications. Participant 2 believes that people “have to work harder these days because [you need] that experience and education.” As a result, participants had taken positions merely as a means to gain experience, even if the position was unrelated to the career aspirations. They admit that because of this lack of relevance they will eventually leave their position for another that holds more interest to them. Other economic
factors considered were specific markets, such as the housing market. Participants are aware that the cost of home ownership is significantly high, and so will choose better-paying positions over positions that may have held more interest to them to become homeowners. This likely reflects common Australian life goals or “the Australian dream.” Participant 3 had considered macroeconomic growth and its impact on business expenditure. He had noticed that smaller businesses had begun to cease using his firm’s accountancy services to cut back on expenditure. He is considering changing positions if an opportunity arises for a CBD position as he believes there are more clients available in the city than outer suburbs. Finally, participants consider industry performance when deciding to remain with their organisation. If the industry is performing well and they believe they are better able to find a more appealing position they are more likely to leave. However, in reverse, they will remain with the organisation, or consider switching industries altogether.

4.5. Management Practices and Organisational Culture

Organisational culture heavily dictates management style and practices. Literature notes that a company’s strategy is more attractive to Millennials where it values its employees and implements management practices that allow managers to work with employees in appropriate and supportive ways (Green and Grace 2015). The data collected suggest that organisational culture is not greatly considered by the participants. Instead, participants tend to focus more on the visible outcomes of organisational culture, such as the flexible work conditions, team orientation, management style and managerial practices.

4.5.1. Organisational Culture

Organisational culture and its impact on motivation held less importance than other motivational factors. The most important cultural factors were flexible working conditions and strong teamwork orientation (See Table 4.7).

<table>
<thead>
<tr>
<th>Table 4.7: Organisational Culture Code Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Code</td>
</tr>
<tr>
<td>------------------------------------------</td>
</tr>
<tr>
<td>Flexible work conditions</td>
</tr>
<tr>
<td>Team oriented</td>
</tr>
<tr>
<td>Working conditions</td>
</tr>
<tr>
<td>Policies</td>
</tr>
<tr>
<td>Safety and security</td>
</tr>
<tr>
<td>Supervision</td>
</tr>
<tr>
<td>Total reference to theme</td>
</tr>
</tbody>
</table>
While flexible work conditions arose in less than 70 percent of interviews, it had a significant impact on the motivation of those who mentioned it. A key consideration for participants when selecting their employment position or remaining in their current position was whether the work hours would provide them with their desired work-life balance. For example, Participant 10 seeks an employer that is understanding of the fact that she has “a personal life outside of work.” Other participants had left positions due to a conflict of schedules with their university studies. Furthermore, two participants had switched industries to take positions that offer them better work-life balance.

The same number of participants also sought cultures that fostered teamwork and distributed work equally among its employees, in the sense that all members are expected to fulfil their duties and not expect others to pick up the slack. Participants spoke of teamwork related to colleague relationships. They want to work in teams with people whom they hold positive relationships with. Participant 7, for instance, notes that employees “have to work in a team most of the time, so getting along and being able to rely on them is important.” Participant 11 also noted that she expects “respect [from managers] so you actually feel like you’re part of the team.” Other participants appreciate team environments where employees share knowledge and feedback with one another.

Less than half of the participants considered policies, safety and security, supervision, and general working conditions. Participants referred to policies and working conditions when speaking generally about training practices, the division of clients, the manner in which work relationships are fostered and the freedom to pursue similar work outside of their firm. The impact on motivation varied between participants; some placed little importance on these aspects, while one participant has subsequently left an organisation. Safety and security were mentioned by a quarter of participants; it is likely the other three quarters require safety and security at work but are in positions where it is not at the forefront of their minds. In contrast, both participants in construction and the other in child care all placed safety and security within the top three of their motivators (see Table 4.3). All three would change positions if this requirement was not met.

4.5.2. Management Style

Management style proved to be a significant factor to participants, as this greatly affects intrinsic and extrinsic motivators. The manner in which managers provide feedback, conduct training, and personally manage their employees is a major concern for Millennials. Other
management aspects such as how approachable managers are, whether they are understanding, attribute value to employees, foster open communication between themselves and employees, and implement transparent and coaching management techniques, were less common concerns (See Table 4.8).

Table 4.8: Management Style Code Frequency

<table>
<thead>
<tr>
<th>Code</th>
<th>Pre-set or Open Code</th>
<th>Presence in Interviews No./12</th>
<th>Percentage</th>
<th>References</th>
</tr>
</thead>
<tbody>
<tr>
<td>Feedback</td>
<td>Pre-set</td>
<td>12</td>
<td>100</td>
<td>24</td>
</tr>
<tr>
<td>Professional training</td>
<td>Pre-set</td>
<td>11</td>
<td>91.6</td>
<td>22</td>
</tr>
<tr>
<td>Personal management</td>
<td>Open</td>
<td>8</td>
<td>66.6</td>
<td>11</td>
</tr>
<tr>
<td>Open communication</td>
<td>Pre-set</td>
<td>6</td>
<td>50</td>
<td>9</td>
</tr>
<tr>
<td>Understanding</td>
<td>Open</td>
<td>6</td>
<td>50</td>
<td>12</td>
</tr>
<tr>
<td>Approachable</td>
<td>Open</td>
<td>5</td>
<td>41.6</td>
<td>6</td>
</tr>
<tr>
<td>Attribute value to employees</td>
<td>Pre-set</td>
<td>5</td>
<td>41.6</td>
<td>5</td>
</tr>
<tr>
<td>Transparent coaching form of management</td>
<td>Pre-set</td>
<td>5</td>
<td>41.6</td>
<td>5</td>
</tr>
<tr>
<td>Straight-forward management procedures</td>
<td>Pre-set</td>
<td>4</td>
<td>33.3</td>
<td>5</td>
</tr>
<tr>
<td>Inspire development</td>
<td>Pre-set</td>
<td>3</td>
<td>25</td>
<td>3</td>
</tr>
<tr>
<td>Involvement in important decisions</td>
<td>Pre-set</td>
<td>2</td>
<td>16.6</td>
<td>2</td>
</tr>
<tr>
<td>Total reference to theme</td>
<td></td>
<td></td>
<td></td>
<td>104</td>
</tr>
</tbody>
</table>

The frequency and usefulness of feedback from managers has proven to be an important management factor to Millennials. All participants seek feedback in one form or another, though the importance they place on feedback varies (see Table 4.3). Most participants expect feedback from their superiors as means to correct or improve their performance. While participants prefer positive feedback, they understand the necessity and purpose of negative feedback. Participants also note that feedback is a means of open communication between employees and managers. Furthermore, they seek personal management style that would allow insightful feedback to be passed to the employee.

Almost all participants value fundamental professional training as this ensures they can complete their duties. They also seek training to improve their skills and knowledge, and ultimately put them in a position to take advantage of the opportunities to excel. This is an important motivator, as participants became dissatisfied with their positions if they believed that their organisation was not interested in investing in their employees. This was cited by Participant 5 as one of the reasons she left a position. Similarly, Participant 9 felt more
motivated once her organisation took more initiative in employee training stating that it is “definitely a motivator to know they take their staff seriously, [and that] they want to make sure their staff are happy in the workplace.”

To support their training, participants also seek a transparent and coaching form of management reinforced by straight-forward management procedures. Participants feel motivated under a manager that not only instructs but coaches them, practices patience and is understanding of their inexperience in the beginning. This coaching form of management relies on personal relationships between managers and employees, which places managers in an approachable position, so that employees don’t feel “anxiety to approach them” (Participant 10) but instead feel comfortable to express their concerns or suggestions. Participants also value structure in their work environment and need management to be “precise about what they expect [and] what they want” (Participant 9).

4.6. Comparison between Tertiary and Non-Tertiary Educated Millennials

The literature review revealed that few studies had included non-tertiary educated individuals in their data collection. To assist in filling this gap, this research project included the following question: Do the identified motivators in the previous question differ between tertiary and non-tertiary educated, and between the primary and secondary findings?

Figure 4.1 on the next page outlines the key similarities and differences in the participants’ motivators. Each motivator listed was assigned to its section based its reference in participant interviews. The overlap in the figure demonstrates the factors that impact the intrinsic and extrinsic motivators of each group. The outer sections demonstrate factors most important to each group. For example, most non-tertiary education participants placed immense value on safety and security, a factor no tertiary educated participants discussed. While most tertiary educated participants seek new opportunities to excel or advance, few non-tertiary educated participants considered this motivator. Overall, the two groups hold more similarities than differences in their professional motivation.
Figure 4.1: Comparison of Tertiary and Non-Tertiary Participants’ Motivators

Tertiary Educated Participants
- Average number of employment positions = 3.2
- Intrinsic motivators: pride; fulfilling management expectations
- Organisational culture; policies regarding distribution of work and clients; general flexibility
- Management style: seek approachable managers and managers that inspire development

Non-Tertiary Educated Participants
- Indicate a high willingness to leave should they become dissatisfied with certain work aspects
- Most demonstrate low loyalty to their employers
- Most believe they possess high work ethic, leadership qualities, are reliable; are positive influence in the workplace; and few mentioned problem-solving
- Intrinsic motivators: accomplishment; growth in skills and experience; meaningful and interesting work; goals and personal success; and relationships or inclusivity
- Extrinsic motivators: advancement; appreciation; respect; recognition; praise; monetary incentives (basic pay and pay reflective of experience and skill); autonomy; and personal management
- Organisational culture: seek flexible work conditions that give them work-life balance; seek a work environment that fosters teamwork and equal distribution of work
- Management style: attribute value to employees; regular positive or negative feedback; open communication between employees and superiors; coaching form of management; and understanding managers

- Average number of employment positions = 5.6; average without anomaly = 5.25
- Intrinsic motivators: seek/value praise and feedback more from clients than their managers
- Extrinsic motivator: avoid punitive action from management; bonuses; fulfil management expectations
- Organisational culture: policies that impact general flexibility; health and safety practices, and security; physical work conditions; straightforward management procedures
To provide another perspective on Millennial motivation in the workplace, participants were asked to rate the key motivators they had mentioned in their interview from most important to least (see Table 4.3), ‘1’ being the most important to the participant. The ratings were then assigned a value in order to add the results together and determine the overall value of each motivator for each educational group, and for all participants.Motivators rated as ‘1’ were assigned a value of ‘7’, motivators rated ‘2’ were assigned a value of ‘6’ and so on until motivators rated ‘7’ were assigned a value of ‘1’.

The value of each motivator was then added together to determine a numeric value and allow for further analysis. The results are demonstrated in Table 4.9 below. The purpose is to determine the importance participants place on motivators to better understand Millennial motivation, and the differences between each group of participants. It must be noted that this table does not contain all motivators discussed in interviews, nor all relevant motivators available and influential to participants. It merely represents the motivators at the forefront of the participants’ minds at the time of the interviews.

**Table 4.9: Value of Motivators as Rated by Participants**

<table>
<thead>
<tr>
<th>Motivators rated by participants</th>
<th>Tertiary</th>
<th>Non-tertiary</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monetary aspects (pay, bonus)</td>
<td>37</td>
<td>37</td>
<td>74</td>
</tr>
<tr>
<td>Relationships with managers and colleagues</td>
<td>28</td>
<td>25</td>
<td>53</td>
</tr>
<tr>
<td>Accomplishment (promotion, opportunities to excel)</td>
<td>35</td>
<td>16</td>
<td>51</td>
</tr>
<tr>
<td>Appreciation and/or praise and feedback</td>
<td>26</td>
<td>15</td>
<td>41</td>
</tr>
<tr>
<td>Autonomy</td>
<td>16</td>
<td>4</td>
<td>20</td>
</tr>
<tr>
<td>Training and Support</td>
<td>11</td>
<td>8</td>
<td>19</td>
</tr>
<tr>
<td>Work hours (flexibility and/or work-life balance)</td>
<td>5</td>
<td>6</td>
<td>11</td>
</tr>
<tr>
<td>Clear management structures</td>
<td>0</td>
<td>7</td>
<td>7</td>
</tr>
<tr>
<td>Health and Safety</td>
<td>0</td>
<td>7</td>
<td>7</td>
</tr>
<tr>
<td>Relationships with clients</td>
<td>0</td>
<td>7</td>
<td>7</td>
</tr>
<tr>
<td>Interest in job</td>
<td>0</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Helping others</td>
<td>0</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Accomplishment (meeting goals, dealing with problems)</td>
<td>0</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Good Equipment to ensure a high standard of work</td>
<td>0</td>
<td>3</td>
<td>3</td>
</tr>
</tbody>
</table>

Both groups rated monetary aspects and relationships with colleagues and managers similarly. The remainder of the results differs between each group. In this exercise, tertiary participants rated accomplishment as the next important motivator, in the context of promotions or receiving more responsibility, as well as an intrinsic motivator. The next common motivator was appreciation, often in the form of feedback or praise. The non-tertiary participants’ results
vary significantly and are distributed across a range of motivators. This is likely due to the different industries in which they work. Following relationships, the next popular motivators are accomplishment and appreciation, though to a smaller extent than found in the tertiary participants’ responses. The remaining motivators reflect participant industries. For example, health and safety are important to participants working in construction. While client satisfaction is important to the participant in childcare as it is indicative of her success.

Commonly recognised intrinsic motivators identified in the literature review were also found to be important to participants, arising in 75 to 100 percent of interviews. Extrinsic motivators commonly found in literature varied extensively. Some pre-set motivators were present in most interviews (e.g. advancement, managerial support, monetary incentive, and new opportunities to excel), while others arose only in a few instances (i.e. time off and bonuses). Significantly, participants revealed multiple open codes, indicating motivators less common in literature. For example, to avoid punitive actions from management and fulfil management expectations. An important difference arose between literature findings and this study in relation to remuneration. Many researchers found that Millennials seek high pay and frequent raises. However, most participants place importance on pay as a necessity to support themselves or as an incentive that reflects their skills and experience.

4.7. Chapter Conclusion

The data and findings presented in this chapter have provided further insight into Millennial intrinsic and extrinsic motivation in the workplace. By examining both tertiary and non-tertiary educated Millennials active in the Australian workforce, this research has provided an alternative perspective on the issue at hand. Furthermore, including participants from multiple industries has ensured maximal variation, consequently widening participant perspective.

75 to 100 percent of participants are intrinsically motivated by accomplishment, goals and personal success, growth in skills and experiences, meaningful and interesting work, and positive relationships. Common extrinsic motivators include advancement, appreciation, autonomy, managerial support, recognition and opportunities to excel. The remainder of extrinsic motivators, such as fulfilling management expectations, time off, and working conditions, varied between participants depending on education background and the industry they are employed in. Participants focused more on management style than culture, stating that the following has a significant impact on their motivation: feedback quality and quantity, professional and ongoing training, and how open communication channels are.
Participants from both education groups seek common motivators, such as pay, accomplishment, positive relationships at work, and management style. The importance placed upon these motivators differed between the groups, as did the variety of motivators valued by participants. Tertiary educated participants tend to value similar motivators, while non-tertiary educated participants also valued some similar motivators they tend to value specific motivators relevant to their industry. Participants in each group also differed in job retention. Tertiary educated participants tended to job hop during their time at university, before eventually switching to positions that reflect their career aspirations. While non-tertiary educated participants have held more positions on average. Whether job hopping is a specific trait of Millennials or merely a result of their career stage will be discussed further in the following chapter with reference to relevant literature.

Participants considered few external factors during their decision-making. The primary factors influencing a participant’s choice to leave or remain in a position included social and economic factors, such as lifestyle, pressures arising from the housing market, and job growth in industries. Overall, these findings offer managers insight into the motivators most valued by Millennials in the Australian workplace, across multiple industries. In the next chapter these findings are synthesised with literature from Chapter Two to identify managerial implications and opportunities.
5.1. Introduction
This chapter of the research project discusses the findings of the research and relates them to the literature. The discussion is divided into sections relating to themes present in both the secondary and primary research. This synthesised discussion allows both forms of research to be combined and compared to lessen the information gaps identified in the literature review. Importantly, the following discussion identifies the managerial implications and opportunities to effectively motivate Millennials both intrinsically and extrinsically. Finally, the discussion provides the foundation for recommendations laid out in Chapter Six.

5.4. Characteristics and Attributes of Millennials
5.4.4. Negative Characteristics and Attributes
The section addresses the common negative attributes associated with Millennials as identified in the literature review. Multiple researchers emphasised the negative characteristics associated with Millennials. This was indeed the predominant theme (See Table 3.2), where Millennials where held to be assertive, narcissistic, anxious, have a high need for instant information, are inexperienced, have high self-esteem, low loyal and high mobility. They were also found to reject authority with a preference for more horizontal hierarchy, seek rapid advancement and instant information. Most of these findings were often drawn from the management’s perspective (e.g. Ferri-Reed 2014; Giambatista et al. 2017; and Twenge 2010). The data presented in Chapter Four presented evidence that the participants held a few of these qualities.

These negative attributes noted by managers and academics may be lessened with altered management practices. For example, in regard to anxiety noted by researchers in the literature, one participant stated that she was anxious when approaching her superiors. In response, relationship development between employees and managers could suppress this anxiety as this would make managers become more approachable to employees. The same participant also noted that when she switched industries she lacked experience. This example is similar to the overall position of the participants, in which they are aware of their inexperience and room for improvement. This anxiousness and lack of experience can be resolved by providing Millennials with the training, development, and support they seek, allowing them to gain experience and bring more value to their role.
As to whether Millennials are narcissistic or assertive, when asked to describe the qualities they bring to their workplace, many listed their high work ethic, reliability, leadership qualities, and positive influence. These qualities depict confidence but not assertiveness. Nor do these qualities meet the definition of narcissism: “Selfishness, involving a sense of entitlement, a lack of empathy, and a need for admiration, as characterising a personality type” (Oxford Dictionary 2018). However, a limitation in the data collected arises due to participants’ self-evaluation. The small number of references to negative traits may be a result of participants idealistic or optimistic view about themselves. Another limitation in the data arises due to participants’ uncertainty in their attributes and their needs. For example, key literature noted Millennial’s constant need for information. While some participants did demonstrate the need for open communication and feedback, they did not indicate the frequency in which they sought the information. What is clear is that Millennials’ desire feedback to assess their performance and improve their work. This likely ties in with the anxiousness. Millennials appear to place significant importance on the opinions of others and especially their managers. To quell this anxious feeling, Millennials seek constant information to evaluate their performance and to make improvements where needed.

Twenge (2010, 201) compared empirical evidence and concluded that extrinsic motivators, such as pay, are valued more to this younger generation than those before them. In contrast, the findings in this study suggest that pay, other than a basic necessity, is not a main motivator. The data collected, demonstrated in Table 4.3, found that Millennials value extrinsic motivators, such as promotions (emphasis on the responsibility and position that comes with promotions, as opposed to the monetary benefit), opportunities to gain experience and skill, and relationships over pay. While most Millennials prioritised pay, the predominant reason is to have enough money to support themselves. For example, Participant 10 stated that she “needed money to survive” and to cover her necessities. Millennials also value pay that reflects their position. Participant 1 for example expected more pay to compensate her for the extra responsibilities she gained by becoming a retail manager. Similarly, Participants 6 and 12 prioritised pay to not only cover living expenses but to reflect their skill, experience and the value they believe they bring to the organisation.

The findings in this study indicate that Millennials are enthusiastic in their work, are reliable, and believe themselves to have a high work ethic. This finding contrasts with previous studies that claim that Millennials have lower work ethic than other generations. Twenge’s (2010) examination of earlier studies found that Millennials were less inclined to perform well
if their supervisor was absent, to do their best if it meant working overtime, or simply don’t want a job where they have to work hard. Instead, Millennials were found to value leisure and work-life balance. This research project confirmed that Millennials do value leisure and seek a work-life balance that reflects their lifestyle. However, these attributes do not diminish Millennial work ethic. Ten of the twelve participants (83.3%) believed themselves to have a high or strong work ethic. Participant 2 mentioned that she is both hardworking and takes initiative. Similarly, Participant 3 believes himself to be reliable, hardworking, giving 110% to his tasks. Participant 12 stated that he’s “pretty dedicated to working” and that whenever he could get work, he would take on the additional hours. Finally, Participant 7 notes that she is enthusiastic in all her tasks. While effort is difficult to measure, statistics revealed that there is no difference in the hours worked between Millennials and Gen Xers at the same age, and that both of these generations work more hours than Baby Boomers at the same age (Deal et al. 2010). This indicates that Millennials put in the hours. Furthermore, the interview results indicate that this generation believes they put in the hard work.

Finally, previous literature consistently found Millennials to hold low loyalty towards their employer and have high job mobility. However, the data presented in this research project in addition to statistics from secondaries sources suggest that this trait occurs across multiple generations at the same age. Millennials became adult workers in 1998, and so the generation has been active in the workforce for approximately 20 years. Though the youngest of the generation have been active for merely six to eight years. As this generation has only recently begun their careers it is difficult to determine the cause for mobility. It may be due to generational traits or merely due to young employees experimenting with industries and positions to find one that meets their motivational and aspirational needs.

The data collected in this Millennial research project indicates that Millennials are no different to previous generations when it comes to job mobility at a young age. McCrindle (2014) compared the average job tenure across multiple age groups across multiple decades and found that young employees have always had shorter job tenures and thus higher job mobility across multiple generations. McCrindle (2014) found that employees aged under 25 have an average 4.5 jobs, and employees between aged 25-35 have held an average 3.6 positions during that period. Therefore, between the ages of 17 and 35 the average position held is 8.1 (see Table 5.1 on the following page).
Table 5.1: Comparison of Average Job Tenure

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Under 25</td>
<td>4.5 positions</td>
<td>Current Under 25</td>
</tr>
<tr>
<td>25 – 35</td>
<td>3.6 positions</td>
<td>5.1 (4.8*) positions</td>
</tr>
<tr>
<td>Under 35</td>
<td>8.1 positions</td>
<td>Current 25 – 35</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4 positions</td>
</tr>
</tbody>
</table>
|                     |                       | Future 25 -35                    | 8.7 (approx.)

Participants aged under 25 in this research project have held 5.1 positions, or \(^*4.8\) excluding the anomaly (12 positions held by participant 12, aged 22). This reflects similarly to findings by McCrindle (2014). While participants aged 25 to 35 have held an average four positions, almost half the average found in the study by McCrindle (2014). However, present availability of data results in limitations. Once participants currently aged under 25 move to the ‘25 to 35’ bracket, the average position is expected to reflect McCrindle (2014). By combing the current 5.1 average with the 3.6 average, it is expected that the younger participants will hold approximately 8.7 positions between 25 and 35 years of age. To accurately determine this trend further quantitative longitudinal study on Millennial career progression is required.

5.4.5. Positive Characteristics and Attributes

While most articles in the literature review emphasised the negative traits Millennials are known for, a few researchers (Smith and Nicolas 2015; Kelly et al. 2016) suggested otherwise. Similar to these findings, this research does find remarkable positive traits, which indicate that Millennials have a strong work ethic. Millennials can also be optimistic, organised, reliable, punctual, flexible and possess leadership qualities; they believe these characteristics are of value to their organisations. Again, consideration must be given to the limitation arising due to participants’ self-evaluation.

These characteristics listed from the perspective of Millennials assist in understanding why this generation believes they are entitled to promotions, advancement opportunities and higher pay. Overall, they see themselves as valuable assets to their organisations. This coupled with intrinsic motivators such as accomplishment, goals and personal success, growth in skills and experience, drive Millennials’ extrinsic motivators. While the participants seek opportunities to advance and believe themselves to possess the characteristics that support their advancement, little evidence arose in the interviews suggesting that they seek rapid advancement; aside from an expectation from the tertiary participants who expect to be promoted from their graduate position to full employee within a few years. However, a study conducted by Ng et al. (2010) with more than 23,000 participants found that millennials do seek rapid advancement and
development of skills. Either way, this issue may be overcome with clear communication detailing career opportunities and expected timelines. Additionally, organisations and managers can take advantage of Millennial characteristics and expectations to develop a motivation system that successfully motivates and retains their young employees. For example, Sheth (2016) suggests that organisations should take advantage of Millennials’ desire to have fun at work, learn continuously, contribute and leave a positive mark on the world. In regard to the negative attributes mentioned above, this researcher agrees with Sylvester (2015) in that this need for feedback and positive affirmation provides a relatively cost-effective means to motivate this generation since they respond well to regular rewards, recognition, and feedback.

5.5. Motivational Factors

5.5.4. Intrinsic Factors

Multiple articles found that Millennials tend to focus less on monetary incentives (McGinnis, Johnson and Ng 2016; Ng et al. 2010; Nolan 2015). Instead, they place importance on opportunities to learn and develop their skills (Naim and Lenkla 2016; Martin and Otteman 2016). This research found that Millennials value monetary motivators over accomplishment, advancement, and opportunities to excel. The researcher believes this is because monetary aspects were viewed as a basic need by most participants to become financially independent and adequately support themselves. This consideration coupled with the overall study’s findings support the position that Millennial motivation is influenced more by advancement opportunities, accomplishment, etc. than pay.

A few participants mentioned that they value pay reflective of their skill, seeking a return on their self-investment. In addition, accomplishment, growth in skills and experience, meaningful or interesting work, and relationships are effective motivators (Refer back to Table 4.4). This research finds that to intrinsically motivate Millennials, organisations and managers should promote the interesting and meaningful factors that accompany employment positions. Organisations should also foster relationships between managers and employees, as this not only motivates Millennials but lessens dissatisfaction that arises when employees feel anxious or unsupported by their superiors.

This research confirms Florina and her associates’ (2017) finding that Millennials place significant weight on goals and personal success, and more so on growth in skills and experience (demonstrated in Table 4.3). However, this researcher argues this is not a negative, self-centered trait, rather it would be beneficial to companies and improve employee retention if managers
utilise these characteristics by mentoring and setting personal goals for them. Managers should further support Millennial employees by communicating career pathways available to them should they successfully meet goals and improve their skills and experience. These actions rely on managers investing in training and support, discussed below with other extrinsic motivators.

A contradicting view on how much Millennials value work is whether they value interesting and fun work above career opportunities, praise and rewards (Tews et al. 2015), or place more value on opportunities for advancement (Ng et al. 2010). In this research, opportunities and accomplishment are most important motivators, and 80 percent of participants also seek pleasure in their work. Likewise, dissatisfaction and lack of interest are major reasons for employee turnover. Together these suggest that Millennials seek a composition of motivators that supports, rewards, and provides interest to employees. The configuration of motivators differs between tertiary educated and non-tertiary Millennials and differs further across industries. Therefore, a tailored motivation system is required to attract and receive the most from Millennial employees.

5.5.5. Extrinsic Factors

Millennials place great expectations on their managers. For example, this generation has been found to seek transparent organisational structures and practices. This often materialises in their desire for open communication, involvement in important decisions, and continuous feedback on their performance (Florina et al. 2017). These aspects are particularly important as Millennials cite management relationships and practices as a dominant reason for leaving an organisation (Seheult 2016). The interviews determined that Millennials value appreciation from their superiors. This may be demonstrated in several ways, such as feedback, either negative or positive, general and specific recognition, and praise, as it shows managers’ interest in their work.

Millennial employees are also motivated to perform well and remain with the organisation when given freedom or autonomy to perform their tasks. This is because they believe it demonstrates respect and trust from their superiors that the employee will perform their work well without micro-management. To fulfil these motivators, organisations should establish a personalised periodic feedback program that provides negative and positive feedback, as well as any specific recognition due. As for autonomy, Millennials prefer managers to set goals or tasks and allow the employee to ascertain the finer details balanced with managerial support. Furthermore, Millennials are motivated to perform their tasks and duties sufficiently to fulfil
management expectations and, in some cases, avoid punitive actions from management. To take advantage of these motivators it is suggested that managers communicate their expectations clearly, employ straight-forward management procedures, and provide professional, ongoing training (Watroba 2017). Millennials have also been found to seek flexible work hours and vacation schedules. Therefore, creating a schedule that is both attractive and practical for the organisation would improve retention and work output.

Another key extrinsic motivator sought by Millennials is monetary incentive. All Millennials seek monetary compensation in exchange for their services. While this was listed as the most important motivator for Millennials, they emphasised pay as a necessity to support themselves and not always a motivator but an expectation. This reflects the common trend in literature whereby studies found that Millennials focus less on monetary incentives than previous generations (McGinnis, Johnson and Ng 2016; Ng et al. 2016; and Nolan 2015). In addition to a basic pay, this generation seeks pay that reflects their experience and skills. This was common across both tertiary and non-tertiary educated participants. This motivates not only as a monetary incentive, but it demonstrates the value the organisation places on the individual. For example, Participant 8 had been offered a significant position with a competitive salary. This made him feel valued by the employer, and in turn he felt motivated to prove his value and not let his employer down.

In comparison to older generations, Millennials tend to perceive themselves as ambitious and career oriented, often seeking out demanding goals and targets. This is believed to be attributable to age and career differences as opposed to generation as previous studies found that ‘achieving traits’ are higher among young employees (Wong et al. 2008). Similar to common literature, this study is unable to determine whether the advancement opportunities, skill development and pay expectations are sought within a realistic timeframe. This limitation arises due to the magnitude of variables across multiple industries, organisations and positions that would require analysis to determine whether the motivators sought by Millennials reflect the norm in the relevant circumstances. What is known however, is that to meet these demanding goals and targets, Millennials seek continuous support and development, and opportunities to excel that would allow them to gain more skills and experience to become valuable employee.
Once fulfilling this motivator, Millennials often seek advancement, whether it be more responsibility and autonomy, or a promotion. Millennials often expect career development every few years, though as noted above, a clear timeframe was not discovered. However, this generation does expect to secure a full employment position following their graduate program. Furthermore, this research found that Millennials want a clear career pathway from the beginning. An attractive career pathway plan would state the average time spent in a position, and goals or accomplishments that would support their progress to the next promotion. To ensure Millennial expectations are realistic and attainable, it would prove beneficial for organisations to communicate the possible pathways from the beginning. As young employees newly entering the workforce, Millennials have little experience and knowledge to rely on. Consequently, they look to their employers for the relevant information.

As for the work-life balance and flexibility sought, this research suggests that to attract Millennial employees organisations should provide appealing, flexible work conditions. This suggestion was prominent in multiple studies and a reoccurring theme in this study’s data. Millennials seek this motivating factor to achieve an ideal work-life balance. This coincides with this generation’s desire for organisations and managers to understand that employees have commitments outside of work that may sometimes need to be prioritised.

5.5.6. Application of Motivation Theories

To successfully apply a motivation scheme, organisations often refer to common motivational theories. This research has determined that Herzberg’s ‘Two Factor Theory’ and Maslow’s ‘Hierarchy of Needs’ would prove most beneficial to organisations in developing a system that both motivates and retains Millennial employees.

Firstly, Herzberg’s theory assists managers in determining which motivators are basic expectations, which when absent result in employee dissatisfaction, and which motivators when present lead to job satisfaction (Sanjeev and Surya 2016, 158). Table 5.2. on the following page outlines general motivation and hygiene factors, and the Millennial specific factors identified in this research.
Table 5.2: Motivation and Hygiene Factors
(Adapted from Luthans and Doh 2009, 431)

<table>
<thead>
<tr>
<th>Motivation Factors</th>
<th>Hygiene factors</th>
</tr>
</thead>
<tbody>
<tr>
<td>General</td>
<td>General</td>
</tr>
<tr>
<td>Achievement</td>
<td>Meeting intrinsic and extrinsic goals; feeling of accomplishment</td>
</tr>
<tr>
<td>Responsibility</td>
<td>Autonomy; trust by managers that they will perform duties well;</td>
</tr>
<tr>
<td>Recognition</td>
<td>attribute value to employees; pay reflective of skills/experience</td>
</tr>
<tr>
<td>Advancement</td>
<td>Promotion; more responsibility</td>
</tr>
<tr>
<td>Creative and challenging work</td>
<td>Involvement in important decisions; pleasure in work; meaningful or interesting</td>
</tr>
<tr>
<td>Possible job growth</td>
<td>Clear career pathways, goals and targets</td>
</tr>
<tr>
<td></td>
<td>Job status</td>
</tr>
</tbody>
</table>

This research found that Millennials expect straight-forward management practices, basic pay, training and support, safety and security, feedback, and positive relationships with both managers and colleagues. These factors are considered ‘Hygiene factors’ and not only impact their motivation to come to work, but also their decision to remain with the organisation. Factors such as accomplishment, advancement, growth in their skills and experience, and recognition represent ‘Motivation Factors’. These motivate them to work harder, and ultimately feel positive or happy at work. Like previous generations at the same age, Millennials are mobile and are willing to move forward in their careers by switching organisations and even industries. However, Millennials also want to grow with their organisation so long as they feel valued and the organisation invests in them. The factors that impact satisfaction are key to fueling Millennial motivation and loyalty, and subsequently improving retention.

Maslow’s ‘Hierarchy of Needs’ classified basic needs into five categories: physiological, safety and security, belongingness, esteem, and self-actualisation (See Figure 5.1 on the next page). Maslow hypothesised that workers would move up from the basic needs for existence to self-actualisation as each was satisfied (Lester 2013, 15).
Millennials are motivated by basic needs and safety and security, but only to a certain extent. These physiological needs are basic expectations, and similar to ‘Hygiene Factors’, lead to dissatisfaction, which in turn leads to employee turnover. Belonginess, self-esteem and self-actualisation are intrinsic motivators often interlinked with extrinsic factors. For example, feedback or appreciation from managers impacts employee self-esteem, satisfying this need and ultimately motivating the employee. Maslow had hypothesised that as each motivator is satisfied, the employee would seek the next. However, this research found that Millennials want these factors concurrently, instead of seeking one need after another. Consequently, an effective motivational scheme would pursue multiple needs simultaneously, supporting intrinsic needs with extrinsic initiatives.

This researcher suggests that managerial practices be altered with reference to both motivational theories. Firstly, Herzberg’s theory allows organisations to determine which factors are expectations and consequently, determine dissatisfaction, and which factors act as motivators. Following this, Maslow’s theory provides a tool to determine which motivators and hygiene factors should be implemented on the basis of importance from the perspective of Millennials. This research has identified which motivators are most important to Millennials. With this information, managers may alter motivational schemes (with due regard to practicability) to attract, motivate and retain Millennial employees.
5.6. Implications for Managerial Practices

Identifying Millennial motivators is only the beginning of this managerial problem; managers also face difficulty in creating practices responsive to Millennial’s attitudes and needs (Ferri-Reed 2014). Quantitative surveys have found that despite differences in age, experience, and traits, managers tend to hold Millennials to the same standards as older employees. However, it is important to consider management practices reflective of Millennial characteristics and motivators, as management style proved to significant to participants given its direct effect on intrinsic and extrinsic motivators.

Millennials tend to reject rigid policies and challenge workplace norms (Martin and Otteman 2016), whilst also seeking straight-forward management procedures, so they know what to expect and what is expected of them. Millennials prefer to work under management practices that offer flexible time structures, systematic and individual development procedures, and a coaching form of leadership (Kultalahti and Viitala 2016). This research indicates that Millennials want to work for an organisation that sees managers and mentors communicate, participate, demonstrate and validate (Seheult 2016). These actions also have the effect of making managers more approachable and understanding, key style sought after Millennials. This generation responds better to leadership than mere management. They seek superiors that act as leaders, who are team oriented, inspire involvement, and importantly, attribute value to participants.

Praise, support and development are essential motivators to Millennials. Therefore, it would prove beneficial to organisations to implement practices that see managers cultivate personal investment in young employees. While Anderson et al. (2016) produced findings that indicate Millennials are reluctant to accept negative feedback, this research found that Millennials appreciate negative feedback and understand its necessity. They are open to negative feedback as they see it as a useful tool to improve their performance. Overall, both forms of feedback motivate Millennials to either improve their performance to avoid negative feedback or continue to receive positive feedback. Millennials also value ongoing training. This is sought not only as a personal investment, but when implemented employees feel valued by their company as it demonstrates investment in human resources. Employee development is critical, as Millennials will leave companies if they think they are overlooked for opportunities to develop skills and experience (Raymer et al. 2017; Meola 2016).
Given the scope of this research project, it is not possible to discuss the implementation of organisational change. Subsequently, this project will include only a summary of the organisational culture most attractive to Millennial employees. Organisational culture drives employee attitudes, effectiveness and performance (Kreitner and Kinicki 2004). It also influences management style and practices, which as mentioned, appears to be a deal breaker when it comes to retaining Millennials. To attract and retain Millennials, organisations should foster a company strategy that values employees and customers equally, that fosters the development of equally valued subcultures, and encourages managers to work with employees in individual and interpersonal ways (Green and Grace 2015). This study found that flexible work conditions, structures that ensure approachable and understanding managers, strong team orientation, equal and fair work distribution among employees, are all key to motivating this generation.

Other less common policies and working conditions flagged in the data collection include the way relationships are fostered, general health and safety practices, and freedom to pursue similar work outside of their firm. To alter organisational culture managers must employ relevant training, communication, and leadership practices (Friedman and Gerstein 2017). To elicit organisation culture attractive to Millennials, it is recommended that managers implement management practices and style that includes the factors discussed above.

5.7. Implementing Change in Managerial Practices

The following discussion addresses the final research question: how should Millennial employees alter their behaviour to comply with current motivational practices, and how should managers alter practices to create more affective motivation methods that reflect Millennial attributes?

With due consideration of Millennial expectations and differing generational characteristics, it would prove beneficial to both employees and managers if each stakeholder altered their behaviours and practices. This researcher suggests managers strive for a balance that provides for key motivators while also altering impractical Millennial expectations. Studies found that attributes and characteristics are heavily influenced by external societal factors during a generation’s development (Kelly et al. 2016). Therefore, altering Millennial characteristics, beliefs, and values is not feasible, and attempting to implement contradicting managerial practices is likely to lead to employee dissatisfaction and higher turnover. Instead, managers should enact initiatives that alter the expectations of Millennials as they enter and progress
through the workforce. This would occur in conjunction with alterations to the motivational tactics employed by organisations to attract, motivate and retain their employees. These initiatives to better motivate Millennial employees represent another form of internal factors influencing organisational change (Rizescu and Tileag 2016, 139). Therefore, these developments would need to be implemented with reference to key literature on organisational structure and culture change. By and large, organisations should employ change that has the effect of motivating Millennials and improving their expectations to better motivate the group.

For example, one of the major motivators causing problems for organisations is Millennials desire for continuous training and development. However, due to this generation’s tendency to switch positions regularly, organisations are reluctant to invest in young employees (Raymer et al. 2017). This research confirms that a lack of investment on the part of the organisation is a significant de-motivator and often reason cited for leaving the company (Raymer et al. 2017; Meola 2016). To improve this situation, from the beginning managers should communicate the training and development offered by the organisation, the usual pace at which it occurs, and what milestones employees should reach to be offered the next level of development or promotion.

This development suggestion also has the effect of satisfying other motivators sought by Millennials: open communication, clear management practices, information on career development and advancement realities. These actions also improve Millennial expectations on advancement, development opportunities, and pay rises. This researcher agrees with common literature that motivational differences may be due to age, life experience, and career stages (Stark and Farner 2015; Twenge 2010). Therefore, open communication and career development plans would assist new employees in the workforce or industry in altering their expectations to reflect common practices. Chapter Four identifies important motivators common across both groups, and those important in certain industries. This data may assist managers in determining which motivators support and motivate Millennials generally, and which are relevant to a particular industry, while remaining within the scope of practicability.

5.8. Recommendations to Managerial Practices

Organisations are prepared to and often embrace changing with the external elements, often taking measures to appropriately react to technological, political, social and economic factors. The same approach should be applied to internal factors, such as human resources. Current studies show that generations within the workforce adapt and change with society, and therefore
a responsive change is needed within organisations. The points below draw on findings from the literature review and primary data collected for this project. These recommendations aim to increase managerial knowledge in this area and highlight key aspects that will improve the motivation and retention of Millennials.

**Understand, accept and embrace the differences** - It is essential that managers understand and respect the differences between older generations and Millennials if they are to implement strategies that not only motivate and retain young employees but allows them to perform at their peak. Instead of resisting distinctive motivating factors, it would prove beneficial to employers and employees to revamp HR systems to attract, engage and retain Millennials.

**Relationships are key** – it is essential to promote strong relationships between managers and employees, as this is often the reason Millennials leave organisations. Millennials seek positive relationships and look to be appreciated by their managers. Implementing enterprise social networking will assist Millennials in gaining knowledge and experiences through direct access to more knowledgeable colleagues. This generation also seeks organisations that promote positive relationships between employees, with an emphasis on work shared equally between teams, so that individuals need not pick up the slack of other employees.

**Interpersonal management** – Millennials are dissatisfied in organisations where they feel they are merely a number, often stressing their need for personalised management. This often entails clear feedback and advice relevant to the employee as opposed to general management policies or reports indicating performance. The literature and primary findings demonstrate that Millennials are determined, eager to learn and receptive to constructive feedback.

**Clear career development opportunities** - Most Millennials are intrinsically motivated by accomplishment, goals and personal success, growth in skills and experiences, meaningful and interesting work, pride, and positive relationships at work. Therefore, organisations targeting Millennials should emphasise the skills they will learn at work and opportunities available to them. It is also worthwhile to teach them about the organisation’s business units, to better enable them to decide upon a career path. Millennials cite unclear or stagnant career pathways as a significant demotivator. From the beginning they would like to be aware of the career development opportunities available to them, and the steps or goals they must meet to acquire further training and support, to advance within the company. Millennials often leave if they
believe there is little possibility of them advancing through the company. They often choose a horizontal option over vertical if they think it will assist their career progression.

**Training and development** – as part of career progression and even just performing their job to the best of their ability, Millennials have been found to seek continuous training and development. Millennials want to feel valued by the organisation and want to continually invest in themselves. This is supported through training and development initiatives.

**Open and clear management practices** - organisations should seek to provide a transparent workplace, clear social contracts, and allocate meaningful work that aligns individual employee’s goals with the organisation’s. Millennials consistently reiterate the importance of clear management practices and open communication between managers and employees. This is aligned with their desire to:

i) know and understand the available career pathways;
ii) perform their duties to the best of their abilities;
iii) avoid punitive actions from managers that arise in instances where instructions or policies are unclear;
iv) communicate problems or ideas to their managers;
v) and receive clear and constructive feedback.

Altering management practices also has the effect of addressing the unrealistic expectations believed to be held by Millennials. By ensuring employees are informed from the beginning, they are able to understand the realistic opportunities and practices available to them.

5.9. **Chapter Conclusion**

This chapter has synthesised the research findings from Chapter Four and key literature presented in Chapter Two. The study confirmed the common motivators found in literature and identified further motivators dependent on the education and industry of the participant. Minor differences arose between non-tertiary and tertiary educated participants. Both groups shared similar motivators, however the importance placed on common motivators differed. Understanding motivators valued by both groups, and motivators valued in specific situations based on demographics allows managers to apply common factors to organisations’ motivational systems and include additional motivators as relevant to the industry.
This research confirmed some of the negative traits commonly associated with Millennials. While most of the data collected from the participants focused on positive attributes, it is expected that their self-examination may be limited due to their optimistic view of themselves. However, with the appropriate management techniques, these negative traits are likely to lessen or become of value to organisations. Similarly, management practices that take advantage of positive traits will motivative employees more effectively and increase their value to the organisation. To accomplish this, this researcher suggests that motivational practices be altered with strong consideration of key Millennial characteristics and motivators. These alterations, balanced with feasibility, are likely to not only motivate Millennials but improve their expectations to better reflect practical motivation practices.

As an interpretive, qualitative research project, the study has explored motivators important to a small proportion of the generation. Therefore, it has identified motivators that may now be included in quantitative studies and determine the importance and scope of these motivators across the generation as a whole. Human resources represent a key internal factor that drives organisational change. As commonly noted in organisational change literature, organisations must respond to these changes if it is to maintain productivity and remain a competitive force in the market. Just as Millennials must alter their expectations to ensure a balance. This however requires managerial support and communication. The findings and implications discussed are further outlined in Chapter Six in addition to recommendations for improving motivational systems reflective of Millennial characteristics, attitudes, opinions, while also altering Millennial expectations.
CHAPTER SIX - CONCLUSION

6.1. Introduction

This chapter concludes the research and revisits the central research question, “What motivates Millennials in the Australian workplace, and what forms the basis of these motivators?” It discusses the merit of the research and its contribution to knowledge and managerial practice. Limitations are also discussed. Finally, it provides recommendations for future research.

6.2. The Outcome of this Research Project

The findings in Chapter Four and data synthesis conducted in Chapter Five are considered to make an important contribution to managerial knowledge relating to factors impacting Millennial motivation in the Australian workplace.

Studies into the early development of Millennials found that this generation was socialised under positive psychology and a technologically savvy, innovative culture. Consequently, Millennials enter the workforce with expectations that contrast with reality. The development of this generation is also believed to be the cause of the common stereotypes associated with Millennials. By and large, these attributes have significantly influenced this generation’s motivators. Millennials are intrinsically motivated by accomplishment, goals and personal success, growth in skills and experiences, meaningful and interesting work, pride, and positive relationships at work. These intrinsic motivators are interlinked with the extrinsic motivators, such as advancement, appreciation, autonomy, personal managerial support, monetary incentives, recognition and new opportunities to excel. Only a few external factors impacted participants’ career decision-making. The predominate external factors considered were social in nature, such as lifestyle aspects associated with location and environment.

Minor differences arose between non-tertiary and tertiary educated participants. Both groups shared similar motivators, however the importance placed on common motivators differed. Commonly recognised intrinsic motivators identified in the literature review were also found to be important to participants, arising in 75 to 100 percent of interviews. Significantly, participants revealed multiple open codes, indicating motivators less common in literature. A significant difference arose between literature findings and this study in relation to remuneration. Australian Millennials were found to value pay as a necessity to support themselves or as an incentive that reflects their skills and experience. With due consideration
of Millennial expectations and differing generational characteristics, it would prove beneficial to both employees and managers if each stakeholder altered their behaviours and practices. Organisations may exercise initiatives that would allow managers to provide key motivators while also educating Millennials of common expectations of career progression, training, relationships and feedback.

6.3. Contribution to Current Body of Knowledge

One of the objectives of this research project is to contribute to the theoretical knowledge in numerous ways by addressing key gaps in the literature and providing an alternative perspective on the motivational issue. Firstly, Australia has unique cultural, social, economic and political factors that have shaped the Millennial generation. By collecting data from Australian participants, this project offers data and findings relevant to managing this generation in the Australian workforce, as well as providing a new perspective on a global managerial issue.

Secondly, the literature review revealed that most studies have been quantitative, providing numerical data to quantify attitudes, opinions and behaviours. To understand the underlying reasons for Millennial opinions and motivators this project applied an interpretive, qualitative method to further explore the issue. This exploratory investigation not only lessens knowledge gaps but provides the foundation for further qualitative or quantitative research.

Thirdly, little research has been conducted with non-tertiary educated Millennials. This study collected data from both groups to compare the characteristics, motivators, and opinions of both groups to discover similarities and differences. Finally, few studies considered current factors external to organisations that impact Millennial career decision-making. This research has addressed this knowledge gap. Ultimately, the thesis contributes to the literature by providing a better understanding of the intrinsic and extrinsic factors impacting the motivation and retention of the Millennial generation.

6.4. Contribution to Managerial Practices

This research has contributed to managerial practice by providing an Australian perspective to a growing global issue. This research has identified the professional attributes and characteristics of this generation which have developed due to Australian’s unique political and social environment. These development factors, which lead to Australian Millennial traits, have created motivators specific to this cohort. This study has identified motivators common across tertiary educated and non-tertiary education Millennials, and motivators dependent on industry and demographic factors, such as sex, age, education background, and employment history.
Subsequently, this study has produced findings that allow managers to discern which motivators are likely to be effective across multiple industries, and which are effective in certain circumstances. This knowledge assists managers in implementing motivational initiatives that are responsive to Australian Millennial employees, and therefore, more likely to induce an outcome attractive to both the organisation and employee.

6.5. Limitations of the Research

This research was constrained by time and resources given to an Honours research project. Therefore, the research is limited by the single application of qualitative data as opposed to a mixed methods design. This incurs several limitations, such as the inability to easily generalise data that reflects the wider population. This investigation adopts a constructivist qualitative approach, and so the transferability of the findings is lower than positivist quantitative methods. However, this research was designed to serve the purpose of exploring and explaining the motivators of the Australian Millennial generation with insights. The research and its results are specific and therefore not expected to deliver transferability to wider Millennial population. This limitation however provides a gap to further research the motivators with quantitative approaches.

Other limitations arise from the possibility of sample selection error, in which there is a natural tendency to select respondents who are the most accessible and agreeable. Bias, either from the researcher or the participants, has the potential to alter accurate results. This may have occurred during the interview stage where participants alter answers to avoid judgment and present themselves in better light. It may also have occurred during the data collection and analysis stage, whereby data may be subjectively weighted less or emphasised. These biased results are not limited to this research project; errors due to bias is can occur in previous qualitative research which lowers the data’s credibility in comparison to quantitative data.

6.6. Recommendations for Further Research

To mitigate these limitations and errors, it would prove beneficial to follow this research with subsequent quantitative research to complete a mixed methods exploratory sequential design which will allow findings to be tested and generalised (Creswell and Clark 2011, 71). This method would use data and findings from the qualitative stage to create a quantitative survey which could be distributed to a larger sample size using the snowball technique. To attain which motivators are present and important to Millennials. It is recommended that the future research include each of the motivators demonstrated in this project and have a number of
participants reflective of the Millennial population to assess and rate these motivators on the basis of importance. Future participants should also be asked how dissatisfaction in motivation effects their job performance and career decision-making. These results would determine whether the qualitative data is applicable to the Millennial generation on a national scale.

The study recommends further longitudinal studies once enough time has elapsed to better evaluate and compare generational differences and address whether differences arise due to age or generational traits. Most literature on generational differences performed cross-sectional studies which compares generations with data collected at the one point in time. This prevents analysis of differences based on age or career stage in comparison to generational traits. These gaps are unable to be addressed until Millennials attain a similar age to previous generations, allowing researchers to separate generational characteristics and the age variable.

6.7. Chapter Conclusion

This study provides a significant and unique insight into the Millennial motivators and the factors driving this generation’s professional motivation. During the literature review, knowledge gaps and key themes were identified through analysis, highlighting the areas of interest of literature researchers and managers. The investigation followed an ontology to reveal multiple meanings and interpretations of the issue. The ontology and epistemology supported the position that reality is multiple and relative, and this suited to an interpretative methodology. The goal of this methodology was to understand and interpret the meanings in human behaviour, and ultimately provide a deeper understanding of the professional motivators of the Australian, Millennial generation.

It has addressed the gaps identified in Chapter Two by exploring the characteristics and motivational factors of both tertiary and non-tertiary educated Millennials in the Australian workforce. Through qualitative interviews it provides comprehensive perspectives of Millennials, providing a better understanding of the research problem, and importantly, equipping managers with information key to creating a responsive motivational system. Through analysis of literature findings and findings drawn from Millennial participant perspectives, this research has developed recommendations receptive to the needs of Australian, Millennial employees. By integrating these suggestions into managerial practices, it is expected that the professional motivation and retention of this generation will improve.
REFERENCES


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8.1. Appendix One: Interview Questions

Purpose of the interviews

The purpose of the interviews is to: explore the intrinsic and extrinsic motivators of Millennials in the Australian workforce; provide data and insight into the problem and lessen the information gaps present in current literature; and provide primary data to synthesise with current literature findings in order to provide recommendations to lessen the managerial issues associated with the problem.

Interview Questions

1.1. How many employment positions have you had?

1.2. Did motivation impact your decision to leave or accept a position?

This is to learn how many jobs they’ve had, and why they left. A huge problem for companies is high turnover rates in their younger employees. Knowing why they left may identify motivational issues. It is expected that some participants may have left positions for personal reasons. As this study is focused solely on motivation, the participants will be informed that they do not need to provide any personal information. They may elect to not answer or say ‘reasons not related to motivation.’

2. What qualities do you believe you bring to your workplace?

These attributes may be the reason Millennials believe they are entitled to early promotions, opportunities etc. Understanding why Millennials think they deserve the intrinsic and extrinsic rewards is important, as it provides a basis for their motivation which helps shed light on the issue.

3. What motivates you at work?

These questions are to identify specific motivating factors. The first question is broad to allow participants to describe motivators in their own words. By not specifying extrinsic or intrinsic it is hoped that the participants will note which motivators are important to them; the emphasis on extrinsic and intrinsic motivators contrasted in the literature, this may assist in identifying which factors are more or less important. The second question is to get the participants to think about aspects that may not come to mind straight away, such as work hours, colleague relationships, respect from managers etc.
4.1. How do you define success in your work?

4.2. Does this have an impact on your motivation?
   This is to see whether the rapid promotion and pay rises are important to employees? It will also confirm whether these problematic traits (need for rapid advancement and raises) are present. As a specific and greatly noted problem, it is important the research include a specific question that addresses this issue.

5.1. What do you expect to receive from the organisation(s) you work for in exchange for your service?

5.2. What motivation have you received from your organisation in the past and present time?
   A common motivation issues and reason for leaving a company in the literature was the Millennials want companies to invest in their skills and development, but companies are reluctant because they believe the resources they spend will leave the company in a matter of time. The research will benefit and provide a better understanding by determining whether Millennial’s motivators line up with what they expect from companies. This may demonstrate that the motivators exceed what Millennials expect, or it may correlate. This may appear repetitive, however previous questions focused on what motivational rewards/aspects participants want, while this question seeks to identify what they expect to receive.

6. Have elements like these impacted your decision to stay or leave an organisation or position?
   Before this question is asked, participants will be explained that what social and economic elements outside of work refers to: social elements include cultural considerations, lifestyle attitude, and education. Economic elements include interest rates, economic growth, unemployment in Australia.
8.2: Appendix Three: Information Letter

Dear Participant

I invite you to participate in a research project looking at the exploring the professional motivators of millennials as a generation. This study is part of my Honours Degree in Management, supervised by Dr. David Zhang at Murdoch University

**Nature and Purpose of the Study**

Employers face difficulty in motivating and retaining their millennial workforce across multiple sectors and industries. Many researchers have studied differences between generations and have found millennial characteristics differ greatly from previous generations which has led to conflicts and difficulties in the workplace between managers and young employees. However, many of these studies took place outside of Australia and very little considered the external motivational factors, nor have they adequately compared tertiary educated and non-tertiary educated millennials. Further research would assist managers in understanding the needs of Millennials and offer motivating practices that better reflect these needs.

Therefore, the aim of this study is to investigate what motivates Australian Millennials in the workplace and what impact motivation has on their retention. It will also investigate both tertiary and non-tertiary educated millennials to discover whether there are notable differences between the two groups. This supports the broader aim, to provide insight into the Australian millennial’s professional motivators to bridge the knowledge gap, increase managerial knowledge, and provide a means to mitigate this problem.

If you consent to take part in this research study, it is important that you understand the purpose of the study and the tasks you will be asked to complete. Please make sure that you ask any questions you may have, and that all your questions have been answered to your satisfaction before you agree to participate.

**What the study will involve**

To take part in this study you must:
- be born between 1980 and 1999; and
- indicate whether you are completing or have completed any tertiary qualification.

If you decide to participate in this study, you will be asked to complete the following tasks:

- Participate in an interview that will take approximately 30 to 45 minutes. During the interview you will be asked questions about your professional motivation, the basis of your motivators, the impact motivation has on your decision to stay or leave a position, and whether any external economic or social factors have impacted your decision to pursue or leave a position.

The audio during the interview is to be recorded for later use during the analysis and drafting stages. Additionally, interviews notes will also be taken to record participants’ answers and commentary.

The purpose of the study is to investigate motivation in the workplace. Therefore, no personal information is to be sought from you during any time of the investigation. However, should you experience any level of anxiety, stress or discomfort during the session, you are free to withdraw at any time before, during or after the interview.
Voluntary Participation and Withdrawal from the Study

Your participation in this study is entirely voluntary. You may withdraw at any time without discrimination or prejudice. All information is treated as confidential and no names or other details that might identify you or any company you have worked for will be used in any publication arising from the research. If you withdraw, all information you have provided will be destroyed.

Privacy

To ensure privacy, the interviews will take place in a quiet and controlled environment. During the interview only the researcher (Kathryn Fernance) and the participant will be in the room. This is to provide a space in which the participant can answer the questions freely with no distractions.

Your privacy is very important, whether you elect to participate or not will be kept entirely confidential. Any members of the research team who are associated with you in other roles will not know whether you have elected to participate and will view only anonymous data. It will thus not be possible to identify you, neither will you be identified in any publication arising out of this study.

Benefits of the Study

It is possible that there may be no direct benefit to you from participation in this study. While there is no guarantee that you will personally benefit, the knowledge gained from your participation may help others in the future and provide a benefit to Millennials as a group. The purpose of the study is to provide in-depth insight into the motivational factors of millennials with the intention of providing more insight into the managerial difficulties. The study also has potential to form the basis of a larger study to determine whether the findings from this project apply to the broader millennial population.

Possible Risks

There are no specific risks anticipated with participation in this study.

If you have any questions about this project please feel free to contact either myself, Kathryn Fernance by phone on or my supervisor, Dr David Zhang, on ph. . My supervisor and I are happy to discuss with you any concerns you may have about this study.

Once we have analysed the information from this study we will email a summary of our findings. You can expect to receive this feedback in May 2018.

If you are willing to consent to participation in this study, please complete the Consent Form.

Thank you for your assistance with this research project.

Sincerely

Kathryn Fernance

This study has been approved by the Murdoch University Human Research Ethics Committee (Approval xxxxx/xxxx). If you have any reservation or complaint about the ethical conduct of this research, and wish to talk with an independent person, you may contact Murdoch University’s Research Ethics Office (Tel. 08 9360 6677 for overseas studies, +61 8 9360 6677 or e-mail ethics@murdoch.edu.au). Any issues you raise will be treated in confidence and investigated fully, and you will be informed of the outcome.
8.3: Appendix Four: Consent Form

Consent Form

Insight into the Intrinsic and Extrinsic Factors Impacting the Professional Motivation of the Millennial Generation

An Investigation undertaken by Kathryn Fernance

I have read the participant information sheet, which explains the nature of the research and the possible risks. The information has been explained to me and all my questions have been satisfactorily answered. I have been given a copy of the information sheet to keep.

I am happy to be interviewed and for the interview to be audio recorded as part of this research. I understand that I do not have to answer particular questions if I do not want to and that I can withdraw at any time without needing to give a reason and without consequences to myself.

I agree that research data from the results of the study may be published provided my name or any identifying data is not used. I have also been informed that I may not receive any direct benefits from participating in this study.

I understand that all information provided by me is treated as confidential and will not be released by the researcher to a third party unless required to do so by law.

Participant’s name: __________________________

Signature of Participant: __________________________ Date: ______/______/______

I confirm that I have provided the Information Letter concerning this study to the above participant; I have explained the study and have answered all questions asked of me.

Signature of researcher: __________________________ Date: ______/______/______