An Exploratory Study of Reward Management Systems; Millennial's vs Generation Z. A Qualitative Study.

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Abstract

The aim and objective of this research study is to investigate reward management systems in the context of two generational cohorts, millennials and generation Z.

The researcher utilised secondary research to develop a clearer understanding of reward management systems and how it essentially motivates and satisfies employees. The researcher then examined the characteristics of millennials and generation Z in order to identify if each generational cohort tended to desire the same or different rewards. Both intrinsic and extrinsic rewards were examined.

This research study adopted a qualitative method and the data was collected through semi-structured interviews. The sample size of the study included six participants ranging from the ages of 21-36 years old. The participants were selected from different employment sectors in order to ensure varying perspectives were reflected; and to gather a stronger insight into the various reward management systems currently being offered by organisations.

The analysis of the findings indicated that both generational cohorts were not entirely clear regarding their respective understandings of reward management systems, inevitably resulting in a range of opinions being offered. One of the core findings from this section was conflict and competitiveness exists between millennials and generation Z participants and the different rewards that both generations desired. The participants discussed the various challenges, opportunities and innovations they believe Human Resource professionals will be confronted with in the future such as managing four generational cohorts, social media and flexible working hours.

The discussion between the literature review and the findings from the study relayed both similar and contrasting opinions with regards to millennials, generation Z and reward management systems. Finally, the conclusion includes an overview from both primary and secondary findings. The researcher provided recommendations for both future researchers and employers on potential reward management systems and the two generational cohorts concerned, millennials and generation Z.

Keywords: Reward management systems, millennials, generation Z, motivation.

Chapter One: Introduction

1.1 Introduction

This study takes place within a social and political context where the majority of the literature and media commentary tends to focus on millennials. However, generation Z are now firmly established across the employment sector and, as with their peers, they present particular challenges for HR at planning and delivery level. In particular, one sees this with regard to reward management systems where 'one size does not fit all'. In fact, the key finding from this research study is primarily that both millennials and generation Z tend to seek different reward management systems. This is exemplified and amplified in the qualitative data across, within and between each generational cohort.

1.2 Background of the study

This research study aims to provide an inclusive understanding of reward management systems and to observe the properties of correctly implemented reward systems within organisations. Also, this study further aims to provide an overview of both millennials and generation Z whilst simultaneously reviewing relevant literature on reward management systems, motivation and job satisfaction. By 2025, millennials will comprise 75 percent of the global workforce alongside generation Z, who will be largely prevalent within the employment sector by that time (Deloitte, 2014; Verlinden, 2019). It is essential to gain a clearer understanding of each generational cohorts' characteristics, in order to create the ideal work environment.

1.3 Statement of problem

The fundamental concern of this research study is to explore reward management systems and identify if millennials and generation Z are seeking similar or contrasting rewards. Guha (2010) argues that the current workforce is the most diversified in terms of culture, value and generation - which may lead to an emerging issue with respect to the current reward management systems in place within organisations. Faurote (2018) states that generation Z individuals focus on personal development and desire new opportunities to advance their

careers. On the other hand, Nelson (2019) argues that 95% of millennials prefer a work life balance as the generational cohort want to balance family time, hobbies and other commitments outside the workplace. The problem that arises is; can organisations implement reward management systems that meet the needs of each respective generational cohort? It has been observed that generation Z and millennials will collide, therefore management and Human Resource (HR) professionals must be prepared for the upcoming challenges.

1.4 Research questions and objectives

The aim and objective of this study is: 'An Exploratory Study of Reward Management Systems: Millennials vs Generation Z: A Qualitative Study'. This research study will also be broken down into sub-objectives which will establish the three questions below:

1. Critically assess the scholarly literature pertinent to reward management systems and millennials and generation Z.
2. To compare and contrast the HR discourse relevant to the five affirmation themes.
3. To detail new onuses within and between millennials and generation Z.

Employers must align their reward management systems with the requirements of the business. CIPD (2019) state that there are numerous elements to reward and it is crucial for employers to select a balanced mix of variable pay, flexible benefits and monetary and non-monetary rewards. The research question involves both generational cohorts (millennials and generation Z) therefore organisations will also be required to consider their needs and wants.

1.5 Purpose of the Research Study

The purpose of this research study is to achieve a clearer insight into the millennial and generation Z perspectives of reward management systems that currently operate within organisations. The aim of this study is to provide a more conversant understanding which will enable organisations to have stronger guidelines when implementing reward management systems; whilst considering motivation and job satisfaction of the employees.

1.6 Significance of the Study

This research study should enable future researchers to more fully understand the significance of reward management systems and the varying needs and wants of generational cohorts. Also, it became apparent that organisations were not adjusting the reward management systems when new generations enter the workforce, resulting in an apparent lack of motivation and, by extension, job satisfaction. This study will educate management and HR professionals further on reward management systems and also future authors who would like to gain additional understanding on this topic.

1.7 Overview of Research Structure

Chapter one- Introduction

The introduction chapter has presented a background of reward management systems and the generational cohorts, millennials and generation Z, and highlighted the statement problem of this study. It also has provided the aims, objectives and research questions that the research study will answer. The researcher has established the purpose and significance behind the research study.

Chapter two- Literature Review

This chapter has provided an in-depth, detailed analysis of reward management systems, motivation and job satisfaction. This chapter explains the connection between reward management systems and motivation and job satisfaction and explained how a poor reward system can contribute to the presence of unmotivated and dissatisfied employees. The researcher also explained the characteristics of millennials and generation Z.

Chapter 3- Methodology

The methodology chapter explains the methodological approach that was utilised by the researcher to collect the data required to conduct the research study. The researcher describes the research design, the approach, methods, sample, ethical considerations, limitations, the reliability and validity of the research study, reflexivity and data analysis.

Chapter four- Findings

The findings of the research study are presented in chapter four. This chapter presents fifteen meta-themes which are further condensed into five main themes. The researcher presents the findings of the six participants who were involved in the study.

Chapter five- Discussion

This section of the study provides a discussion between the findings of the research study and the academic literature presented in chapter two. This chapter was separated into the five main themes and each section presents a discussion on the topic. This chapter also highlighted future questions that arose from the discussion.

Chapter six- Conclusion and Recommendations

This chapter provided an overview of the key points discovered in the course of the research study. It also provided recommendations for HR professionals and management in relation to reward management systems and the two generational cohorts, millennials and generation Z. The researcher also recommended a different methodological approach that could be implemented by future researchers.

Chapter Two: Literature Review

2.1 Introduction

The objective of this chapter is to deliver an inclusive review of research that has previously been conducted in the area of reward management systems whilst considering the impact it has on the motivation and job satisfaction of Millennials and Generation Z. Reward management systems (RMS) have emerged as an important topic in the field of Human Resource Management.

Armstrong (2012) suggests that Human Resource Management (HRM) is distributed through the HR systems and structures, the HR function and, significantly, the line management within organisations. The human resource (HR) departments within organisations are primarily responsible for the implementation of RMS and ensure that employees are compensated accordingly in order to keep the employees' motivated and satisfied. Also, the HR department must ensure that the policies and practices of the RMS are fair, unbiased and clearly applied consistently throughout the organisation. In a study by Allen (2003), HR practices are positively correlated to perceptive organisational support (POS) which facilitates the relationship with employee commitment and satisfaction. The literature that has been analysed in this research paper is derived from various scholarly sources - however, the majority of the sources are taken from peer reviewed journals to form the foundation of the discussion.

2.2 Total Reward and Reward Management Systems

The theoretical basis of total rewards originates from a holistic approach which captures both financial and non-financial rewards that a company may provide to employees (Tsede and Kutin, 2013). It is necessary to examine total reward strategies as it is a combination of both intrinsic and extrinsic motivation that organisations use in order to attract, motivate and, ultimately, retain employees (WorldatWork, 2015).

Rumpel and Medcof (2006) state that total rewards aim to embrace everything employees' value from their work. Mabaso and Dlamini, (2018) suggest that total rewards assist in the organisational commitment of employees and Omotayo, Pavithra and Adenike (2014) further

add that organisational commitment is an important element as it effectively results in higher employee commitment, increased retention and increasing job satisfaction, which in turn improves performance. Total reward strategy is a focused plan which distributes resources and tailors' activities with the specific aim of achieving a high-level performance amongst employees.

The literature substantively illustrates that reward management systems represent a predominantly powerful means for influencing an organisations' culture (Kerr and Slocum, 1987; Taufek, Zulkifle and Sharif, 2016) and increasing employee motivation (Garbers and Konradt, 2013). Reward management systems can be considered one of the primary methods of attaining control as it impacts on the existing behaviours and attitudes of employees. Taylor (2015) states that a reward represents a tangible benefit that identifies effort, service or achievement. Halilbegovic, et al. (2018) note that companies convince their employees to perform effectively by offering rewards for agreeable performance and in turn, rebuffing employees for unacceptable work.

Rewards can range from monetary incentives such as bonuses to non-monetary rewards such as flexible working hours (Bartol and Srivastava, 2002). According to Shafiq and Naseem (2011), reward systems are aligned with employee motivation as reward and compensation systems motivate employees to achieve their full potential when assigned tasks. Armstrong (2007) earlier suggested that reward practice will enhance commitment, motivation, improve employee behaviour and increase job engagement. More recently, De Waal and Jansen (2013) argue that the proponents of bonuses and the importance of monetary rewards increases productivity and performance within an organisation. In an article by the American Management Association (2014), it is suggested that organisations must reenergize compensation and benefits that are being offered in order to satisfy the needs and wants of each generation's unique attitudes, values and perspectives in relation to work.

Reward management systems can be implemented by organisations to both increase motivation whilst in turn increase employee job satisfaction and latterly to be used as a method to change work habits and behaviours to benefit the organisation (Alzyoud, 2018). Reio and Callahan (2004) believe that both intrinsic and extrinsic rewards motivate employees which will result in higher performance levels achieved. Halilbegovic, et al. (2018) also add that well-composed and effective reward systems is an approach which helps

employee motivation in the workplace. Having looked at reward management, we now move to an examination of motivation.

2.3 Motivation

According to Jones and George (2011) motivation comprises psychological forces that determine an individual's behaviour, effort and levels of persistence within an organisation. In today's modern workforce, motivation is the key to achieving competitive advantages, increasing productivity and, overall, increasing organisation profits wholly. In order for motivation to be maximised, employees must be fully engaged. Stiehl, et al. (2015) states that motivation refers to an individual's choice to perform, the effort given in the task and the determination of effort. Edmonds et al. (2018) further add that employee motivation expresses the energy an individual brings to the workplace.

There have been countless theories expounded concerning the primary area of motivation. It is important to examine the early theories by Frederick Herzberg's Motivation- Hygiene theory and Victor Vroom's Expectancy theory; as both represent the foundation from which contemporary motivational theories have developed and evolved. In the 1960's, Victor Vroom realised that there was an essential gap between research undertaken by psychologists and applied models on workplace motivation that could be executed by management within organisations.

2.4 Vroom's Expectancy Theory

Vroom developed the Expectancy theory in 1964 - which focused on the cognitive processes that impact employee motivation. Vroom's (1964) expectancy theory is considered one of the main theories that outlines the relationship between rewards and motivation (Salie and Schlechter, 2012). Armstrong (2003) argues that this theory proposes that employees tend to be motivated if rewards are given in return for doing a job. The Expectancy theory postulates that individuals have choices and make decisions on that which is perceived to lead to the best outcome. This theory is composed of three elements which Vroom uses to develop the Expectancy theory- expectancy, instrumentality and valence (Lloyd and Mertens, 2018).

According to De Simone (2015), Vroom put forward the theory that individuals are motivated to a degree when: the individual trusts that effort will result in satisfactory levels of performance (expectancy), the performance will then be rewarded (instrumentality) and the value of the rewards are acknowledged- extremely positive (valance). The theory states that an individual's action is driven by anticipated consequences. Therefore, Renko, et al., (2012) argue that an individual is more likely to choose an option with the utmost motivational forces (MF) in which Vroom (1964) pronounced in the below equation:

MF= expectancy x instrumentality x valance.

Vroom's (1964) three element model advises that instrumentality and valance, in addition to expectancies, are fundamental in understanding motivation. Shultz (2013) argues that these theories support the development of tools for motivation in the workplace and in turn will empower management to attain cost effective behaviours from individuals which are simultaneously aligned with organisational goals.

2.5 Intrinsic and Extrinsic Motivation

Locke and Schattke, (2018) suggest that intrinsic motivation means wanting or liking an activity for its own sake; separated from any precise outcome level. Barile, et al. (2018) add that intrinsic motivation occurs when individuals believe that they will originate intrinsic value from action. Although intrinsically motivated activities are goal focused, the fulfilment and pursuit of the goal are no longer separate; and the individual' acknowledges the pursuing of the activity as essentially attaining the goal (Woolley and Fishbach, 2018).

There are several theories that prompt debate in relation to intrinsic motivation. However, the most significant and widely known theory include Deci and Ryan's (1985, 2000) Self-Determination Theory (SDT). The SDT theory draws attention to the evaluation of individual's actions. The SDT theory suggests that intrinsic motivation levels are higher when there is better task engagement and greater focus on goals. Lloyd, et al. (2017) suggests that intrinsic motivation has been found to be linked with greater training outcomes. Dysvik and Kuvaas (2008) add that employees with higher levels of intrinsic motivation have an optimistic relationship with apparent training prospects.

Antonioli, et al., (2016) state that extrinsic motivation refers to factors that affect an individual behaviour and incentives that are produced by the need to attain an outcome. Extrinsic motivation can be defined as that process where individuals will live up to their needs in return for physical rewards- which are provided by organisations; such as salary, bonuses, supplementary benefits e.g. a company car, and development opportunities (Priya and Eshwar, 2014; Deci, 1976). Moreover, (Mickel and Barron, 2008) argue some of the early studies in motivation proposed that extrinsic motivation was a more powerful way of controlling employee behaviour and also more effective in motivating employees than intrinsic motivation.

To achieve optimum motivation within the workplace, organisations need to consider a permanent mixture of intrinsic and extrinsic motivation which can influence individual's level of job satisfaction (Wong, et al., 1998).

2.6 Theories Surrounding Intrinsic and Extrinsic Motivation

The most important factor in any organisation is the workforce - therefore, it is essential for the organisation to ensure that employees are motivated, whether through intrinsic or extrinsic factors. Kanfer, et al. (2017) suggest that findings indicate that the adoption of desired work goals is more likely to occur when the employees take ownership of assigned goals- believing that goals can be achieved- and this achievement facilitates the receipt of an intrinsic and/ or extrinsic outcome.

2.7 Herzberg's Motivation- Hygiene Theory

Frederick Herzberg's Motivation- Hygiene theory was proposed in 1959 which focused on the effect that both internal and external factors had on job satisfaction as an essential human need. According to Furnham, et al. (2009), Herzberg et al.'s (1959) influential two factor theory of motivation suggested that satisfaction and dissatisfaction were two opposite extremes of the same continuum.

Furnham et al (2009) explains that the Hygiene factors are characterised as extrinsic factors of job design which result in employee dissatisfaction if not met. Examples include: working conditions, relationships with colleagues and salaries. Whereas Motivators are intrinsic

factors of the job which include aspects such as development, responsibility, recognition and achievement. Islam and Ali (2013) argues that both satisfaction and dissatisfaction on the job are extremely important for an organisation to administer because both factors affect the productivity, as well as the attendant effectiveness, of the employee's performance. Bassett-Jones and Lloyd (2005) state that Herzberg postulated that motivation is like an internal self-charging battery, and in order for employees to become motivated, the energy must come from within.

Herzberg received criticism in relation to his theory and published another influential article "One more time: How do you motivate employees?" as a response. In the article, Herzberg (1987) carried out 12 different investigations in various work environments and stated that the results indicated that motivators were the primary reason for job satisfaction- and, by contrast, hygiene factors were the primary reason for unhappiness in the job.

2.8 Deci and Ryan's Self-Determination Theory

Self-determination theory (SDT) is a broad framework of human motivation. The primary distinction within the theory is that between intrinsic and extrinsic motivation; and signifies that in order to achieve growth, employees must intrinsically experience the following three aspects: autonomy, relatedness and competence.

According to the SDT, Ryan and Deci (2000) state that autonomy refers to an individual being in control of one's own path; relatedness refers to an individual's sense of belonging and connection within the workplace; and competence refers to the need of individuals to hold the relevant knowledge and skills. Further, demonstrate the mastery of tasks, in order to be an effective member of the core group.

Ryan and Deci (2000) argue that intrinsic motivation remains an important concept as it reflects the natural human tendency towards learning and the assimilation of knowledge. However, by contrast, extrinsic motivation is seen to vary substantially in its relative autonomy and therefore can either reflect external control or self-regulation. The term extrinsic motivation refers to the performance of an activity in order to achieve a distinguishable outcome, whereas, intrinsic motivation refers to the doing of an activity for the essential satisfaction of doing the activity itself (Ryan and Deci, 2000).

The SDT recognizes that the explicit means of expressing and satisfying basic needs vary considerably through a prevailing culture and context. Also, the SDT proposes to help understand how social and cultural factors facilitate an individual's sense of determination and initiative.

2.9 Job Satisfaction

Job satisfaction is one of the most extensively researched aspects of organisational behaviour because of the critical role it plays in the workplace (Fogliasso, et al., 2013). Locke (1976) defines job satisfaction as an individual's positive emotional state and attitude which is achieved through the accomplishments of work experience and performing tasks successfully. On the other hand, job dissatisfaction ascends when these expectations are not met (Kreitner and Kinicki, 2003). This compares with Zafar et al. (2014) thesis that employees who are wholly satisfied in a job will adjust to changes in the organisation; whether good or bad.

Job satisfaction has been hitherto defined by various researchers and theorists - however, there are widely differing views on how to achieve high levels of job satisfaction within an organisation. Sawitri, et al. (2016) propose that levels of job satisfaction depend on an individual's variable levels of satisfaction; and accordingly, if an individual desire something, they will be motivated to take action in order to achieve those expectations.

In comparison, Applebaum, *et al.,* (2010) argue that physical environment factors such as noise, temperature, humidity etc. and stress, invariably has an impact on job satisfaction levels and, in turn, could potentially prompt turnover. Kurniawaty, et al., (2019) further state that there is evidence which supports that the physical environment does indeed affect the job satisfaction levels - but may also affect employee performance, behaviour and psychological stress. Furthermore, Abraham (2012) agrees that an individual's work environment fulfils the desired needs and wants which results in a higher degree of job satisfaction.

2.10 Factors that Influence Job Satisfaction

Job satisfaction is one of the key components in achieving retention, recognition and promotions in order to sustain a broader sense of fulfilment. Karin Andreassi, et al., (2014)

state that the existence of increasing salaries, rewards and desirable colleague performance can increase job satisfaction levels for employees. Furthermore, Singhapakdi et al., (2015) adds that operative supervision and allocation of meaningful tasks also increase the level of job satisfaction. Therefore, it is necessary to look more closely at the impact of both intrinsic and extrinsic motivation in the context of job satisfaction for Millennials and Gen Z.

2.11 Millennials and Generation Z

It is worth considering that momentous historical events that may have defined generations can vary relative to experience and location. Costanza, et al. (2012) argue that experiences of historical and cultural significance in the United States will differ to the experiences occurring in China, Russia or Brazil which essentially raises concerns about the generalizability of generations across various cultures. Therefore, it is important to note that different life events that occur during that generational period and experiences will create the wants and demands of that generational cohort and ultimately shape their qualities.

All generational cohorts invariably share a comparable outlook and, as the generations mature, build up a certain uniqueness that distinguishes them from previous generations. Yadav and Rai (2017) argue that qualities which differ between generations include; behavioural qualities, attitudes, work ethic, capability of learning and motivational skills. Benson and Brown (2011) argue that predominantly amongst human resource management (HRM) professionals, there is a significant difference amongst the generational cohorts. Benson and Brown (2011) add that these differences amongst the millennials and generation Z will thereby create several complex challenges for management in effectively controlling the workforce. This relates to Busch et al. (2008) who states that there will also be issues finding a way to motivate the two generational cohorts as generation Z may not be motivated in the same way as the millennials before them.

HR practices should aim to promote the principles of participation, collaboration and inclusiveness in order to reach a mutual growth for both the individuals and organisation.

2.12 Millennials

Millennials are currently the largest generation in the global workforce (Emmons, 2018). According to DeVaney, (2015) the millennial generation is larger than the Gen X generation- and virtually identical in size to the 76.4 million Baby Boomer generation. The Millennial generation hold different classifications in relation to the age cohorts.

Smola and Sutton, (2002) argue that millennials were born between 1979 and 1994. Contrastingly, Chalofsky (2010) argues millennials were born after 1980. Tilford (2018) states that by 2020, the millennial generation will make up 35% of the global workforce and the Deloitte millennial survey (Deloitte, 2014) suggests that by 2025 will make up 75% of the workforce. Furthermore, in that survey it is stated that millennials wish to work for organisations that encourage innovative thinking, enhance their skills and establish a positive influence on society (Deloitte, 2014).

Millennials have been the product of much speculation and misgivings regarding their communication and skills; concerning how they may affect the older generational cohorts within organisations (Myers and Sadaghiani, 2010). Mainly, these concerns concentrate on millennials' collective aptitude in producing purposeful work relationships with the older generational cohorts; and, in turn, the improvement of organisational performance (McGuire, *et al*. 2007). Furthermore, Myers and Sadaghiani (2010) argue that the baby boomer generation will never wholly accept millennials who do not share the same work ethic and remain slightly marginalized by senior colleagues- making it more difficult for millennials to attain a sense of integrity and respect in the workplace.

Hartman and McCambridge (2011) describe the millennial generation as technologically cultured multitaskers who are capable of important contributions to future organisations-yet, conversely, are somewhat lacking in communication skills. Milliron (2008) adds that millennials place a comparatively low value on various factors that are stressed most clearly in relevant literature. Factors such as the essential key to working successfully- including the development of logical and communication skills and the capability to work well with other individuals within the organisation. This compares with Agarwal and Gupta (2018) study which argues that it is most ironic that millennials are believed to lack communication skills, regardless of being in constant communication through instant messaging, gaming etc. Contrastingly, Gursoy, *et al.* (2008) adds that millennials prefer an organisational culture that adopts active communication.

Chou (2012) states that the millennial generation, within the workplace, has received growing attention because millennials demonstrate differing values, attitudes, aspirations and beliefs in the workforce; by comparison to previous generations. Millennials are one of the most recent and, theoretically, the largest generation to arrive into the workforce environment (Calk and Patrick, 2017). Millennials are frequently criticised for holding little to no work experience, however, an increasing number of millennials are working and studying concurrently. Having a permanent/temporary job, allows the millennial generation to gain valuable knowledge within an organisation- whilst pursuing their studies (Culiberg and Mihelič, 2016).

Hershatter and Epstein (2010) explored ways in which millennials approach the world of work and postulated that millennials integrate technology into their lives and expect organisations to accommodate them based upon desires, experiences and needs. Carless and Wintle (2007) explained that millennial workers are likely to communicate an interest in flexible working as their priority is a work life balance. Millennial employees are prepared to work longer hours in return for a work-life balance (Miller 2012; Schroth 2019). Research has shown that millennials expect the prospect to work flexibly outside of the typical traditional working hours through the means of new technologies such as virtual meetings (Del Campo, et al., 2017).

According to Agarwal and Gupta (2018) with the millennial generation dominating the workforce, it is essential for organisations to capitalise fully on the dynamism, energy and enthusiasm of this young talented generational cohort. Kultalahti and Liisa Viitala (2014) state that the most significant means is to 'attract, recruit and retain motivated people' which is essential for organisations competing for the millennial generation. By contrast, O'Flaherty et al., (2017) argues that one- third of millennials are not wholly satisfied in their current employment, making the generational cohort the least satisfied out of the three current generations in today's workforce. Therefore, this worrying trend may pose a serious challenge to organisations.

In an article published in the Irish Times, Cotter (2018) discusses how companies are beginning to create reward programmes which are closely aligned with individual preferences and on employee's involvement with both the team and organisation. Cotter (2018) further adds that ''employees of today'' are responding more positively, in contrast to the traditional incentives that organisations were previously offering.

2.13 Generation Z

Generation Z have begun to enter the world of the workforce. Generation Z were born and raised alongside current technological advancements, which dictates that employers must begin to comprehend the unique characteristics of the newest generational cohort entering the workforce.

Similarly, with millennials or generation Y, variations exist in terms of the classification of age cohorts for generation Z. Cameron and Pagnattaro (2017) state that Gen Z is commonly perceived as representing individuals born between the mid-1990s to the mid-2000s. Singh (2014) states that Generation Z were born between 1995-2012.

Chillakuri and Mahanandia (2018) states that Gen Z does differ somewhat from the millennials; as this cohort group are assumed to be more entrepreneurial in spirit- appearing more demonstrably ambitious in the achieving of their goals. According to the Monster Multi-Generational Survey (Monster, 2016) generation Z is the most entrepreneurial generational within today's workforce with a large majority (76% vs. 70% across all other working generations) believing that they will become veritable owners of their careers and almost half (49%) wish to own their own business. This compares with Schawbel (2014) study where he presented a much lower figure of 17 percent of generation Z seeking to own their own business and thereby employ other individuals- in comparison to 11 percent of millennials. By contrast, the landscape in the United States differs with Maurer (2016) reporting a figure of 55 percent of generation Z exhibiting an interest in starting up their own company. As generation Z enters the workforce, management must follow the generation Z members closely in order to identify their strengths and provide them with new opportunities to keep motivation levels high (Chillakuri and Mahanandia, 2018).

A characteristic continually associate with generation Z is being connected through high-tech technology- and communicating over existing social media platforms. Generation Z were born in a digital era and are thus referred to as the ''Internet Generation'', ''iGen'' and ''Generation I'' (Yücebalkan and Aksu, 2018). Desai, and Lele (2017) state that generation Z are indeed the first truly socially empowered and technologically knowledgeable generation in existence; arguing that this generation were shaped by technology from birth. Puiu (2017) adds that technology and the internet are no longer seen as luxuries, but necessities. Kantorová, et al. (2017) argues that one of the generations' basic features is the almost permanent online presence which infuses interpersonal communication. Wiedmer (2015)

explains that most inherent traits of this generation have yet to truly emerge- however, it is evident that many are connected through the use of communication and technology; text messaging, tablets and the World Wide Web. As a result of communicating in a virtual environment, a study by Adecco (2015) has indicated that generation Z members are more reluctant to work in teams and prefer to work independently.

Bencsik, *et al.* (2016) argues that it is essential for those individuals to be all but surrounded by that environment. Bencsik, *et al.* (2016) adds that employers should accept that members of this generation will choose a career they are truly passionate about, and that the result of this attitude is an intrinsic form of motivation. It is also important to note, as well as beginning the most tech savvy generation, McCrindle (2014) study states that generation Z will represent the most educated generation in the workforce- with every 1 in 2 generation Z members holding a university degree; in comparison to 1 in 4 Generation X and 1 in 3 millennials with university degrees. At present, there is very little known about the current generation's attitudes, characteristics, needs and working style. Wiedmer (2015) argues that though generation Z are young, it seems that this generation will prove more environmentally and socially alert than previous generation cohorts.

Ahmad and Ibrahim (2015) believe that every generational cohort hold different characteristics which represent them- and it is important to note that these distinctive characteristics have been formed through cultural phenomena and demographical trends. In a Learning to Work survey carried out by CIPD (2015), HR professionals were asked if they recognised noticeable differences in the way generation Z like to learn. The study showed that 55 percent of HR professionals agreed that there were differences as they identified that generation Z prefer technology-based learning. Gayeski (2015) explains that the most talented individuals currently in schools and colleges will likely be less than interested in 'traditional' jobs; and it is therefore essential for organisations to adopt innovative ways of communication and collaboration strategies; in order to retain and recruit among this new generation.

Furthermore, as for generation Z work preferences, research is powered by the examination of different factors that both empower and satisfy the generation at work. Crampton and Hodge (2007) found in their study that organisations must adapt to a work environment that promotes productivity for all the generational cohorts; employers must give employees the necessary information and skills in order to understand the generational characteristics of

their colleagues- to further create an understanding culture in the workplace. In a study by Desai and Lele (2017) argue that generation Z will be actively ready for rapid change if they dislike something e.g. the workplace; they will invariably leave as it is perceived that they are existing within a faster-paced environment, as compared to previous generations. It should be deemed natural for generation Z to change their workplace environment if their needs are not being fulfilled. Wrzesniewsk, et al. (2010) cite the figure of 45 percent of employees stating that they are happy with their jobs, in comparison to 60 percent in 1987.

2.14 Conclusion

The current aim of this research is to examine the influence that intrinsic and extrinsic motivation have on job satisfaction and to investigate if they differ between millennials and generation Z. It is evident through the literature in chapter two that reward management systems impact the motivation and job satisfactory levels of millennials and generation Z. The writers referenced in this chapter suggested that reward management systems are a powerful tool to have in place within organisations. It is essential to align the reward management system with employee motivation in order to increase job satisfaction and also employee performance.

As HR professionals and management prepare for generation Z entering the workforce, it is important for the organisations to understand the characteristics of the generation and also be aware of the differences between the millennial generation. Zeoli and Billeter (2019) believe that HR is exclusively positioned to drive the organisation and employees to navigate and succeed in a rapid era of change. Sladek and Grabinger (2014) expressed the key difference between millennials and generation Z thus; "Gen Y is full of dreamers; Gen Z is full of realists".

This chapter also focused on important motivational theories which are also associated with rewards. The motivation theories discussed were; Vroom's Expectancy theory, Herzberg's Two Factor Theory and Deci and Ryan's Self-determination theory (SDT). The concepts, in relation to rewards, were further broken down into intrinsic and extrinsic rewards and monetary and non-monetary rewards and an inclusive review was completed on the effect rewards can have on motivation. The above theories are still relevant to today's workforce and if reviewed and implemented correctly into organisations, it will benefit both

management and the employees. Chapter two has acknowledged a gap in literature as there is a definite absence of research that identifies the challenges that management and HR professionals are going to face in relation to millennials and generation Z employees and reward management systems.

This existing gap allows the researcher to explore this area and understand in detail the view and meaning of reward management systems from millennial and generation Z participants. The following chapter will discuss and analyse the design and methodology of this research study approach.

Chapter Three: Methodology

3.1 Research Framework- Introduction

This chapter looks at the theoretical, political and philosophical foundations of research and then presents the methods employed in this study. Research methodology is a systematic means of resolving the research problem; and it is understood as a scientific branch in studying how research is completed in scientific terms (Kothari and Garg, 2004). Qualitative methods of research, in the form of interviews, were favoured by the researcher in this particular study as this was deemed the most appropriate method to utilise given the research questions and participant demographics. This research sets out to extract 'meaning' from the perspectives of millennials and generation Z.

The following questions represent the central rationale of the study:

4. Critically assess the scholarly literature pertinent to reward management systems and millennials and generation Z.
5. To compare and contrast the HR discourse relevant to the five affirmation themes.
6. To detail new onuses within and between millennials and generation Z.

Figure 3.1: Chapter three outline
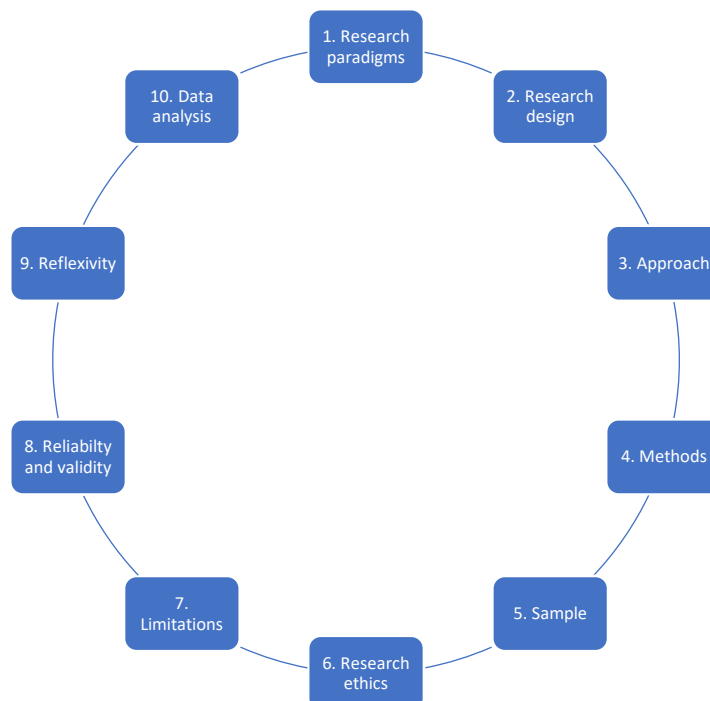
3.2 Research Paradigms

Patton (2002) explains that a paradigm describes a world view that is informed by philosophical assumptions such as the nature of social reality (ontology), ways of knowing (epistemology) and value and ethic classifications (axiology). A research paradigm is a philosophical framework that illustrates the way in which scientific research should be conducted (Collis and Hussey, 2014). Creswell (2012) states that paradigms are characterised by three distinct phenomena's: epistemology, ontology and methodology. Creswell (2012) further adds that the associated variances of the three phenomena's impact on the approach and engagement of research.

Ontology is the study of being (Crotty, 1998). Ontological assumptions are concentrated on what is considered reality and what is perceived as being known about the world. Epistemology is focused with the forms and nature of knowledge. Epistemological assumptions are concerned with how knowledge is communicated, acquired and created (Cohen, et al., 2007; Scotland, 2012). Respectively, each paradigm has its own ontological and epistemological assumptions and therefore Scotland (2012) argues that the philosophical underpinnings of the different paradigms cannot be confirmed or invalidated.

Differing assumptions of knowledge and reality will result as the respective paradigms hold diverse ontological and epistemological views which support their specific research approach. Denzin and Lincoln (1994) describe methodology as the practice of the researcher in collecting the essential knowledge in the area of research.

The research paradigm that is chosen is reliant on the existing knowledge base on any subject (Woodwell, 2013) and it is vital that researchers can identify the three types of research paradigms: Positivism, post- positivism and interpretivism.

3.2.1 Positivism

Positivism adheres to the view that factual knowledge is gained through observation. Moore (2010) states that positivism suggests that scientific knowledge is the greatest form of knowledge and that it originates from the study of observable and measurable events. Moore (2010) also adds that according to positivism, the world entails principles and laws that are discovered through direct observation.

Cohen, et al. (2007) states that positivist researchers are independent entities who view the world objectively. Positivist researchers use structured methodologies, such as questionnaires and focus group discussions, in order to allow repetition. Scotland (2012) states that positivism research is factual and descriptive, and the methodology of positivism is direct explanation of relationships between variables. The methodologies that are commonly used by positivist researchers are quantitative analysis and confirmatory analysis. Saunders, et al. (2007) states that the positivist approach is focused on methods which are designed to produce data and facts not subject to being influenced by human understanding and interpretation.

3.2.2 Post Positivism

Post positivism developed from positivism during the 20th century. However, Phillips and Burbules (2000) argue that post positivism has developed from the recent domination of constructivist research in education. Scotland (2012) suggests that post positivism and positivism have similar epistemological and ontological beliefs, however, there are several ways in which the two paradigms differ. The main difference between positivism and post positivism is that post- positivists use comparable methods such as an experimental approach (Parahoo, 2014). The values of post- positivist in research are neither objective or subjective- nor is there a preference held over objectivity or subjectivity (Ryan, 2006). Post- positivism may be considered a combination of both positivist and interpretivist research paradigms.

3.3.3 Interpretivism

Willig (2013) explains that interpretivism originates from psychology and sociology. Interpretivism is a research paradigm that assumes that social reality is not objective but that it is somewhat shaped by human experiences and social context.

Goldkuhl (2012) suggests that the core idea for interpretivism is to work with the subjective meanings of individuals that exist in the social world; such as, the acknowledgement of their existence, the understanding individuals and the use of both as ''building blocks in theorising''. Schwandt (1994) explains that interpretivism observes a relativist position; in contrast to positivism's realism position. Hansen (2014) states that interpretivist researchers believe that reality is not created by external entities but rather in the mind of the individuals.
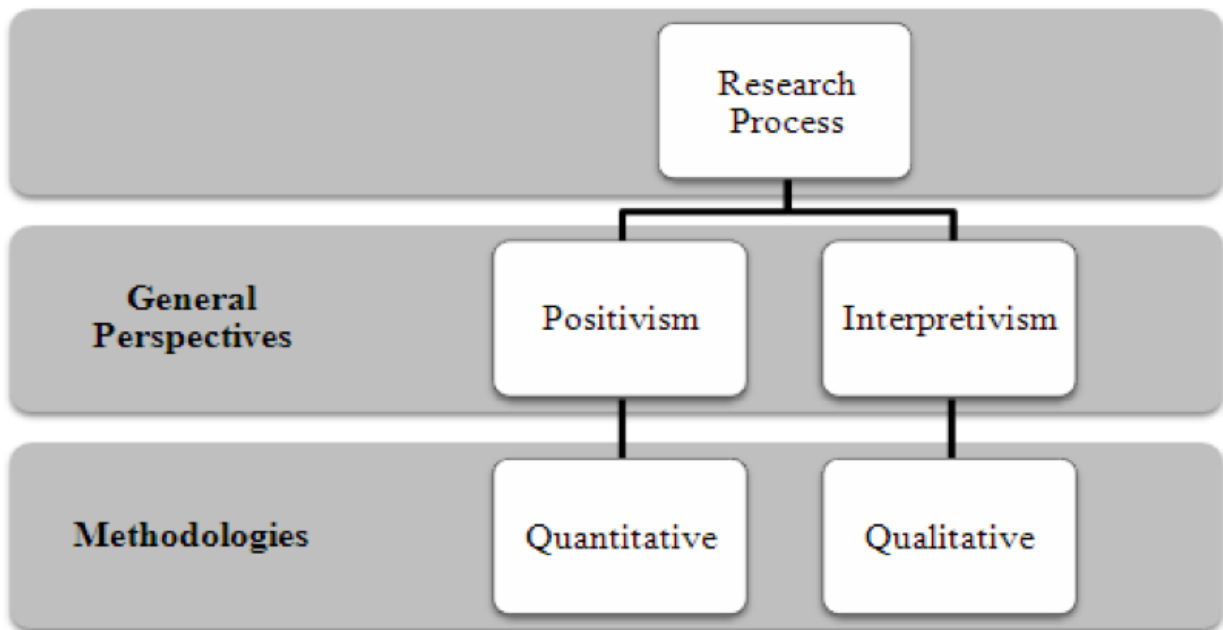
Figure 3.2 (Kocyigit, 2013)

3.4 Research Design

Maxwell (2012) suggests that a good research design is one in which the elements of the research work naturally together and which supports successful and proficient functioning. Whereas, a weak design results in failure. Francisco, et al. (2001) state that research designs are the overall framework from which researchers gather interferences about the quality of the data collected. Therefore, the methodology chosen by the researcher is extremely important in directing the research whilst also providing a framework to answer the research question. According to LoBiondo Wood and Harper (2014), it is necessary to select the correct methodology which successfully achieves the aims and objectives of the research resulting in a satisfactory outcome.

3.5 Research Strategies

There are two prevailing methods in which the phenomena within the social context can be analysed: quantitative and qualitative research methods (Park and Park, 2016). Therefore, both research methods must be considered in order to determine which method would be deemed most suitable for the collection of data for this research.

Each research method, qualitative and quantitative, search for valid and reliable results. Quantitative research methods consist of numerical data, which aims to yield statistical information from large sets of data; and the data is also gathered under controlled conditions in order to avoid other variables interfering with the relationships identified (Flick, 2014; Park and Park, 2016). Alternatively, qualitative research concentrates on investigating the reasons for human behaviour. Qualitative research attempts to answer questions through investigating social settings and the individuals who populate those relevant settings (Berg, 2001). In terms of detail, the aim of qualitative research is to understand respective individual's experiences and, in turn, the essential meaning that the experiences grant to the individuals concerned (Willig, 2019).

3.6 Rationale for Choosing Interpretivism Paradigm

To fully answer the research question, the researcher adopted an interpretivist approach to the study in order to identify the views, understandings and practices experienced by the individuals involved.

Taylor, et al. (2015) note that qualitative researchers aim to identify how the individuals studied; comprehend and perceive things through their everyday lives. Qualitative research has been described as 'naturalistic' (Lincoln and Guba, 1985). Therefore, Rossman and Rallis (2012) later explain that qualitative researchers adopt strategies that are similar to the way that individuals would function within their normal daily lives and speak to participants in a natural and modest way. Taylor, et al. (2015) add that qualitative researchers model their interviews after normal day to day conversations rather than a formal interview structure.

Qualitative research allows participants to be more expressive in their responses and provides more depth and detail into the responses provided by the participants from the questions asked in the interview. Creswell (1989) proposes that the researcher should adapt a procedural format. Therefore, the researcher can conduct interviews and analyse the data collected by utilising this format. The data will then create mutual themes amongst the participants' perceptions of their experiences.

3.7 Data Collection Methods

By reviewing the literature review in chapter two, this enabled the researcher to understand the importance of disciplined, methodological and procedural methods (Creswell, 2003). For this study, semi structured interviews were utilised as they provide a clear list of questions and can ultimately provide comparable and consistent data from the participants.

3.8 Interview Design: Theoretical Perspective

According to Seidman (1991), interviewing manifests an interest in understanding the experiences of other individuals and the overarching meaning that they make of that experience. Furthermore, Saunders et al. (2012) add that an interview constitutes a focused conversation between two individuals, or more, in which the interviewer builds a rapport and affinity allowing the asking of questions that the interviewee is willing to answer and listen to with consideration.

There are three types of interview structures: Structured interviews, semi- structured interviews and unstructured interviews (Saunders, et al., 2012), however, the researcher has chosen to conduct semi-structured interviews for this research study. DiCicco-Bloom and Crabtree (2006) state that semi-structured interviews use open-ended questions which is based on the study's fundamental focus to collect data, attain precise information and enable comparison across the participants. Although the basis of the interview is thereby constructed, the process affords flexibility and creativity in ensuring that each participant's interview is fully discovered (Flick, 2002).

Awasthy and Gupta (2015) suggest that semi- structured in-depth interviews provide information that may not possible to achieve using questionnaires or scales - as it restricts the information being received through the questions being predetermined.

Interviews may be conducted in numerous ways such as; telephone, face to face and also via email. The researcher selected face to face interviews as it allows for the observation of both verbal and non-verbal data (Hiller and DiLuzio, 2004) and also enables both the interviewer and interviewee to build a functioning relationship- further allowing the participants to

discuss their experiences more successfully than an over the phone exchange (Holstein and Gubrium, 2003). The duration of conducting the interviews should take between twenty minutes to two hours (Cooper and Schindler, 2014). Conducting interviews invariably provides rich information that may not be available through quantitative methods of research alone.

The seven stages of Kvale's (1998) interview investigation utilised in this study include: thematizing, designing, interviewing, transcribing, analysing, verifying and reporting.

The two stages above, thematising and designing, involved the selection of themes that were relevant to the research study and the creation of interview questions. Fifteen questions in total were asked of each participant. The interviews were conducted between a timeframe of 23- 30 minutes. The third step involved the researcher conducting interviews with each generational cohort group; Millennials and generation Z. The interviews of each participant were recorded using an iPad and mobile phone. After the interviews were conducted, they were stored on to Google drive under anonymous names to ensure privacy. This also served to provide a backup in the event of the mobile phone or iPad being stolen.

The member checking process was adapted to ensure that all participants were satisfied with the findings. The participant's interviews were encrypted onto a memory stick and in the later stages of the research were re-read and analysed approximately six times. This was a central part of the research, as the researcher acquired a greater understanding of the data collected. Microsoft Word was subsequently utilised for coding purposes. The codes that were allocated were checked regularly and repeatedly during the analysis to confirm that the data was a reliable and validated material source. Lastly, the data collected was reported in chapter four of the research study.

3.9 Pilot Study

Researchers undertake pilot studies to test their research designs in order to measure their ability to conduct research whilst coming to terms with practicalities (Seidman 1998). Kim (2010) adds that a pilot exercise can be beneficial to beginner researchers as it helps prepare and evaluate their interview and observation methods.

Pilot interviews were conducted with two participants; this by turns involved a millennial and generation Z participant. Interviewee one voiced the view that question fourteen was unclear and therefore did not understand the question fully. On reflection, the researcher decided to delete question fourteen entirely as it was not perceived by the second interviewee as easily relatable either. Subsequently, the interviews were piloted by the two generational cohorts.

3.10 Sampling

Sampling techniques enables researchers to yield samples from certain populations and ultimately use that sample population for their research study. Sampling techniques consist of two main strands; Probability sampling and Non-probability sampling (Saunders et al., 2012):

- Probability sampling: This is a technique employed when the population samples are selected at random and usually applies to a larger population.
- Non- probability sampling: This is a technique used when the participants are selected based on the purposive personal judgement of the researcher and does not allow all individuals in the population an equal chance of being nominated.

The researcher has chosen a non-probability purposeful sampling technique for this research study. Bernard (2002) outlines that purposeful sampling is a non-random technique in which the researcher does not require underlying theories nor an exact number of participants. Patton (2002) explains that purposeful sampling is an effective technique used in qualitative research to identify and select information- rich cases if the researcher has limited resources. This includes the researcher identifying and selecting individual participants or groups that are experienced or educated in relation to the phenomenon of interest (Creswell and Plano Clark, 2011). Purposive sampling assists with the relevant research study as it focuses on the particular characteristics of the individuals (Etikan, 2016), however, there are certain challenges facing purposive sampling. For instance, the researcher must be mindful that the participants who take part in the research study may be somewhat biased.

3.11 Sample Size of Participants

In order to select the participants for the research study, emails were sent to 24 individuals, twelve millennials and twelve generation Z. Furthermore, an explanation was given in

relation to the topic of reward management systems and the two generational cohorts. Seven individuals replied and agreed to take part in the interview process. The participants chosen were aged between 21- 36 years old.

3.12 Research Ethics

Before commencing the research study, ethical approval was provided by the National College of Ireland Research Ethics Committee. The relationship and essential intimacy between the researcher and participants might raise a number of ethical concerns; as the researcher may encounter problems such as relative honesty, respect of confidentiality, communication and circumventing misrepresentations.

It is important for the research to consider the participant's right to informed consent and indeed the participants hold the right to withdraw from the study at any time (Saunders et al., 2009). Informed consent has been deemed a vital part of ethics within the research. Therefore, to ensure that the rights of the participants were honoured whilst conducting the interviews, all participants were informed via a written statement of the aims and objectives of the research study and information was thus provided on how the data would be stored (See Appendix B). Academic integrity was always observed throughout the process. The strategies implemented resonate with the findings of Denscombe (2003) who suggests that the researcher should:

- Maintain respectable boundaries in coherence with the dignity of the participants.
- Evade any potential harm to contributors involved in the study.
- Carry out research which is of sound moral standing.

Quinlan (2011) outlines that the ethical standards should be apparent throughout the development of the research study and also in the researcher's engagement with the participants.

As the researcher opted to use qualitative research methods in the form of interviews, a degree of competence was required to ensure that the strategies of the researcher in all aspects of the study were ethically sound. An email was sent to all participants of the study containing both a consent form, and attendant advisory information, individuals regarding the form. This consent form was completed by all participants of the research study before it was

conducted. The participants were also assured that if they harboured any concerns, that they would be immediately addressed (See Appendix D). To ensure confidentiality, the participant's names were changed as an extra protective measure (Cohen, et al., 2000).

After the interviews were conducted, the researcher saved the interviews onto an encrypted memory key. The memory key was stored in a safe which is password protected and the researcher is the only one who knows the code. Finally, the researcher informed the participants that the data collected would be stored for five years and destroyed afterwards in accordance with the National College of Ireland Policy.

3.13 Limitations

Although the research study was prepared concisely with diligence and care, limitations did exist that were beyond the initial articulated research scope. The limitations were as follows:

- *Generation Z interviews*: As there is only a minority of generation Z employees in the workforce at present, the feedback from the participants was limited based on a comparative lack of experience within organisations.
- *Time constraints*: Due to the nature of the Master's being part time, there were certain time limitations for elements of the study as the researcher also works full-time. If it was feasible, the researcher would have liked to have interviewed a larger sample of participants to enhance the findings of the study.
- *Restricted literature:* Although the researcher utilised the College Library and relevant websites, literature engaging the topic of reward management systems and generation Z was, somewhat surprisingly, limited in scope. This hindered the researcher in attempting to gain a greater perspective on the area- due to the lack of authors who have published on this particular topic.

Reflecting on the data collected, it is evident that there were associated advantages and disadvantages to the methods of research chosen. Although the researcher faced limitations within the research, the medium of interviews provided the most advantageous means for final conclusions. Interviewing various diverse individuals allowed for a deeper understanding into the perspectives of the participants and enabled the researcher to gather vital information for their conclusive findings.

3.14 Reliability and Validity

Patton (2001) explains that the concepts of reliability and validity are crucial features in the analysis, design and quality of a study. Reliability and validity are generally used in qualitative research. Odom and Morrow Jr (2006) further state that reliability refers to the 'consistency of measurements'. Research reliability is defined as the degree in which the results remain consistent over a period of time and if the results are replicated under a comparable methodology, then the research mechanism is then believed to be reliable (Joppe, 2000). Alternatively, validity refers to whether the instruments used measures or describes what it is intended to (Bell, 2010, Joppe, 2000). In qualitative research, verification refers to the instruments used during the research study to ensure reliability and validity (Morse, et al., 2002). The researcher utilised piloting, reflective journal, peer debriefing with knowledgeable colleagues and supervisor to confirm reliability and validity of the research study. Supervisors play a vital role to ensure research students remain consistent in their studies and peer debriefing allows the researcher to discuss their findings at intervals (Long and Johnson, 2000).

Creswell (2012) argues that researchers cannot fully remove themselves from the interpretation and personal experiences, therefore there was mindfulness around the beliefs, values and personal thoughts of the researcher to avoid tainting the research study (Patton, 2001). The following research instruments were used to help identify probable biases within the research study (Figure 3.3).

Figure 3.3: Measures utilised by the researcher to ensure reliability and validity
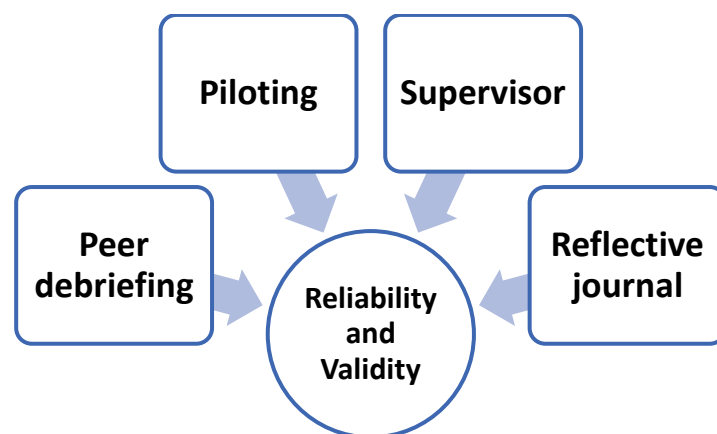
3.15 Reflexivity

Reflexivity is seen as a vital pillar in qualitative research. Reflexivity is the unremitting process of reflection and relates to the extent in which the researcher influences, intentionally or unintentionally, the findings of the research (Jootun, et al., 2009; Parahoo, 2006). The researcher kept a reflective journal to confirm an unbiased viewpoint. During the research study, the researcher also documented some of the difficulties encountered such as locating participants (mainly generation Z individuals). Objectivity was ensured throughout the data collection and analysis stage as the researcher maintained regular contact with a mentoring supervisor who facilitated in identifying the topic stance. The researcher also held peer debriefing sessions with knowledgeable colleagues who frequently reviewed the research study to ensure the researcher's beliefs and feelings were not interpreted in the findings. Moreover, this provided additional perspectives in the various stages of the process (Long and Johnson, 2000, Roberts- Holmes, 2011). Reflexivity, as well as continuous analysis of personal involvement, allows the process to be more open and translucent (Jootun, et al., 2009).

3.16 Data Analysis

The research study deployed an inductive approach and thematic analysis to assess the qualitative data. Braun and Clarke (2006) define thematic analysis as a method which identifies, analyses and creates patterns and themes within data. The result of an inductive analysis refers to the development of themes and patterns which emerge from the raw data collected (Thomas, 2006). Roberts et al (2019) also discuss thematic analysis in their writings and explain it as a direct approach of conducting 'hermeneutic content analysis which is from a group of analyses that are designed for non-numerical data'.

Once the semi-structured interviews were conducted, the researcher transcribed the verbal interviews into written text in order to visually review the findings. The basis of any analysis is coding (Bryman and Bell, 2007). These codes as stated by Miles and Huberman (1994) are meaningful labels or tags which are assigned to the information gathered throughout the research. Blair (2016) explains that the creation of codes can be applied to the data which is then developed into meaningful categories and afterwards interpreted and analysed by the researcher (See Appendix E). Open-coding allowed the researcher to explore the meanings

and ideas that existed in the raw data (DeCuir-Gunby, et al., 2010). The thematic analysis extracts the concepts and meanings from the raw data to create themes. Braun and Clarke (2006) argue that an extremely diligent thematic analysis can produce understanding and reliable findings.

The researcher utilised a checklist created by Braun and Clarke (2006) to ensure the study analysis signified an honest and objective representation of reward management structures, millennials and generation Z (See Appendix A).

3.17 Conclusion

The above chapter has provided a detailed account on the methodological approaches that were used to collect the data required for this research study. The researcher found a qualitative approach of research to be the most appropriate methodology having engaged the literature review with regard to research perspectives. The data was collected through the use of semi-structured, one-to-one interviews. It was indicated that a non- probability purposeful sampling technique was used to select the participants for the research study. The National College of Ireland ethical guidelines were adhered to at all times to ensure the participants were comfortable in the presence of the researcher. Moreover, to ensure reliability and validity in the study, the researcher utilised four methods of data collection including: piloting, reflective journal, peer debriefing with knowledgeable colleagues and supervisors. A reflective journal was kept by the researcher to highlight potential biases. This chapter noted that an inductive approach and thematic analysis were used to analyse the raw data collected from the interviews. Chapter four will outline and discuss the research findings.

Chapter Four: Findings

4.1 Introduction

This chapter will see the findings of the research study established. The data analysis of the study utilises Braun and Clarke's Thematic Analysis model (2006). From this base, 15 meta-themes and 64 sub-themes emerged across the various data sets. The researcher then condensed the 15 meta-themes into five core themes (figure 4.1). The researcher identified that the 15 meta-themes held similar themes and therefore were condensed into the five core themes. Nonetheless, the researcher will duly illustrate the 15 meta-themes alongside a limited sample of the sub themes; and will then provide direct quotes from the participants (both female and male) in this chapter.

As previously outlined, six semi-structured interviews were conducted to collect the primary data. A set of fifteen questions were explored with the participants via face-to-face interviews. The core objective of the semi-structured interviews was to ask the participants strategic questions related to the three objectives of the research study.

Figure 4.1: The five themes discovered from the data
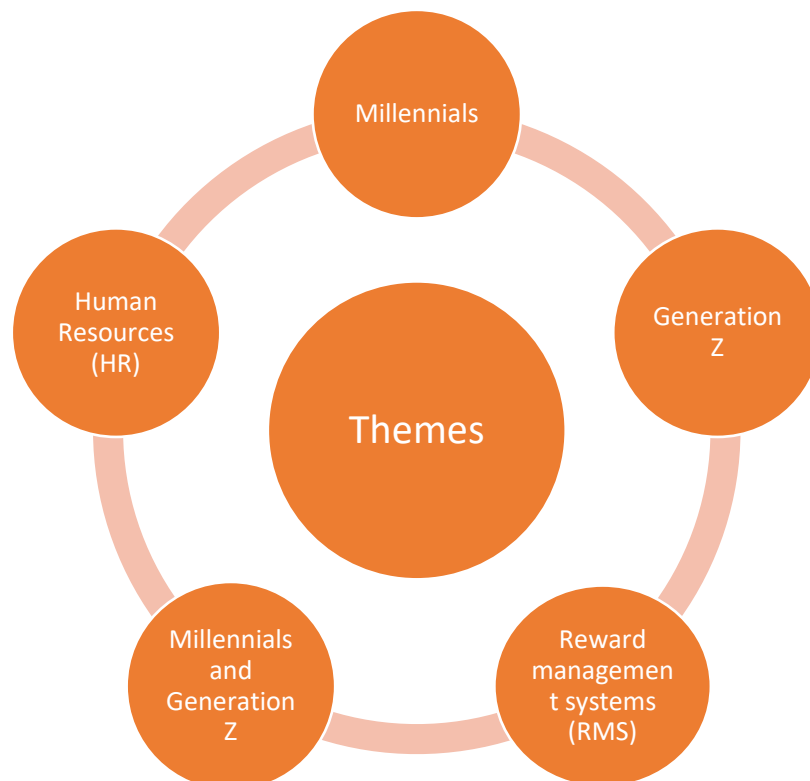
Theme One: Millennials

As expected, the theme of the Millennial promptly emerged from data ranging through the six transcripts. Both millennial and generation Z participants were interviewed in relation to the term 'Millennial' and both generational cohorts had similar perceptions of the term. The millennial participant F2 commented, '*In my opinion millennials are aged between a mid-20s to late 30s*' and the generation Z participant F4 commented, *'My understanding of the term millennial is people who are in their mid-20s to their late 30s'*. All participants held a similar understanding of the term millennial.

Listed below are sub-themes that emerged from the meta-theme (Figure 4.2)

4.2 Millennials

4.2.1 Loyalty

4.2.2 Pay check

4.2.3 Lazy

4.2.4 Length of service

4.2.5 Hard working

4.2.6 Largest generation in the workforce
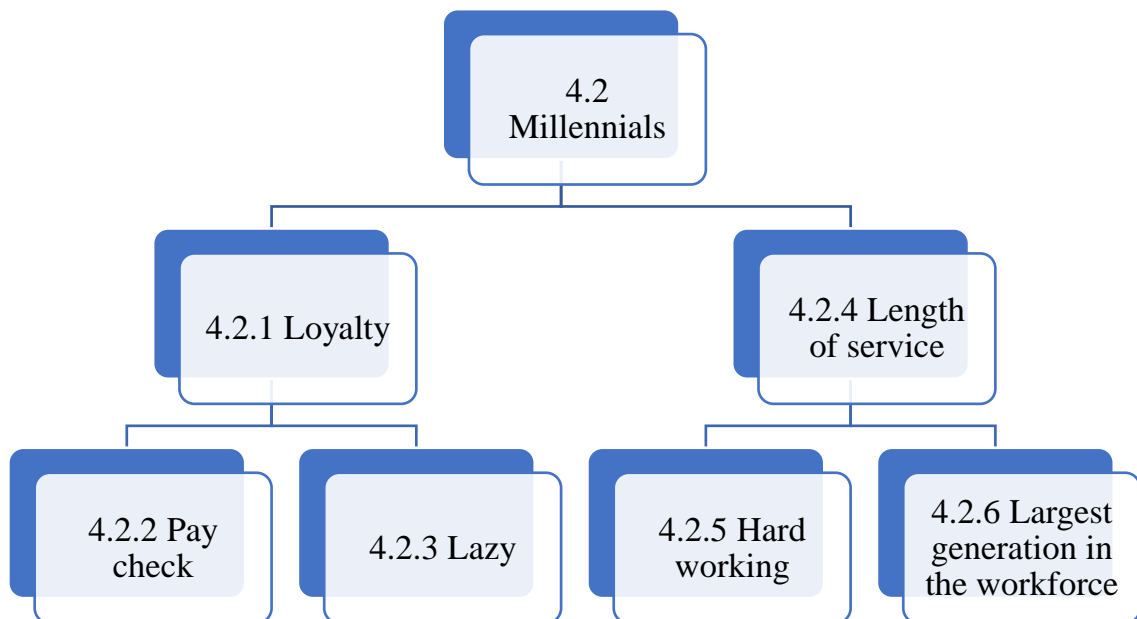
4.2 Management and Supervisor's Perception of Millennials

Both generational cohorts varied opinions in relation to managers and supervisor's perception of millennials. Millennial participant M1 commented, '*It is a generation which is highly educated, and they are very motivated. I think they are perceived well by management and supervisors'*. Generation Z participant M6 relayed, *'I think millennials are perceived a little bit negatively in the workplace by supervisors and management. They do lack a bit of drive and probably don't work as hard as generations before them and think that things should be handled a bit more easily- and encounter some looking to receive pay rises and things like that, when they don't realize that you need to put the time in, and you need to put the hard work in for it, and obviously they lack loyalty which doesn't encourage management and supervisors to like or promote them'*. From the above findings, it becomes apparent that millennials view themselves in a largely positive light within the workplace. By contrast, their generation Z counterparts evidently feel that management and supervisors regard them as 'lazy' and the cause of 'tension' in the workplace.

Listed below are sub-themes that emerged from the meta-theme (Figure 4.3)

4.3 Management and Supervisor's Perception of Millennials

4.3.1 Lazy

4.3.2 Untrustworthy

4.3.3 Frustrated

4.3.4 Unmotivated

4.3.5 Educated

4.3.6 Diligent

4.3.7 Cooperating
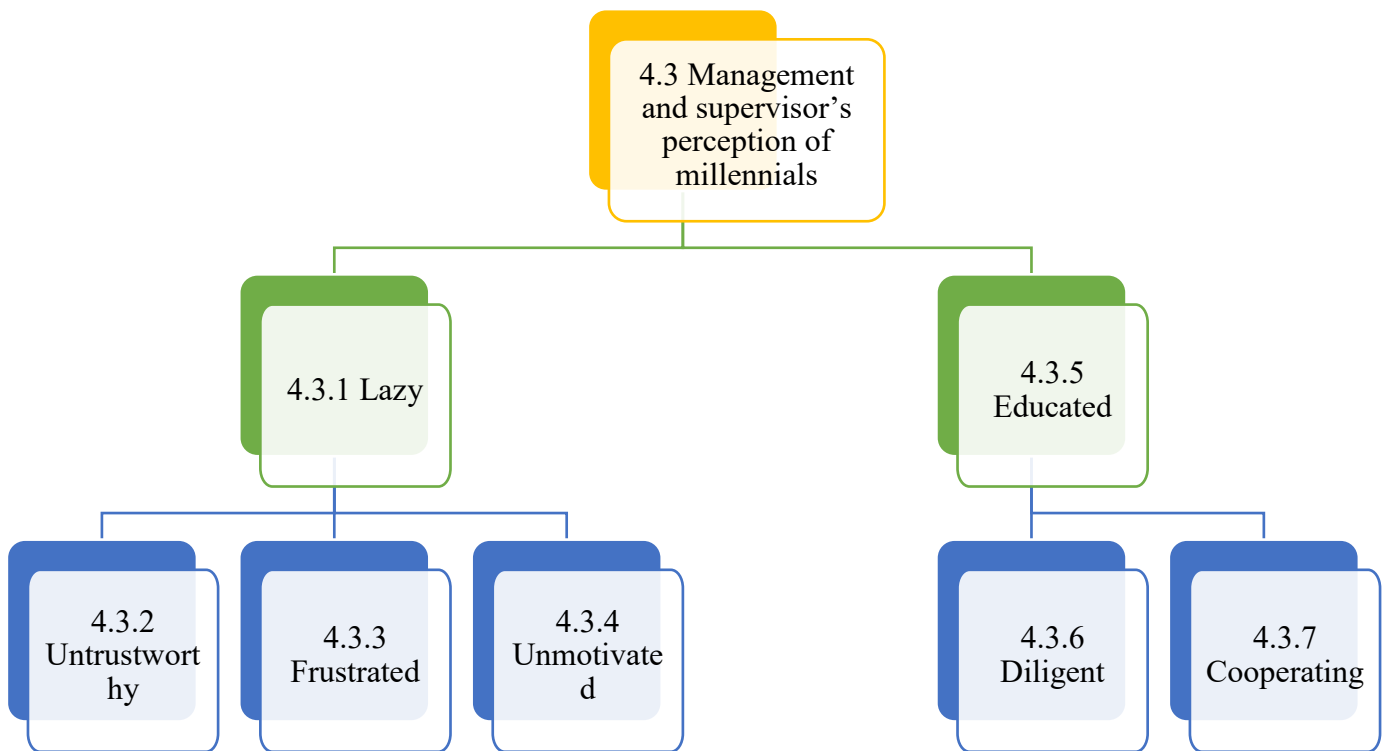
4.3 Millennials in the Workplace

The interviews conducted raised some interesting points regarding how millennials viewed other millennial co-workers. Furthermore, the participants relayed differing views on the question. Millennial participant F2 observed that '*millennials are a little bit intimidated by other millennials and can be quite competitive*'. In contrast, generation Z M6 participant observed that *'they prefer the team work because it is less responsibilities and they can hide a bit'* participant F4 also commented *'they enjoy working in groups but I do believe they lack communication with other generations. I think they are struck in their traditional ways'.* A conclusive observation was found in the view that millennials felt intimated by other millennial co-workers. Interestingly, Generation Z employees believed that millennials actually enjoyed working alongside each other and indeed were of the opinion that a positive workplace rapport was maintained. Furthermore, they understood that millennials indicated that working alongside other millennials created a good sense of teamwork and solidarity within their shared working environment.

Listed below are sub-themes that emerged from the meta-theme (Figure 4.4)

4.4 Millennials in the workplace

4.4.1 Competitive

4.4.2 Intimated

4.4.3 Resentful

4.4.4 Working in teams

4.4.5 Less responsible

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                    ┌──────────────────────┐
                    │  4.4 Millennials in  │
                    │    the  workplace    │
                    └──────────────────────┘
                 ┌─────────────┴──────────────┐
        ┌──────────────────┐          ┌──────────────────┐
        │ 4.4.1 Competitive │          │ 4.4.4 Working in  │
        │                   │          │      teams        │
        └──────────────────┘          └──────────────────┘
         ┌──────────┴──────────┐                │
┌──────────────────┐  ┌──────────────────┐  ┌──────────────────┐
│ 4.4.2 Intimidated │  │ 4.4.3 Resentful  │  │   4.4.5 Less      │
│                   │  │                  │  │   responsible     │
└──────────────────┘  └──────────────────┘  └──────────────────┘
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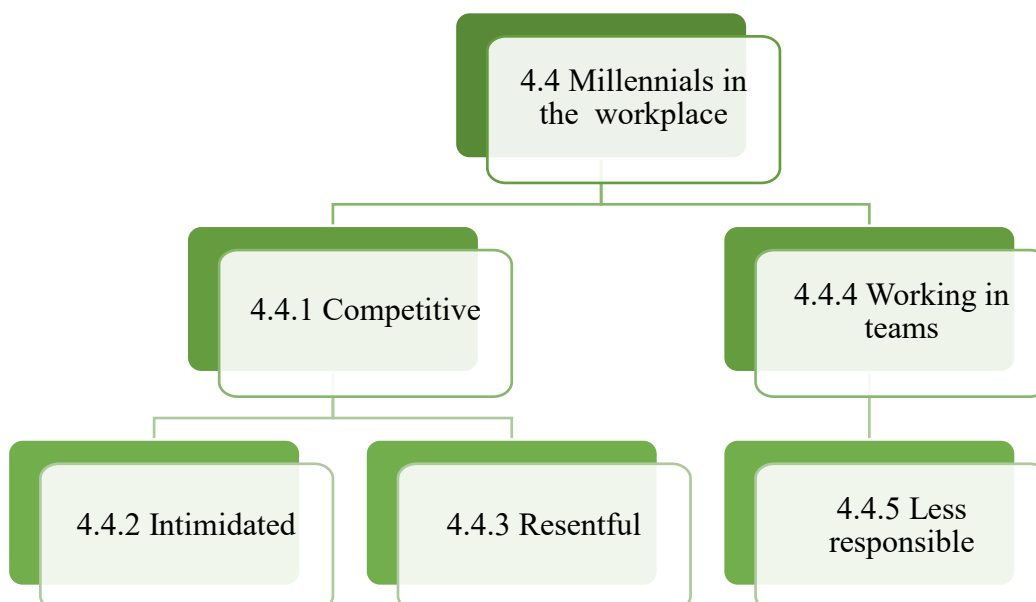
4.4 Theme Two: Generation Z

The theme of Generation Z also quickly emerged from the transcript data. This represented question two on the Topic Guide and both generational cohorts were questioned on their understanding of the term 'generation Z'. Millennial participant F2 commented '*Generation Z is the next group born in the 2000s, so they are basically just entering the work force now- and they are the newest group of people to come into the workforce*' while generation Z participant F3 commented '*My understanding of the term generation Z would be that the kind of people born from like very late 90s to 2000s onwards. I think we are good communicators*

and bring new ideas into the workplace'. It is evident that millennial participants did not have a clear comprehension of the term generation Z; as they continually referred to generation Z members as 'kids' throughout the interview process.

Listed below are sub-themes that emerged from the meta-theme (Figure 4.5)

4.5 Generation Z

4.5.1 Independent

4.5.2 Entrepreneurs

4.5.3 Money

4.5.4 Kids

4.5.5 New workforce

4.5.6 Tech savvy

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                    ┌──────────────┐
                    │     4.5      │
                    │ Generation Z │
                    └──────────────┘
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   │  4.5.1   │     │    4.5.2     │   │ 4.5.5 New  │
   │Independent│     │Entrepreneurs │   │ workforce  │
   └──────────┘     └──────────────┘   └────────────┘
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           ┌────────────┐ ┌────────────┐ ┌────────────┐
           │4.5.3 Money │ │4.5.4 Kids  │ │ 4.5.6 Tech │
           │            │ │            │ │   savvy    │
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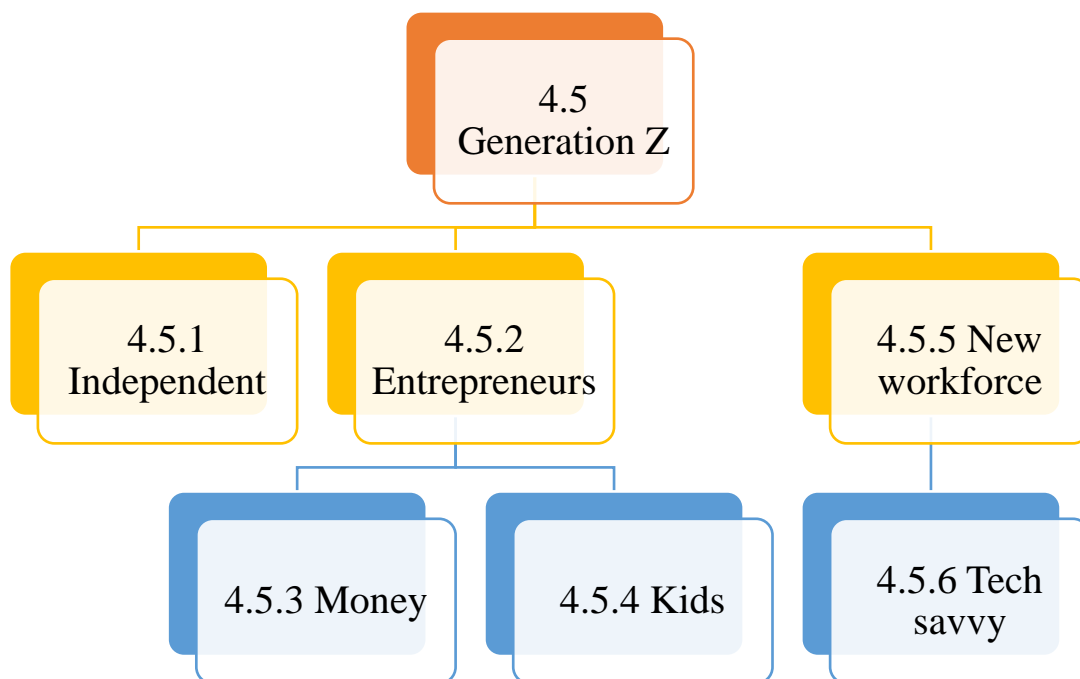
4.5 Management and Supervisor's Perception of Generation Z

Millennials appear to believe that generation Z members are viewed by management as being immature and unacquainted with the concept of hard work. This overarching perception is reinforced by the view of millennial participant F5 who vocalized that '*generation Z are regarded as lazy and immature to some degree by their superiors. They don't know much about anything yet because they are kids'*. Conversely, Generation Z reflect a positive belief in terms of their standing and reflected work ethic within the workplace; and feel as though they are valued and duly praised by their superiors. This is apparent via an interview with generation Z participant F3 who believed that management and supervisors held the opinion that *'generation Z bring a liveliness to the workplace and are a breath of fresh air to work with'*.

As conveyed through the beliefs of both generational cohorts it is evident that millennials and generation Z hold conflicting perceptions of how generation Z are viewed by their superior officers; an overarching belief that finds millennials casting generation Z in a negative light and feeling in some way underappreciated - whereas Generation Z pride themselves on their dynamic work ethic and thus believe that management hold them in high regard.

Listed below are sub-themes that emerged from the meta-theme (Figure 4.6)

4.6 Management and supervisor's perception of generation Z
4.6.1   Multi taskers
4.6.2   Motivated
4.6.3   Refreshing
4.6.4   Conflict
4.6.5   Immature
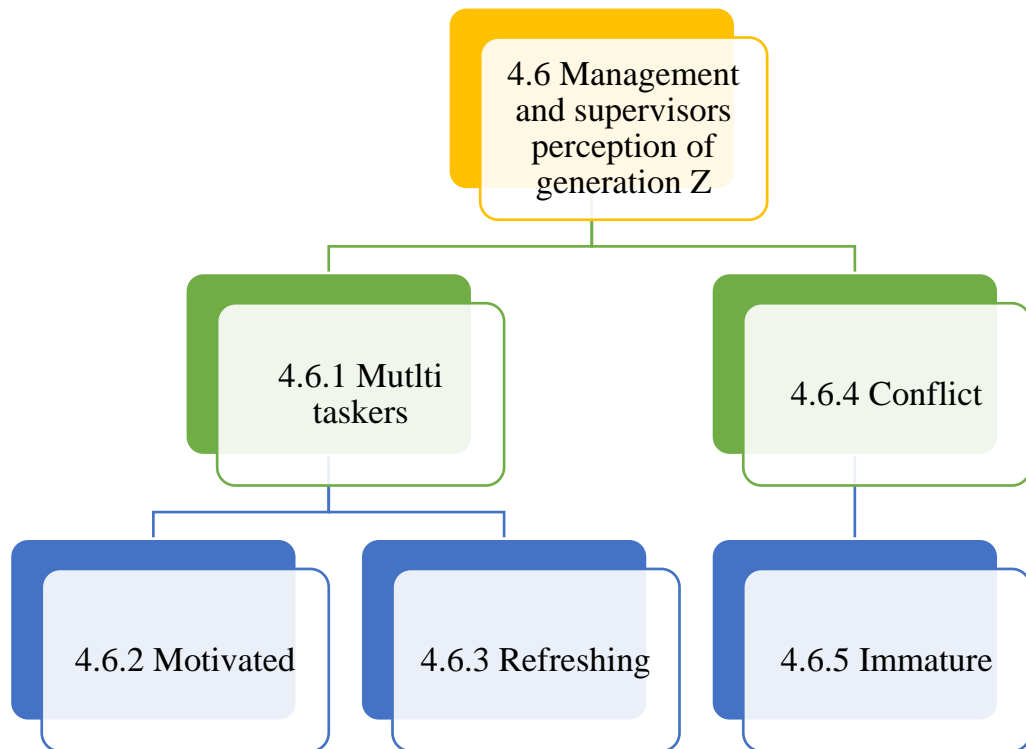
4.6 Generation Z in the Workplace

Both generational cohorts engendered thought-provoking views on the overriding perception of generation Z; as viewed by other generation Z employees within the workplace. Generation Z participant F3 noted that *'Generation Z is a very supportive generation, we do have each other's back, but at the same time we are still competing for the same jobs, same promotions- so there is a competition there, but it is healthy competition'*. By contrast, millennial participant F4 commented *'I think there is a lot of competition between the generation Z employees and there's also a lot of jealousy there if one of their peers get a promotion over them'*. What is most interesting regarding this particular area of discussion is the way in which both generational cohorts hold similar views on workplace competition; they both acknowledge that the competition is apparent- however generation Z view it positively, whereas millennials see it as a negative.

Listed below are sub-themes that emerged from the meta-theme (Figure 4.7)

4.7 Generation Z in the workplace

4.7.1 Uncertainty

4.7.2 Lack of workplace experience

4.7.3 Social media aware

4.7.4 Supportive

4.5.5 New ideas

4.7.6 Strong workforce
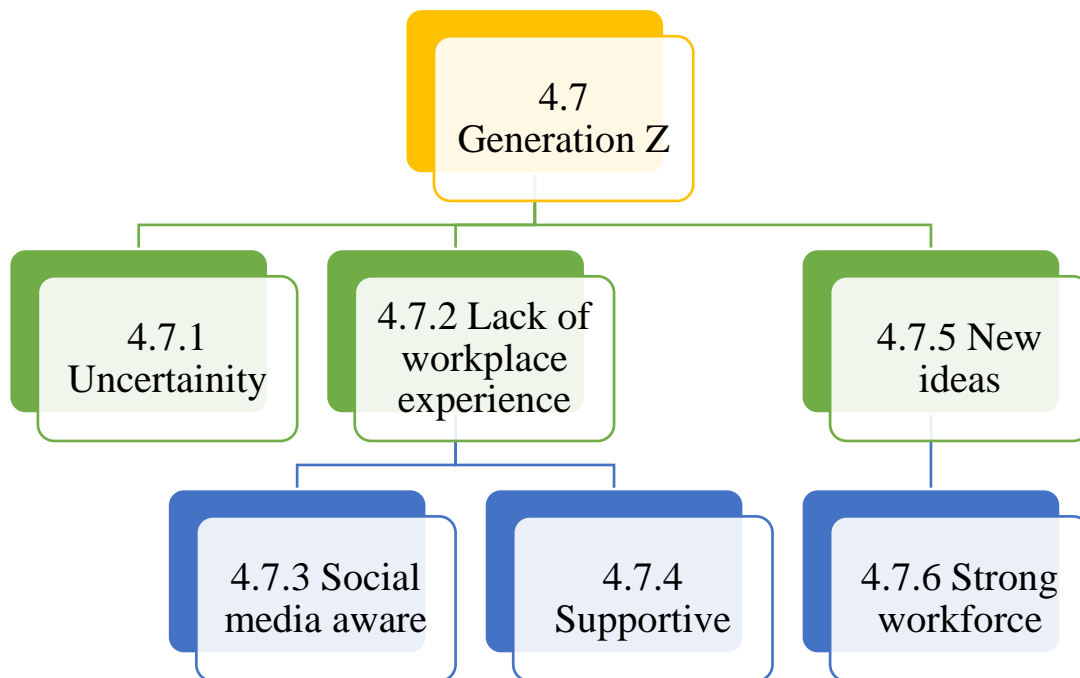
4.7 Theme Three: Reward Management Systems

Reward management systems are highly significant within organisations. Millennial participant F2 stated '*I think reward management systems are extra perks that your job gives you, like bonuses*' and also expressed '*It is not that motivating because I receive a bonus every few months*'. Generation Z participant F5 expressed that '*The aim of reward management systems is to push employees to do that little bit extra and get more involved with the company and the company values. This can include both intrinsic and extrinsic rewards*'. The participant further commented '*I do think RMS are motivating*'. It was expected that millennials would hold a greater understanding of what reward systems essentially offer employees; however, it is evident that the younger generation Z embrace a

clearer understanding of the term. It was also interesting to find the contrasting opinions of both generational cohorts, as millennials do not find RMS as a key motivating factor whilst generation Z find it so.

Listed below are sub-themes that emerged from the meta-theme (Figure 4.8)

4.8 Reward management systems (RMS)

4.8.1 Perks to satisfy employees

4.8.2 Social media platforms

4.8.3 Attractive

4.8.4 Intrinsic rewards

4.8.5 Extrinsic rewards

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                    ┌──────────────────┐
                    │   4.8 Reward     │
                    │   managment      │
                    │  systems (RMS)   │
                    └──────────────────┘
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      ┌───────────────┐              ┌────────────────┐
      │ 4.8.1 Perks to│              │ 4.8.4 Intrinsic│
      │    satisfy    │              │    rewards     │
      │   employees   │              └────────────────┘
      └───────────────┘                      │
      ┌──────┴───────┐               ┌────────────────┐
 ┌──────────┐ ┌──────────────┐       │ 4.8.9 Extrinsic│
 │4.8.2 Social│ │4.8.3 Attractive│     │    rewards     │
 │media platforms│ └──────────────┘    └────────────────┘
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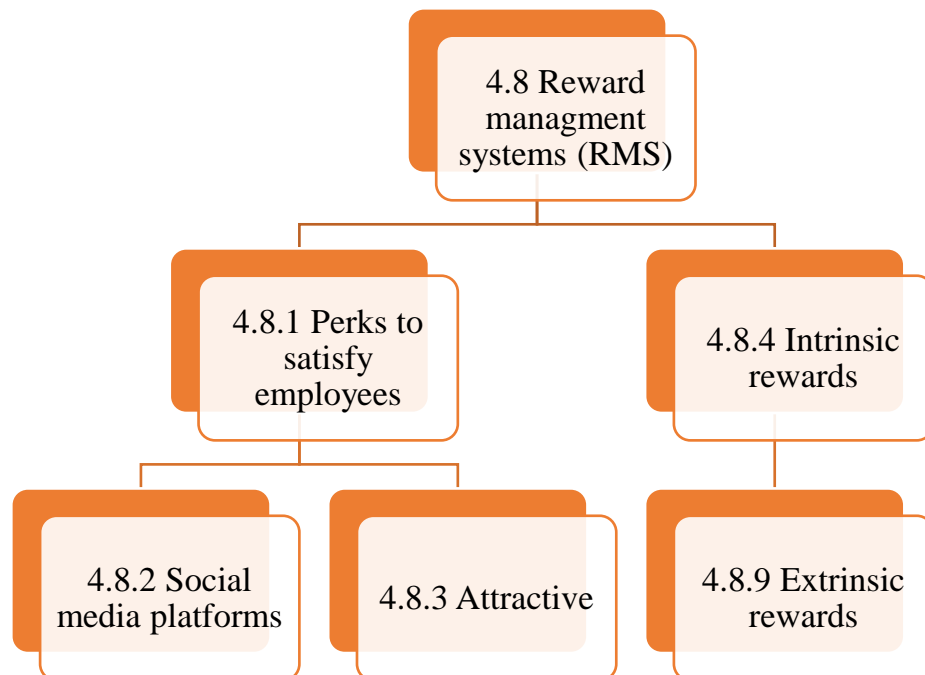
4.8 Millennials and Reward Management Systems

The millennial participants expressed that management and supervisors would not experience any difficulty if new reward management systems were implemented. Millennial participant

M1 reinforces this opinion when articulating that *'there will be no issue when it comes to a reward management system put in place at work, we have been working here so long and we feel confident in adapting to any new system put in place'.* However, generation Z feel that management will encounter obstacles in introducing such systems as suggested by generation Z; outlined by participant F3, who stated. '*Millennials portray attributes of being very set in their ways and stubborn when it comes to partaking in such systems in the workplace. They value bonuses and money too much'.* What becomes apparent through these findings is the prevailing thread of disagreement contradictory opinion woven into the perceptions of millennials and generation Z regarding how tolerant millennials may be in the face of radical changes within the workplace. Millennials feel confident that they will adapt and, indeed, welcome suggested systems; whereas generation Z employees invariably feel that management will undoubtedly meet resistance from millennials concerned.

Listed below are sub-themes that emerged from the meta-theme (Figure 4.9)
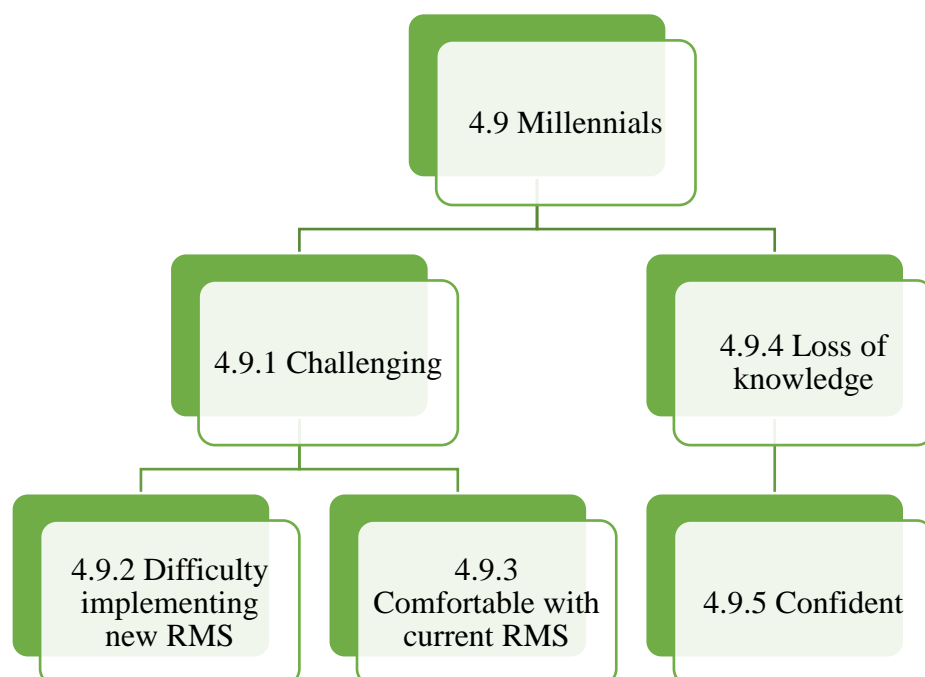
4.9 Millennials and RMS
4.9.1 Challenging
4.9.2 Difficulty implementing new RMS
4.9.3 Comfortable with current RMS
4.9.4 Loss of knowledge
4.9.5 Confident

4.9 Generation Z and Reward Management Systems

The views of generation Z mirror that of millennial - insofar as both share similar views in the context of their own generational cohorts. They believe that management will not be confronted with challenges in attempting to implement rewards systems affecting generation Z employees. Generation Z employees feel that they will comply with management and supervisors and adapt to any innovations. This collective opinion is reinforced by generation Z participant F3 who states *'I personally don't think management will have an issue with generation Z because we know that if we work hard we will get the rewards'*. This belief does not resonate with those of millennial participant F2 who feels *'that management will face a big challenge with Generation Z and reward systems. Generation Z are really wanting more than ever from employers, especially because of social media being such a big part in almost all generations Z lives, they're seeing what all the other big companies are offering- and then they essentially want to have the same from the companies that they're in, even if it's not possible'*. Interestingly, this pattern of conflicting opinions emanating from both generational cohorts regarding adherence to reward systems prevails.

Listed below are sub-themes that emerged from the meta-theme (Figure 4.10)

4.10 Generation Z and RMS
4.10.1 High expectations
4.10.2 Better benefits
4.10.3 Hard work
4.10.4 Difficulties
4.10.5 Incentives
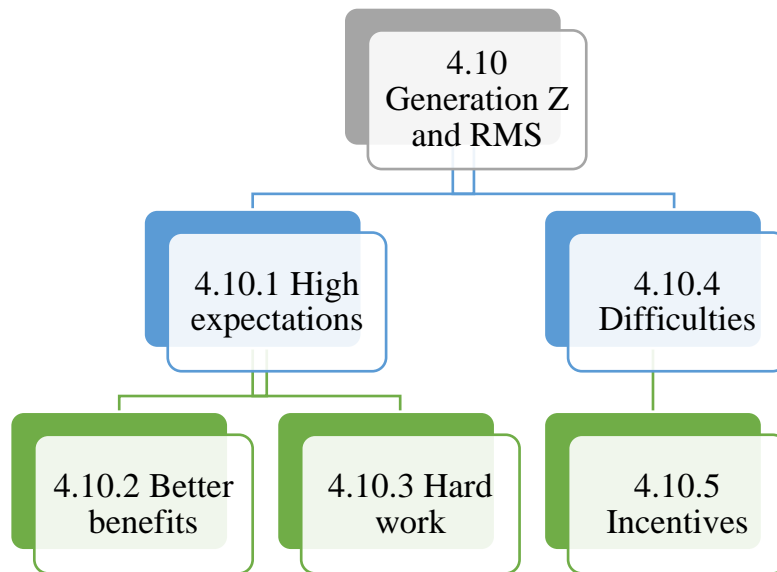
4.10 Theme Four: Millennials and Generation Z

An interesting point established in the findings was that millennials and generation Z held a similar view on how generation Z employees perceive millennials in the workplace. Millennial participant M1 expressed '*I think that generation Z don't perceive the millennials that well. I feel that they express the opinion that we resent them in a way'.* Similarly, generation Z participant M6 commented '*I think that they are very resentful towards us. They wouldn't even congratulate me or say well done on the promotion, they just tend to make up excuses as to why they didn't go for the job'.* This is intriguing as it was not anticipated that the opinions of both generational cohorts would resonate to that degree.

Listed below are sub-themes that emerged from the meta-theme (Figure 4.11)

4.11 Millennials and generation Z

4.11.1 Resentful

4.11.2 Excuses

4.11.3 Generational differences

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                    ┌─────────────────┐
                    │  4.11 Millennials│
                    │  and generation  │
                    │        Z         │
                    └─────────────────┘
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      ┌───────────────┐            ┌──────────────────┐
      │ 4.11.1 Resentful│          │     4.11.3        │
      │                │           │  Generational     │
      │                │           │  differences      │
      └───────────────┘            └──────────────────┘
              │
      ┌───────────────┐
      │               │
      │ 4.11.2 Excuses │
      │               │
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4.11 Generation Z and Millennials

The results clearly illustrate that friction exists between the two generational cohorts in the workplace. Generation Z participant F3 conveyed this view '*I think millennials are intimidated by generation Z because we fight harder for promotions and put in more effort. They don't respect us in the same way as the older co-workers'. W*hen questioned on the same topic, millennial participant M1 expressed a different opinion, asserting that '*Generation Z behave like kids. They think they own the workplace and have no respect for us. They think we are jealous of them and it is laughable'*.

Listed below are sub-themes that emerged from the meta-theme (Figure 4.12)

4.12 Generation Z and millennials

4.12.1 Intimidated

4.12.2 Lack of respect

4.12.3 Kids

4.12.4 Jealous

4.12.5 Laughable
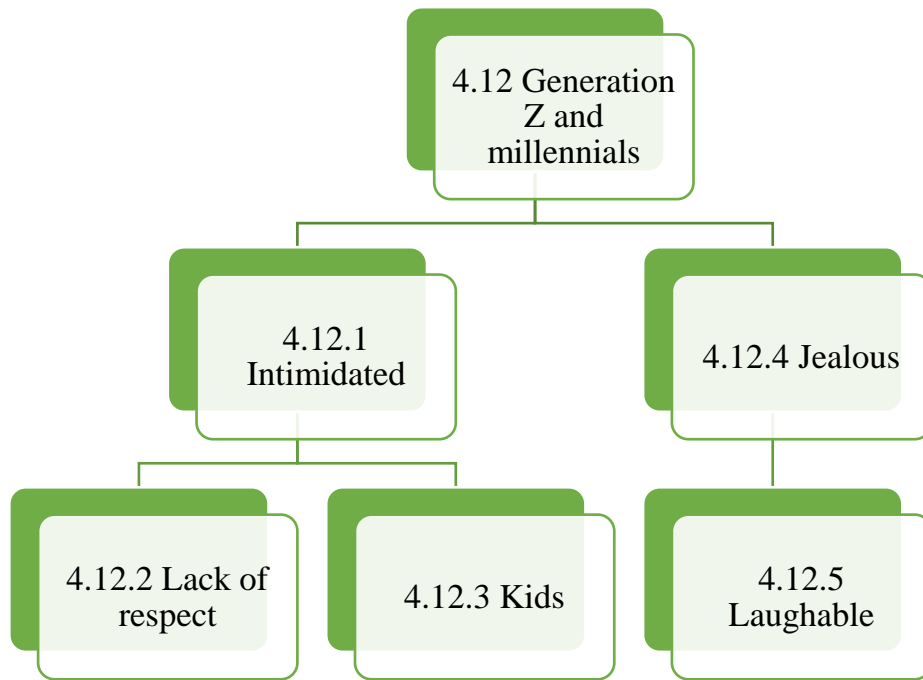
4.12 Millennials and Generation Z Challenges

It is apparent from the findings that tensions exist between both generational cohorts. Millennials and generation Z firmly believe that it is near impossible that both generations can operate closely together in the workplace. Millennial participant M1 expressed '*There is going to be a massive clash in the workplace, and it is going to be very challenging for managers and HR in particular to try manage'. Millennial participant M1 further added 'I feel as though they think they have similar traits to us, but they are completely different. They are self-centred and obsessed with social media'.* Generation Z participant M6 commented '*Even with the small amount of us in the workforce you can already see that there is tension between the two generations. Millennials can be stand offish with generation Z'.* Although both millennials and generation Z believe that there will be challenges, the participants interviewed expressed the belief that if both generations work together, they could nevertheless create the ultimate functioning workplace.
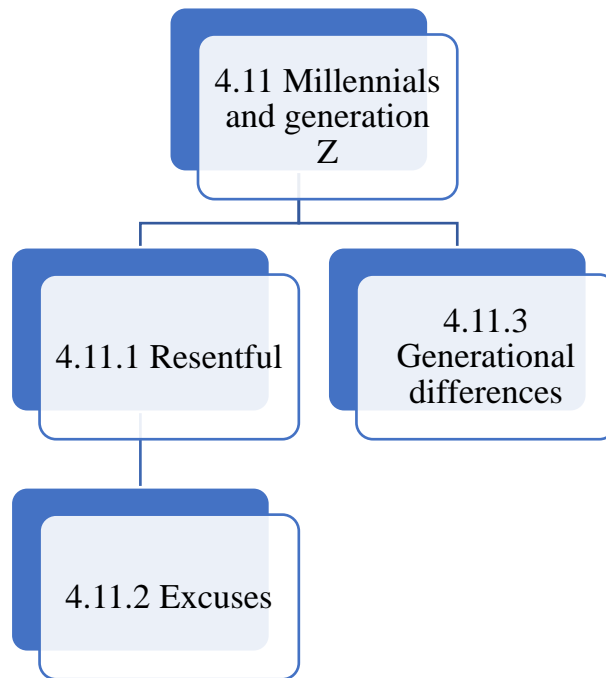
Listed below are sub-themes that emerged from the meta-theme (Figure 4.13)

4.11 Millennials and generation Z

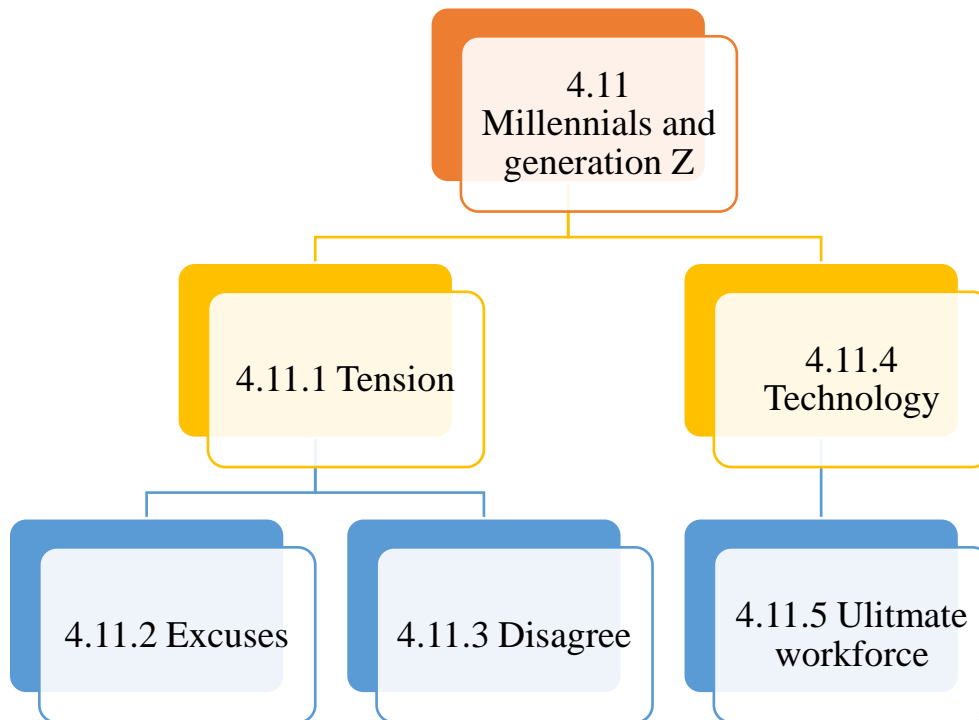**4.11.1 Tension**

4.11.2 Excuses

4.11.3 Disagree

4.11.4 Technology

4.11.5 Ultimate workforce

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                    ┌─────────────────┐
                    │       4.11      │
                    │  Millennials and│
                    │   generation Z  │
                    └────────┬────────┘
                ┌────────────┴────────────┐
        ┌───────┴────────┐        ┌────────┴───────┐
        │ 4.11.1 Tension │        │     4.11.4     │
        │                │        │   Technology   │
        └───────┬────────┘        └────────┬───────┘
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│4.11.2 Excuses│ │4.11.3 Disagree│  │4.11.5 Ulitmate│
│              │ │               │  │   workforce   │
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4.13 Theme Five: HR Challenges

Surprisingly, the majority of participants interviewed identified similar challenges that HR may likely face in the workplace. The three challenges identified by the participants were; catering to the different generational cohorts in the workplace, retention and learning and development needs. Millennial participant F4 stated '*One of the biggest challenges that HR will face in the workplace is managing four different generations, from the baby boomers to generation X to millennials and generation Z*'. Millennial participant F2 believes '*HR will have difficulty in maintaining a highly skilled workforce, as other companies are poaching individuals through social media networks more than ever*'. Generation Z participant F3 commented '*I think trying to get the four generations to work together will be a huge challenge for HR, in trying to make the flow happen*'. Generation Z M6 observed '*Retention will be a big challenge for HR because it is easier than ever to poach staff and promote yourself on social media platforms*'. Millennial participant M1 commented '*I think learning and development will be a challenge for HR. Each generation learns in a different way. For*

example, generation Z want all the information to hand and for it be available on their phones'. Generation Z participant M6 voiced the view that '*There will be a challenge in creating a strategic learning and development programme because I personally would like to have a programme that I can download on to my phone'.* The opinion of all generational cohorts is unanimous in the sense that they firmly believe that HR professionals will face these challenges within the workplace.
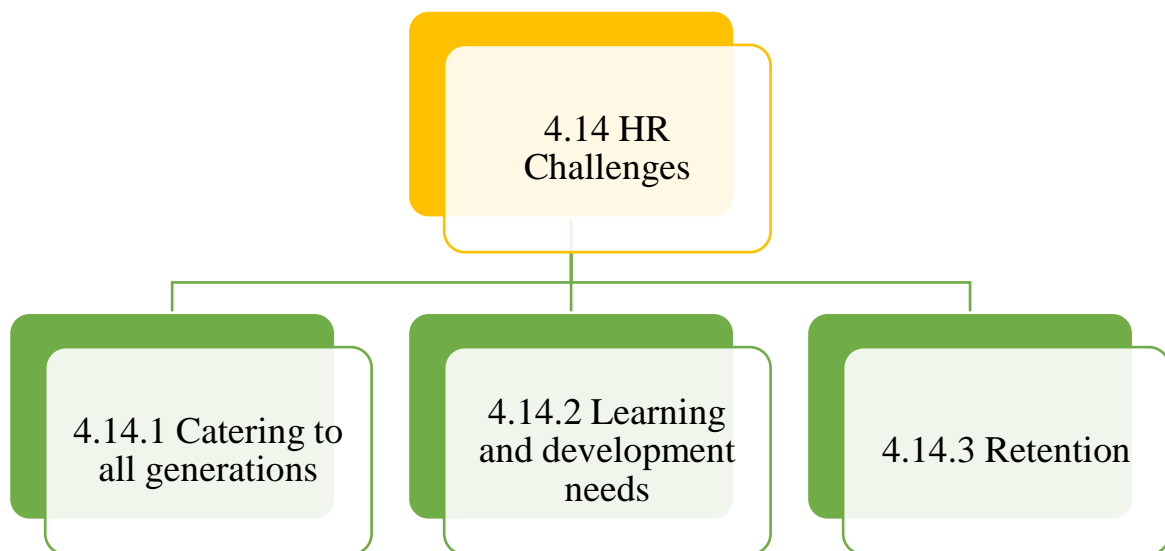
Listed below are sub-themes that emerged from the meta-theme (Figure 4.14)

4.14 HR Challenges

4.14.1 Catering to all generations

4.14.2 Learning and development needs

4.14.3 Retention

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                    ┌─────────────────┐
                    │   4.14 HR       │
                    │   Challenges    │
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 ┌────────────────┐ ┌────────────────┐ ┌────────────────┐
 │ 4.14.1 Catering│ │ 4.14.2 Learning│ │                │
 │ to all         │ │ and development│ │ 4.14.3 Retention│
 │ generations    │ │ needs          │ │                │
 └────────────────┘ └────────────────┘ └────────────────┘
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4.14 HR Opportunities

Based on views assessed in interviews, it is evident that the participants believe there is an array of strategies potentially available for Human Resource professionals to incorporate in to the workplace environment and culture; with regard to attracting potential staff and retaining current employees. The three HR opportunities identified were; social media, feedback surveys and the creation of a diverse workplace. Millennial participant F2 observed that '*Social media is definitely a great way to attract generation Z*'. Generation participant M6

thereby verified '*Social media definitely has to be one. For example, large organization always run campaigns on Instagram and include swipe up links which makes it easy to apply for jobs'*. In relation to creating a diverse workplace, millennial participant M1 suggested '*It is a great opportunity to build a unique workforce because it increases creativity and introduces a wider range of skills'*. Generation Z participant F3 relayed '*Having a diverse workforce creates positivity in the workplace and it is interesting working with people from different cultural backgrounds'*. The final opportunity presented by participants are practical surveys. These surveys are utilized in order to glean feedback from current employees. Millennial participant F4 voiced '*HR need to utilise surveys to get feedback from the employees. I think it would benefit HR departments because they can get suggestions from the current staff'*. Generation Z participant F5 believes '*utilizing surveys allow feedback from employees on what HR can do to improve their working environment in return for staff retention and creating a happier workplace for everybody to ease the load off coming to work'*. It is apparent that there are various steps that could be implemented by HR professionals to maintain an encouraging and positive rapport in the workplace.
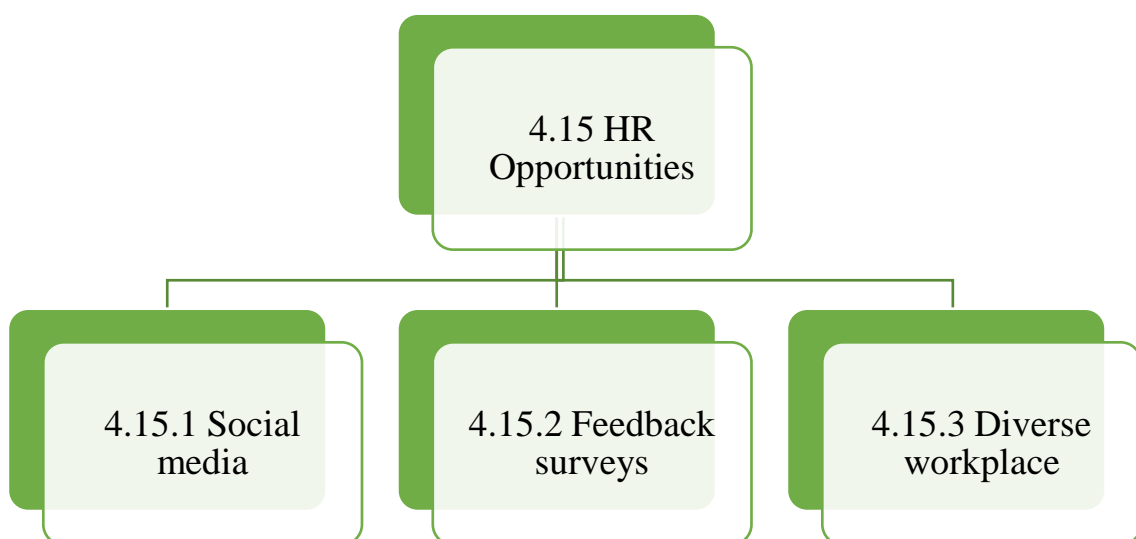
Listed below are sub-themes that emerged from the meta-theme (Figure 4.15)

4.15 HR Opportunities

4.15.1 Social media

4.15.2 Feedback survey

4.15.3 Diverse workplace

4.15 HR Innovations

Both generational cohorts outline the innovations HR professionals need to introduce to maintain a positive environment in the workplace. These innovations include a mentorship programmes, 360-degree performance feedback system and work flexibility. Both generational groups agreed that mentorship programmes are extremely important for retention purposes. However, the millennial participants displayed more of an interest than the generation Z participants. Millennial participant M1 suggested *'HR need to introduce mentoring programmes because it is a great way of keeping employees in the company. When I was training for my current position, I had a mentor and it really helped me prepare for the role I was entering'*. Generation Z participant F3 commented '*I think mentoring programmes would be a good idea because it gives the individual the opportunity to learn about the role that they will be applying for. But I do think the selection of the mentors should be chosen by HR because there are some people in my job that I know I wouldn't be able to work with'*. With regard to a 360-degree performance feedback system both millennials and generational Z share the same views insofar that both feel as though HR professionals would benefit massively through the feedback of employees. Millennial participant F4 observed '*HR need to utilise 360-degree performance feedback systems because it helps motivate employees and builds the work relationship with their manager'*. Generation Z participant F5 concurred that '*It is important for HR to get with the times and use 360-degree feedback systems for performance appraisals. Because technology is central at the moment, HR should create an online 360-degree feedback form which will be accessible to both the employee and the manager'*. Furthermore, HR must introduce flexible working hours to create a work life balance. Once again, both generational cohorts agreed that flexible working hours should be a feature of the workplace and would constitute a crucial element for organisations. Millennial participant F2 expressed '*In this day and age flexible working hours are a must. I think companies should give employees the option to work for home or work whatever hours they want as long as they make up their contracted hours'*. In tandem with this viewpoint, generation Z participant M6 believes that '*Companies need to provide flex working hours to employees. HR and management need to understand that employees do not like the traditional 9-5 job anymore and we want a bit more flexibility to work around our lives'*. What is clear is how essential it is for HR to have a grasp of what really matters and what is of significance to employees – both in terms of millennials and generation Z.
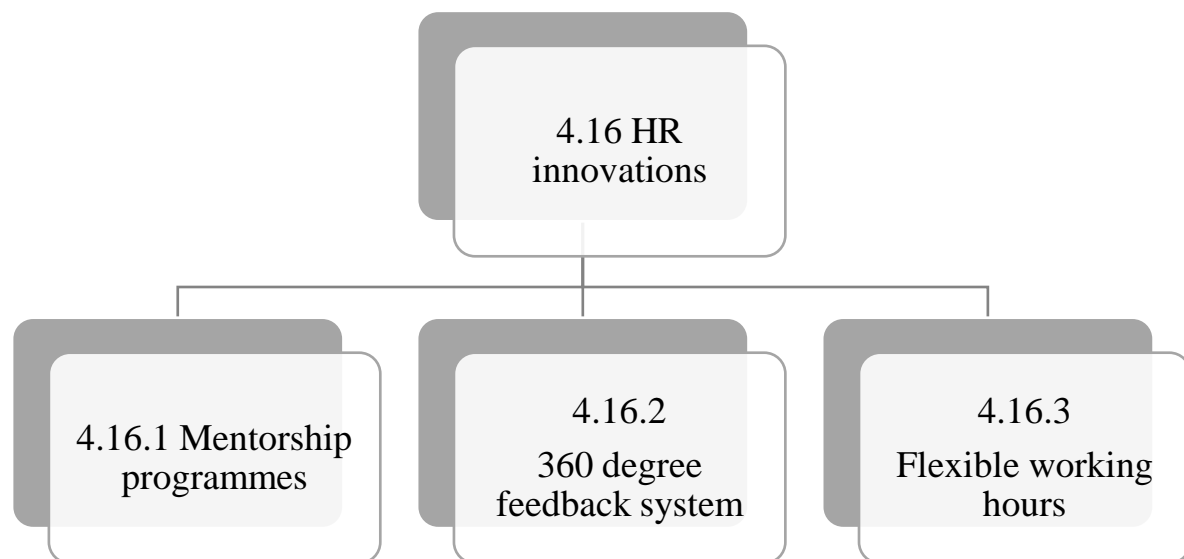
Listed below are sub-themes that emerged from the meta-theme (Figure 4.16)

4.16 HR innovations

4.16.1 Mentorship programmes

4.16.2 360-degree feedback system

4.16.3 Flexible working hours

4.16 Conclusion

This chapter has provided findings from interviews conducted with both millennials and generation Z participants. Initially, the researcher identified fifteen meta-themes. These meta-themes were further condensed into five main themes comprising of; millennials, generation Z, Reward Management Systems, Millennials and Generation Z and Human Resources (HR). In this chapter, the researcher has established that millennials and generation Z hold conflicting and, at times, opposing views regarding the majority of the topics discussed. However, they shared the same views on some core issues such as prevailing opportunities for HR; and how they must be innovative in the context of matters they wish to introduce in the workplace - alongside challenges they may face.

It was interesting to observe how the two generational groups perceive each other within the context of topics discussed. In addition, discovering which existing reward management systems fulfil the needs of both millennial and generation Z employees - as well as motivating them to excel in the workplace.

Chapter Five: Discussions and Analysis

5.1 Introduction

The objective of this chapter is to discuss and compare academic literature and the primary data collected over the course of this research study. It is essential for the findings to be presented with similar theories and research content as the existing literature presents different areas to discuss (Anderson, 2010). The researcher focused on the views of millennials and generation Z and attempted to gain their understanding of the term 'reward management systems'. The analysis of the interviews relates to the aims and objectives of the research study.

5.2 Theme One- Millennials

The findings from the study show both corresponding and conflicting dimensions to the views gathered by the authors in the literature review section. In terms of millennials, Smola and Sutton (2002) note that millennials were born between 1979 and 1994 and both millennial and generation Z participants in the research study had a comparable understanding of the age range of the generational cohort. Emmons (2018) suggests that millennials now constitute the main generation in the workforce and the participants stated that millennials are 'essentially dominating the workplace'.

The millennial generation are perceived across the literature as being technologically cultured multi-taskers (Hartman and McCambridge, 2011) however, the generation Z participants argue that millennials lack motivation and are not perceived as hardworking or multitaskers within organisations. In a similar vein, Myers and Sadaghiani (2010) state that millennials are unmotivated, self-centred and disrespectful. Perhaps unsurprisingly, the millennial participants in the study perceive themselves to be a highly motivated and educated workforce.

Agarwal and Gupta (2018) report that millennials are in constant communication through technology, whereas the generation Z participants argue that millennials actually fail to communicate with other generations in the workplace, whatever about the extent to which they tend to communicate with their own generation. Millennials expect flexible working

hours (Del Campo, et al., 2017), however, the generation Z participants differ in their general opinion by stating that millennials are stuck in their traditional ways. The millennial participants hold similar views as Carless and Wintle (2007) and Gursoy, et al. (2008) in relation to communication and flexibility - nonetheless it is clear that there is differing opinions between the authors and the study participants in relation to millennials in the workplace.

5.3 Theme Two- Generation Z

All interviewees involved in the research study were aware that generation Z were the newest generation to enter the workforce. However, when the participants were questioned on their understanding of generation Z, it was evident that the opinions of the participants differed to the opinions expressed by Singh (2014) and Cameron and Pagnattaro (2017) who state that generation Z members were born between the mid-1990s to the mid-2000s. The generation Z participants were uniform in their understanding of the age range - whereas, the millennial participants believed that generation Z were born only in the 2000's.

Chillakuri and Mahanandia (2018) argue that generation Z are widely perceived as having an entrepreneurial spirit and highly ambitious. By contrast, the millennial participants believed that the generation Z employees in the workplace are viewed as being demonstrably 'lazy and immature'. This statement conflicts with the opinion of Puiu (2017) who understands generation Z to be perceived as confident, assertive and associated with personal development. The millennial participants believe that generation Z members are extremely competitive (not in a positive light) and suggest this to be the reason why they would rather work independently as opposed to teams. However, a study by Adecco (2015) identified that generation Z employees simply prefer to work independently rather than within a team setting as they are more self-confident than millennials tend to be. The writings of Bencsik, *et al.* (2016) further conflict with this opinion as they explain that generation Z are passionate and thrive off intrinsic motivation. This concurs with the opinion of generation Z participants, as they acknowledge that they are competitive- viewing it as 'healthy competition'.

McCrindle (2014) proclaims that 1 in 2 generation Z individuals will hold a university degree, making them the most educated generation across the workforce which directly contradicts the millennial participants who have referred to generation Z members as 'kids' and demonstrate little knowledge about the world and workforce. The millennial participants

suggested that generation Z participants lack core communication skills. This statement resonates with the opinion of Schroth (2019) who stated that socialising through technology can greatly impair generation Z communication skills and affect their ability to interact with the older generation in the workplace. On the contrary, generation Z participants believe that they are 'good communicators' and also believe that they are indeed a 'breath of fresh air' within the workforce.

5.4 Theme Three- Reward Management Systems

According to WorldatWork (2015), reward management systems are tools made available to employers in order to attract, retain and motivate talented employees. It is evident that the understanding of the term reward management systems varied across the two generational cohorts. Reward management systems (RMS) are deemed to be dominant when influencing an organisation's culture (Taufek, Zulkifle and Sharif, 2016; Kerr and Slocum, 1987) and contain both financial and non-financial rewards (Tsede and Kutin, 2013). However, the millennial participants commented that RMS consists mainly of stated perks such as pay bonuses.

Nolan (2018) suggests that millennials value feedback from management more than they do money. Contrastingly, the generation Z participants believe that millennials value money over other forms of rewards. The above statements are also at variance with the opinion of Schroth (2019) who argues that millennials tend to place very significant value on work-life balance. Lewis (2018) states that it is essential for employers to utilise employee recognition tools to show appreciation for generation Z and their hard work; but simultaneously keeping them duly motivated. However, the millennial participants have expressed the belief that generation Z desire superior and tangible rewards - and that management will find it difficult to accommodate those desires; resulting in the generational cohort leaving the organisation.

Alzyoud (2018) suggests that RMS are implemented within organisations to increase motivation and job satisfaction amongst employees. However, this is adjacent to the opinion of millennial participants; as they proclaimed that they do not find RMS motivating. On the other hand, the generation Z participants agree with the statement by Alzyoud (2018) and find that reward management systems are effectively encouraging; motivating them to work more efficiently. Conversely, Schroth (2019) argues that generation Z have a somewhat

idealistic picture of the workplace with regards to their needs potentially being met - and management will face challenges with regards to satisfying these needs and wants. Not to do so will result in discord.

5.5 Theme Four- Millennials vs Generation Z: Competition and Conflict

Generational diversity in the workforce can cause significant issues for HR professionals due to evident differences in needs, approaches and respective expectations of the different generations (Lieber, 2010). Recent studies have acknowledged that the many obvious and subtle differences between millennials and generation Z will create a range of complex challenges for management (Benson and Brown, 2011). It is apparent, for example, that HR professionals will face challenges in relation to inter dynamics between millennials and generation Z; as it is clear from the findings that both generational cohorts harbour conflicting opinions across a range of matters central to notions of intrinsic and extrinsic motivation.

Miller (2012) suggests that millennial employees are noted for willing to work long hours and argues that organisations are, sometimes, at fault for not providing a healthy work-life balance. Contrastingly, the generation Z participants believe that millennials are, in truth, lazy. The participants further voiced that this is one of the core reasons why millennials enjoy working in teams because it allows them to do as little work as possible. Millennials quite naturally, one might have thought, disagree with this opinion and believe that generation Z simply do not understand their work ethic.

Chillakuri and Mahanandia (2018) argue that generation Z share similar qualities to millennials, such as thoughtfulness and determination as examples. This statement is rejected by their millennial peers, who firmly believe that generation Z exhibit completely different traits and thereby brand the generation as 'self-centred' and 'social media obsessed'. Ahmad and Ibrahim (2015) hold a similar view, stating that generation Z hold different traits to the older generations.

Theme Five- Human Resources (HR)

Human resource management (HRM) consists of HR systems and structures, HR functions and line management within organisations (Armstrong, 2012). HRM practices are used by organisations in order to retain, recruit and secure the most capable employees (Aman, et al., 2018). Allen (2003) also advises that HR practices are certainly related to perceptive organisational support (POS) which assists with the relationship of employee commitment and satisfaction.

One of the main challenges facing HR, according to Sims (2007), is that employees appear resistant to change and employees may view change as a threat rather than holding the prospect of a positive outcome. However, the millennial and generation Z participants in the research study had differing opinions on what challenges HR will face into the future. The participants stated that managing a multi-generational workforce will be difficult for HR as it will be challenging to keep all generational cohorts satisfied. Similarly, Stone and Deadrick (2015) maintained that a multi-generational workforce will be a challenge. The literature suggests that the most significant challenge will be attributed to the loss of skilled Baby Boomer employees and the fear of being left unable to replace these skilled workers.

Fujimoto et al. (2013) states that a diverse workforce could create conflict amongst employees and spark a high turnover within organisations due to conflicting views. Contrastingly, the participants suggested that a diverse workforce could increase creativity and believe that it would represent a beneficial opportunity for HR. Shaban (2016) also argues that organisations with high diversity usually enter into debates primarily due to their heterogeneous perceptions, attitudes and beliefs. It can be assumed that many authors focus on recognizing both the advantages and disadvantages on diversity, rather than clarifying how diverse teams can work together and indeed how they can be managed more effectively.

Smither and Walker (2004) define 360- degree feedback systems as performance feedback received by an employee from management. Smither, et al. (2005) further argue that 360-degree feedback systems lead to 'generally small' performance improvements within an organisation. This differs from the blanket opinion of the participants, as they expressed greater interest in management conducting 360-degree feedback; thereby harvesting motivation and amplifying performance. Bracken and Church's (2013) research disagrees with that of Smither et al, instead stating that the 360-degree feedback has enriched the quality of performance management.

Research Study Limitations

Further limitations appeared after evaluating the important key points in the research study. The researcher identified three core limitations to this study:

- Sample size: The researcher utilised a qualitative research method which limited the number of participants involved due to the time consuming nature of the method. This resulted in the researcher using a small sample size. By using a mixed method approach, which analyses both quantitative and qualitative data, this would have enabled the researcher to target a larger population sample and thus be in a position to generalise from the research.
- Lack of literature on the relationship between millennials and generation Z: The researcher discovered that there is surprisingly limited literature surrounding both generational cohorts in the work environment, particularly in an Irish context. This posed a challenge as it was difficult to determine if other studies viewed the relationship between the generational cohorts differently to the findings of this study.
- The researcher focused on participants all originally from Ireland, therefore the findings may not be applicable to other nationalities from different cultural backgrounds working in Irish companies.

5.13 Future Questions

Due to the limitations mentioned above, a number of future questions are deemed relevant. The researcher utilized a small population in the research study; it thus became evident that there are still many questions to be answered in relation to reward management systems, millennials and generation Z using a greater sample size.

As the findings of this this study have revealed, generation Z expressed a negative opinion of millennials in the context of their shared workspace. The question that arises lies in how this can be essentially manifested into a positive relationship between each generational cohort?

Communication is one of the most vital tools for employees in the workplace. Furthermore, with generation Z communicating so much through technology, is this the future way of communicating in the workplace or do generation Z employee lack communication skills, as stated by the millennials?

The findings and discussion chapters have shown that RMS is of great importance to all employees in the workplace, but how can we produce a reward management system that might more inclusively satisfy all the generational cohorts in the workforce at present? How can we recognise what rewards would be most suitable, financial or non-financial to employees? All these questions lead towards what motivational reward management system can create - making all respective generations content.

The findings and literature create an opening for further research on this topic. It will be intriguing to see if these questions can be answered by future research in this field.

5.14 Conclusion

It is essential for both generational cohorts to work alongside each other in the context of chared workspaces. Both generational cohorts believe that in managing to work in unison - millennials and generation Z can create a more fluid, effective and efficient workforce. This study both confirmed and disconfirmed aspects of the literature. The researcher identified further limitations as the study progressed. Due to these limitations, there remain many future questions to an answered.

Chapter Six: Conclusion and Recommendations

6.1 Introduction

This research study set out to explore reward management systems and the two generational cohorts concerned, millennials and generation Z. After reviewing and analysing the current academic literature and resultant findings from the participants, it became apparent that a gap resides in the existing literature. The findings of the study highlighted fresh views and opinions from both a millennial and generation Z perspective (albeit limited), in relation to reward management systems. The researcher also duly answered the three research questions that were identified at the beginning of the study- achieved through analysis of the findings in the research study.

The research study displayed a correlation between reward management systems and motivation, both intrinsic and extrinsic, and job satisfaction. This was expressed through the academic literature as well as the findings from the participants. The literature and participants showed an understanding of both intrinsic and extrinsic rewards. Surprisingly, it was evidently the generation Z participants who displayed a stronger understanding of the term 'reward management systems'; in comparison to the millennial participants concerned, who believed that reward management systems were simply money- based rewards. This finding was surprising as generation Z members are only recently joining the workforce while millennials have more effective experience within organisations. However, inevitably, the participants involved in the research study demonstrated resentment towards one another; due to the conflicting clash of generational characteristics.

Both the primary research and literature suggests that reward management systems increase job satisfaction, motivation and performance in organisational structures. However, only the generation Z participants in the research study agreed with the statement by Alzyoud (2018); in contrast, the millennial participants argued that reward management systems are not a motivating factor to them per se and that they look to other factors. This raises the question, are the reward management systems in current Irish organisations outdated?

Human resource (HR) departments are responsible for the implementation and design of the organisational reward management systems in place. The participants in the research study identified that managing a multi-generational workforce (and keeping them satisfied) will be

challenging for HR; whereas the literature argued change will be a challenge for HR. It is essential for HR to consider differing expectations from each generational cohort, when implementing new reward management systems.

The millennial and generation Z participants portrayed a rather resentful view of and towards each other. The research study highlighted the strained relationship presently existing between millennial and generation Z co-workers. There is a gap in the literature in relation to each generational cohort working together- and the attendant challenges that will arise for management and supervisors. It is evident form the primary research that management and supervisors must discover a better way to unite the two generational cohorts in the workplace, in order to work effectively with each other in order to create the ultimate workforce.

The academic literature and primary findings combined have established a clearer insight into the understanding of reward management systems and the two generational cohorts. It has become evident that management and HR will face many challenges implementing reward management systems, that will satisfy and motivate both millennial and generation Z employees. It is essential to glean feedback from employees and identify the suggestions put forward that could be implemented; whilst considering if it is cost effective for the organisation. The researcher has acknowledged the importance of an inclusive workforce; therefore, millennials and generation Z must come to terms with the differences existing between the generations- and aim to create that desired ultimate workforce in the future.

6.2 Recommendations

The researcher has provided four recommendations for organisations in relation to reward management systems, millennials and generation Z.

1. Buddy/ mentor programme- Management and HR could implement a more formalised implementation of a buddy/ mentor system that buffers between both millennials and generation Z. This could result in each generational cohort working more efficiently together; and should facilitate a greater understanding of each other's generational characteristics. This also creates a healthy learning culture and essentially results in a cost-effective way of training new employees. This could potentially increase satisfaction and reduce turnover.

2. Reward management systems - Both existing and planned reward management systems must take into account the distinct cultural differences identified and outlined

by millennials and generation Z. All reward management systems should be individually tailored to suit the categories they target. The aim and objective of reward management systems are to increase employee motivation, in order to perform to their full potential. It is crucial that management and HR ensure that the correct reward management system is in place.

3. Social media - Management and HR professionals could more strategically utilise tools that are directly familiar to generation Z, such as social media, when seeking their views around reward management systems. An online feedback form could be placed onto one of the social media platforms; thus encouraging employees to provide suggestions that may improve the existing reward management systems. Social media can also be utilised as a tool to recruit and attract future employees.

4. Communication - In order for any organisation to succeed, it is essential that the communication is clear and consistent across the workforce body. This outcome could be achieved through online forms, that all employees have access to, allowing management to keep track of suggestions, concerns or even new innovative ideas. Communication is a key component in a positive and successful organisation.

6.3 Conclusion

Although the researcher carried out a thorough research study, there are enhancements that could be implemented which may benefit future research on this topic. A mixed method approach incorporates both qualitative and quantitative research methods. Through combining each research method, it allows the researcher to gather more information and to target a larger audience. Further, it allows the researcher to collect more comprehensive rich data. Researchers have more tools available; resulting in a greater in-depth understanding of the research question and reliable results. It weighs out the weaknesses of both research methods and concludes in a stronger research study. This is also a cost-effective way of collecting data as researchers can achieve this outcome through social media platforms.

Personal statement and reflective journal

The overall dissertation process was ultimately extremely rewarding and represented my greatest academic accomplishment to date. Completing this dissertation has provided me with skills that will assist me as I progress through my career path in Human Resources. Although challenging at times, the experience of completing this dissertation has been fulfilling. Striking a balance in juggling a full-time job and completing the dissertation proved to be both daunting and difficult at times; however, the twin pillars of ambition and commitment enabled me to overcome all obstacles. From a self-learning perspective, I have undoubtedly learned the importance of determination and patience.

Unquestionably, my learning style has evolved since the commencement of the course. Through this dissertation, I have learned more about both my strengths and weaknesses as a researcher. I chose to explore reward management systems (RMS) and millennials and generation Z due to the relevance these systems hold in today's workplace. I am greatly interested in the upcoming generation and am eager to observe and identify the myriad range of skills and traits they will bring to the workplace. I thoroughly enjoyed conducting this research study as it has taught me a great deal about each respective generational cohort and attending Reward Management Systems.

Throughout the dissertation process I have experienced several challenges. The biggest challenge I had to overcome was time management. As I selected a qualitative research method, I underestimated how time-consuming the interviews with the participants was going to be. To overcome this challenge, I organised my Gantt chart accordingly in order to dedicate more time to the interviews. This allowed me to meet the strict deadlines I created for myself; and to reach the dissertation targets and goals I had set out from the outset.

One major aspect of the research process that I gained the most from (and that I must credit myself for) is the area of self-discipline. Over the course of the two years, I have prioritised both my Masters and career. Initially, I found the juxtaposition of both challenging, but over time it became a natural modus operandi. I am pleased with my research study as I find it to be likely current and interesting for the reader. This dissertation has allowed me to develop my knowledge of the topic of Reward Management Systems and has provided me with skills that will assist me in my career trajectory.

This dissertation has been the very fabric that has underpinned my own professional career and the skills I have learned throughout the process will undoubtedly be woven into my decision making and professional endeavours in the future.

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Appendix A

Braun and Clarke (2006): A 15-point checklist of criteria for good thematic analysis.

Process	No.	Criteria
Transcription	1	The data have been transcribed to an appropriate level of detail, and the transcripts have been checked against the tapes for 'accuracy'.
Coding	2	Each data item has been given equal attention in the coding process.
	3	Themes have not been generated from a few vivid examples (an anecdotal approach), but instead the coding process has been thorough, inclusive and comprehensive.
	4	All relevant extracts for all each theme have been collated.
	5	Themes have been checked against each other and back to the original data set.
	6	Themes are internally coherent, consistent, and distinctive.
Analysis	7	Data have been analysed / interpreted, made sense of / rather than just paraphrased or described.
	8	Analysis and data match each other / the extracts illustrate the analytic claims.
	9	Analysis tells a convincing and well-organized story about the data and topic.
	10	A good balance between analytic narrative and illustrative extracts is provided.
Overall	11	Enough time has been allocated to complete all phases of the analysis adequately, without rushing a phase or giving it a once-over-lightly.
Written report	12	The assumptions about, and specific approach to, thematic analysis are clearly explicated.
	13	There is a good fit between what you claim you do, and what you show you have done / ie, described method and reported analysis are consistent.
	14	The language and concepts used in the report are consistent with the epistemological position of the analysis.
	15	The researcher is positioned as active in the research process; themes do not just 'emerge'.

Appendix B

An Exploratory Study of Reward Management Systems; Millennials vs Generation Z. A Qualitative Study.

Consent to take part in research

• I……………………………………… voluntarily agree to participate in this research study.

• I understand that even if I agree to participate now, I can withdraw at any time or refuse to answer any question without any consequences of any kind.

• I understand that I can withdraw permission to use data from my interview within two weeks after the interview, in which case the material will be deleted.

• I have had the purpose and nature of the study explained to me in writing and I have had the opportunity to ask questions about the study.

• I understand that participation involves the researcher conducting a face to face interview and asking a set of fifteen questions in relation to reward management systems, millennials and generation Z.

• I understand that I will not benefit directly from participating in this research.

• I agree to my interview being audio-recorded.

• I understand that all information I provide for this study will be treated confidentially.

• I understand that in any report on the results of this research my identity will remain anonymous. This will be done by changing my name and disguising any details of my interview which may reveal my identity or the identity of people I speak about.

• I understand that disguised extracts from my interview may be quoted in the researcher's dissertation.

• I understand that if I inform the researcher that I or someone else is at risk of harm they may have to report this to the relevant authorities - they will discuss this with me first but may be required to report with or without my permission.

• I understand that signed consent forms will be scanned on to the researcher's laptop and the paper version will be shredded. The original audio recordings and the scanned consent forms will be encrypted on to a memory stick which will then be locked in a safe and the password of the safe is only known to the researcher. The data will be stored for five years and destroyed afterwards in accordance with the National College of Ireland Policy.

• I understand that a transcript of my interview in which all identifying information has been removed will be retained for five years and destroyed afterwards in accordance with the National College of Ireland Policy.

• I understand that under freedom of information legalisation I am entitled to access the information I have provided at any time while it is in storage as specified above.

Signature of research participant

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Signature of participant   Date

Signature of researcher

I believe the participant is giving informed consent to participate in this study

\-   \--

Signature of researcher   Date

Appendix C

Topic Guide

1. What is your understanding of the term 'Millennial?

2. What is your understanding of the term 'Generation Z?

3. How do you think millennials are perceived in the workplace by supervisors and management?

4. How do you think their millennial peers perceive millennials in the workplace?

5. How do you think millennials are perceived in the workplace by their Generation Z peers?

6. How do you think Generation Z employees are perceived in the workplace by supervisors and management?

7. How do you think their Generation Z peers perceive Generation Z employees in the workplace?

8. How do you think Generation Z employees are perceived in the workplace by their millennial peers?

9. Can you identify three specific challenges facing HR in the workplace?

10. Can you identify three specific opportunities HR might experience?

11. What is your understanding of the term 'Rewards Management Structures'?

12. What kinds of challenges do you see supervisors and management having in relation to millennial employees and RMS?

13. What kinds of challenges do you see supervisors and management having in relation to Generation Z employees and RMS?

14. How do you see these challenges being different to other employee demographic populations? (This question was removed from the topic guide, as the participant in the pilot interview did not understand the question).

15. What challenges do you see in relation to both millennial and Generation Z populations?

16. What kinds of HR innovations do you see as being necessary for both demographics?

Appendix D- Email sent to participants

To Whom It May Concern,

My name is Darina Callanan and I am currently undertaking a dissertation for my master's degree in Human Resource Management.

As part of my dissertation, I am conducting a qualitative research study which involves semi-structured interviews and I am looking for participants to take part in this study.

The title of my research study is '*An Exploratory Study of Reward Management Systems; Millennials vs Generation Z. A Qualitative Study*'.

Participants must be a millennial or generation Z member as this research study is based on both generational cohorts.

I have attached the consent form in order for you to understand that the confidentiality of your identity and interview transcript will be kept secure at all times due to ethical reasons.

Your involvement in this research study would be much appreciated. If you would like to take part in this study or if you have any further questions, please email: x17140544@student.ncirl.ie.

I look forward to your response.

Kind Regards,

Darina Callanan

Appendix E- Coding

Thank you for participating in my study. I'm going to ask you 15 questions. Are you okay to proceed.

Yes.

Question 1. What is your understanding of the term millennial.

[00:00:11.490]

My understanding of the term millennial is people who are in their mid 20's to their late 30's. 4.1

They
feel like they don't really have much loyalty. They only come to work for their paycheck. They 4.1.1   4.1.2

don't really have many aspirations to progress and they would expect promotions based on their 4.1.3

length of service and they feel privileged and entitled because they're older than the generation Z 4.1.4   4.1.5

would be, they would have a different upbringing to generation Z and would have grown up 4.1.6

with a lot of technology and they would have been more aware with mobile phones and the likes   technology

of computers and laptops. 4.1.7

[00:00:50.850]

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