

**What do Z want? An Exploratory Study into
the Rewards that Motivate Generation Z**

Olivia Mullen

Masters of Arts in Human Resource Management

National College of Ireland

Submitted to the National College of Ireland, August 2021.

Abstract

The subject of motivation is a complex phenomenon that is widely studied and researched by academics. Motivation refers to the extent to which a person is eager to do something or perform a task. It relates to the way in which something can inspire somebody to think or behave. Generation Z are a group of individuals who were born between the years of 1995 and 2010 who are beginning to enter the workforce. It is evident that Generation Z will slowly begin to dominate the workforce as older generations begin to retire. Therefore, it is chiefly vital to comprehend their motivation to work. The researcher aims to explore the fundamental factors that influence the motivation of Generation Z with a focus on a particular retail pharmacy group in Ireland. Throughout this study, eight participants who belong to the cohort working within the retail pharmacy group took part in semi-structured interviews and provided in-depth answers that highlighted the motivators for Generation Z. The primary factors include wages, a positive working environment, engaging work and having positive relationships with co-workers. The main recommendation for the organisation is to restructure its reward management system to be tailored to specific needs and wants of different cohorts rather than adopting a 'one size fits all' method. In this way, the retail pharmacy group will have greater ability to improve their employee's motivation and thus, enhancing the overall performance of the business.

Submission of Thesis and Dissertation

National College of Ireland
Research Students Declaration Form
(Thesis/Author Declaration Form)

Name: Olivia Mullen

Student Number: 17434154

Degree for which thesis is submitted: Master of Arts in Human Resource Management

Title of Thesis: What do Z Want? An Exploratory Study into the Rewards that Motivate Generation Z

Date: 15/08/2021

Material submitted for award

- A. I declare that this work submitted has been composed by myself.
- B. I declare that all verbatim extracts contained in the thesis have been distinguished by quotation marks and the sources of information specifically acknowledged.
- C. I agree to my thesis being deposited in the NCI Library online open access repository NORMA.
- D. *Either* *I declare that no material contained in the thesis has been used in any other submission for an academic award.
Or *I declare that the following material contained in the thesis formed part of a submission for the award of

(State the award and the awarding body and list the material below)

Signature of Student: Olivia Mullen

Date: 15/08/21

**Submission of Thesis to Norma Smurfit Library, National College of
Ireland**

Student name: Olivia Mullen

Student number: 17434154

School: National College of Ireland

Course: MAHRM

Degree to be awarded: Masters of Arts in Human Resource Management

Title of Thesis: What do Z Want? An Exploratory Study into the Rewards that Motivate Generation Z.

I agree to a hard bound copy of my thesis being available for consultation in the library. I also agree to an electronic copy of my thesis being made publicly available on the National College of Ireland's Institutional Repository TRAP.

Signature of Candidate: Olivia Mullen

For completion by the school:

The aforementioned thesis was received by:

Date:

Acknowledgements

I would like to take this opportunity to thank everybody who has helped me throughout the entire process of the dissertation.

Thank you to my supervisor, Michele Kehoe, who provided me with guidance and support throughout the process.

A special thank you to my nanny and grandad who encouraged me to undertake the Masters and for continuously motivating me along the way.

Thank you to my dad for the support and encouragement throughout the year.

I would like to say a huge thank you to my partner, Cian for the endless support and reassurance that it would all be worth it when it's finished.

Finally, a special thank you to my mother, Allison. Your constant support, motivation and praise has been brilliant throughout the year.

Table of Contents

Chapter 1: Introduction	9
1.1 Introduction	9
1.2 Background of the study	9
1.3 Purpose of the Study	10
1.4 Significance of the Study	11
1.5 Research Approach	11
1.6 Overview of Chapters	11
Chapter One: Introduction	11
Chapter Two: Literature Review	11
Chapter Three: Research Objectives	12
Chapter Four: Methodology	12
Chapter Five: Findings	12
Chapter Six: Discussion and Analysis	12
Chapter 2: Literature Review	13
2.1 Introduction	13
2.2 Generation Z	14
2.2.1 Classification of Generation Z	14
2.2.2 Characteristics of Generation Z	14
2.2.3 What motivates Generation Z in the workplace?	16
2.3 Motivation	17
2.3.1 Motivational Theories	18
2.3.2 Maslow’s Hierarchy of Needs	19
2.3.3 Herzberg’s Two Factory Theory	21
2.3.4 Vroom’s Expectancy Theory	23
2.4 Reward Management	25
2.4.1 Intrinsic and Extrinsic Motivation	25
2.4.2 Monetary Rewards and Non-Monetary Rewards	26
2.5 Pharmacy in Ireland	27
2.6 Conclusion	28
Chapter 3: Research Objectives	29
Chapter 4: Methodology	30
4.1 Introduction	30
4.2 Research Philosophy	30
4.2.1 Positivism Vs. Interpretivism	31

4.3 Research Methodology	32
4.4 Rationale for choosing a Qualitative research method	32
4.5 Secondary Data Collection	33
4.6 Qualitative Data Collection	33
4.6.1 Research Method	33
4.6.2 Semi-structured interviews	34
4.6.3 Research Sampling	35
4.6.4 Sampling Method	35
4.6.5 Sample Participants	36
4.6.6 Process	37
4.6.7 Pilot Study	37
4.7 Qualitative Data Analysis	38
4.8 Ethical Considerations	38
4.9 Limitations	39
Chapter 5: Findings	41
5.1 Introduction	41
5.2 Theme 1: Identification of Generation Z	41
5.2.1 Social media	41
5.2.2 Feeling of Fulfilment	42
5.2.3 Diversity	42
5.3 Theme 2: Workplace satisfaction	42
5.3.1 Money	43
5.3.2 Work environment	43
5.3.3 Relationships with co-workers	44
5.3.4 The work itself	44
5.4 Theme 3: Rewards	44
5.4.1 Flexibility	45
5.4.2 Basic wage	45
5.4.3 Discount	45
5.5 Theme 4: Lack of Appreciation	46
5.5.1 Opportunities for growth	46
5.5.2 Incentives/Perks	46
5.5.3 Increased pay	47
5.6 Conclusion	47
Chapter 6: Discussion and Analysis	49
6.1 Introduction	49

6.2 Theme One: Identification of Generation Z	49
6.3 Theme Two: Workplace Satisfaction	50
6.4 Theme Three: Rewards	51
6.5 Theme Four: Lack of Appreciation	52
6.7 Conclusion	53
Chapter 7: Conclusion and Recommendations	54
7.1 Introduction	54
7.2 Recommendations	55
7.3 Financial Implications	56
7.4 Limitations	56
7.4 Future Research	57
7.5 Conclusion	57
Personal Statement and Reflective Journal	58
References	60
Appendix A: Pilot Study Questions	72
Appendix B: Interview Questions	73
Appendix C: Email of participation	74
Appendix D: Consent form	76
Appendix E: Interview script	78

Chapter 1: Introduction

1.1 Introduction

The research study takes place within the context of a retail pharmacy group where the entirety of the literature focuses on the views and opinions of Generation Z. It is apparent that Generation Z are now widely established across the employment sector and are continuing to make their stance in the workforce. As Generation Z are widely diverse in comparison to previous generations, it is significant for organisations to recognise the cohort's key motivators and implement them. An important finding from this study is that Generation Z tend to search for conflicting benefits in comparison previous generations that the retail pharmacy group currently focuses on. This is thoroughly illustrated through the primary data that has been gathered. This highlights the importance for organisations to recognise the factors influencing motivation among the cohort.

1.2 Background of the study

Bertelsen (2012) states that due to the dynamic changing of trends within the global employment market, a motivated labour force imperative to the success of an organisation. Generation Z are largely dominant within the employment sector as the cohort comprises of 24% of the workforce (Tabaka, 2019). Hence, it is crucial to gain a greater insight into the cohort in order to recognise the key drivers of motivation. Sauser and Sims (2011) suggest that existing literature has identified a significant correlation between reward and motivation. However, the difficulty lies with determining what exactly their employee's desire in order to stimulate motivation. Schultz (2014) explains that a motivated workforce will increase overall performance and organisational success through improved motivation of employees. Generation Z are bringing their new perspectives into the workplace that have been shaped by technological, cultural and economic impact (Sims and Sauser, 2011). Faurote (2018)

identifies that Generation Z place emphasis on personal growth and wish for new opportunities to develop their careers. By contrast, previous generations such as the Millennials, strive for additional personal time and increased flexibility (Rampton, 2017). The stark differences highlights that a business cannot adopt a 'one size fits all' approach to motivating employees. Therefore, organisations must place emphasis on understanding on the generation's reward preferences in order to improve and maintain motivation (Sims and Sauser, 2011).

1.3 Purpose of the Study

The aim of this study is to overcome the distinct gap in literature regarding motivation among Generation Z with a focus on a specific retail pharmacy group. Following research, the author found that there is a considerable lack of research available in relation to Generation Z. Studies in relation to the motivation of Generation Z are extremely limited also. The author has developed four key questions to investigate throughout the course of this research. The following questions will be further discussed in Chapter 3.

1. Explore the key characteristics of Generation Z to gain a greater insight to the cohort.
2. Investigate the current key drivers of motivation for Generation Z.
3. Explore the benefits in which Generation Z are currently provided with by the retail pharmacy group.
4. To explore the practices that can be employed by managers to assist in enhancing the motivation of Generation Z within the workplace.

The outcome of the research objectives aims to find an understanding of the key factors that influence the motivation of Generation Z. Moreover, it aims to provide the retail pharmacy group with appropriate strategies and approaches to enhance motivation and thus, improve the work ethic of employees.

1.4 Significance of the Study

This research will enable future researchers to gain a deeper insight of the desires of Generation Z in order to enhance their motivation within the working environment. Similarly, this study will provide the retail pharmacy group with primary information as to which policies they should implement to increase the motivation of their staff within the cohort. The study will further educate management who wish to gain a greater understanding of the topic.

1.5 Research Approach

The initial task of the research is to gather all relevant data needed to fulfil the overall research objective in order to answer the key research questions. A qualitative approach will be utilised to gather data. Primary data will be gathered using a series of semi-structured interviews with Generation Z individuals working within the specific retail pharmacy group. The responses provided during the interviews will be analysed to facilitate the research objective. The research approach will be further discussed within Chapter Four.

1.6 Overview of Chapters

Chapter One: Introduction

This chapter introduces the area of research through presenting a brief background into Generation Z and the importance of determining desired rewards to enhance the cohort's motivation in the workplace. It has also highlighted the purpose, the research approach, and the significance behind the study.

Chapter Two: Literature Review

This section presents an inconclusive review of existing literature with a particularly focuses on Generation Z and motivation. The chapter provides an in-depth analysis of the characteristics of Generation Z and their desires. In addition, various motivational theories

are discussed including a analysis of intrinsic and extrinsic forms of motivation and monetary and non-monetary rewards.

Chapter Three: Research Objectives

The chapter outlines the research objectives that have been derived from the literature review.

Chapter Four: Methodology

This section outlines the methodical approach implemented by the researcher in order to collect the data needed to answer the research questions. The researcher presents an overview of the research design, the research instrument, the sample, ethical considerations and limitations of the approach.

Chapter Five: Findings

This chapter presents the findings of the primary data collected by the researcher. Semi-structured interviews were utilised to obtain the data discussed.

Chapter Six: Discussion and Analysis

This section provides a discussion between the primary data findings and the existing literature presented in Chapter Two.

Chapter Seven: Conclusion and Recommendations

This chapter provides a summary of the key findings in the research. It also provides management with key recommendations in relation to appropriate measures that should be implemented to enhance the motivation of Generation Z employees. The researcher also recommends a quantitative analysis approach that could be utilised for future researchers.

Chapter 2: Literature Review

2.1 Introduction

The primary objective of this chapter is to provide a comprehensive review of the literature that has been previously conducted by researchers in the field of motivation, associated reward management systems and Generation Z. The following research highlights the importance of studying Generation Z and the related rewards that impact the age cohort's motivation in the workplace. It is evident that Generation Z is rapidly becoming an integral part of the workforce today, particularly as Baby Boomers begin to retire (Mahmoud et al, 2020). The interest of motivating this distinct cohort is increasing as Generation Z is evidently diverse to previous generations (Gomez, Mawhinney and Betts, 2019). In addition, this age cohort will slowly begin to dominate the workforce alongside the Millennials. In order to successfully carry out and fulfil the primary purpose of this research, it is crucial to evaluate and analyse existing research that has been carried out by academics in this field.

This study will aim to thoroughly define and analyse key concepts associated with motivation and rewards. Firstly, a classification and depiction of Generation Z will be presented with reference to their motivation within the workplace. Moreover, the research will focus on both intrinsic and extrinsic motivation using three fundamental motivational theories conducted by Herzberg (1957, 1966), Maslow (1954,1987) and Vroom (1964). These theorists provide unique insights and opinions on the area of motivation which help to provide a greater insight into the various workplace rewards including monetary and non-monetary rewards.

Moreover, the intrinsic and extrinsic rewards that have a significant effect on the motivation of employees will be discussed. Finally, a concise understanding of the retail pharmacy industry and pharmacy group will be provided to create context for the case study.

2.2 Generation Z

2.2.1 Classification of Generation Z

It is vividly apparent that there are some differences present in relation to the classification of generational cohorts, including Generation Z. There are some conflicting views as to when Generation Z were born. Francis and Hoefel (2018) refer to the age cohort as individuals who are born between 1995 and 2010. Similarly, Gomez et al (2019) classify Generation Z as those who are born between 1995 and 2010. Conversely, Mahmoud et al (2020) state that Generation Z are a group of individuals who are born between 2000 and 2012. Likewise, Ozkan and Solmaz (2015) identify Generation Z as individuals who are born after the year 2000. It is important for the differences in birth dates discussed among academics to be identified. However, for the purpose of this study, Generation Z will be classified as people born between 1995 and 2010 in order to keep consistency.

2.2.2 Characteristics of Generation Z

Dwivedula et al., (2019) proposes that research associated with defining the characteristics of Generation Z is still at the initial developing stage due to conflicting opinions among researchers. Academics suggest development and global changes primarily influence the characteristics of a cohort (Chillakuri, 2020). Academics have discovered that Generation Z is largely different to previous generations such as Baby Boomers and the Millennials. Gomez et al (2019) identify Generation Z as being the “most diverse generation in the history of the US.” Brown (2020) states that Generation Z comprises of one third of the world’s population, therefore, it is significant for organisations to be aware of their primary motivators in the workplace. Although Generation Z represents the newest era of employees within the workforce, it is evident that they are making a stance in the working world as the numbers of employees entering organisations continues to grow each year (Mahmoud et al, 2020). Francis and Hoefel (2018) explain that generations are primarily shaped by the context

in which they developed. Generation Z is widely known for being the most ethnically diverse and technology sophisticated generation (Gaidhani, Arora and Sharma, 2019). This generation has grown up exposed to periods of economic turmoil such as the Global Financial Crisis (Kirchmayer and Fratričová, 2018). Mahmoud et al (2020) identify Generation Z's ability to recognise the importance of financial stability and the pleasure that stems from high performance at work. Moreover, Generation Z has experienced growing concerns for climate change, increased diversity and the rapid acceleration of technology and social media (McCrindle, 2014). Consequently, these concerns have become prevalent in their daily lives and are vocally expressed as they feel a sense of responsibility to towards them (Singh and Dangmei, 2016).

The stark difference between Generation Z and previous generations is their strong capabilities to adapt to technological advances. Generation Z have never experienced life without the internet (Chillakuri, 2020). Similarly, Lebowitz, 2018; McCrindle, 2014) describes Generation Z as “digital natives” as technology and social media are an essential part of their lives. Furthermore, this generation are commonly characterised as realists and tend to deal with situations in a pragmatic manner (Kirchmayer and Fratričová, 2018). McCrindle (2014) suggests that this generation will be the most educated in the workforce as they have a strong focus on adapted learning and engagement. However, Flippin (2017) suggests that this generation tends to resist giving up their lives to achieve this high standard of performance as they long for a healthy work-life balance. Likewise, Generation Z are often described as impatient and instant-minded (Singh and Dangmei, 2016). Stuckey (2016) found that Generation Z expects rapid promotions and instant recognition for their performance as they begin to lose interest otherwise.

2.2.3 What motivates Generation Z in the workplace?

Researchers have found that Generation Z tends to be more intrinsically motivated in the workplace. Mahmoud et al (2020) discovered that Generation Z are more likely to be motivated to work on tasks that derive inherent satisfaction. Forbes found that this generation are highly motivated by job security as they have grown up during periods of extreme financial recession (Patel, 2017). Although salary was determined as the most important factor in deciding on a career, Gomez et al (2019) propose that Generation Z actually value salary less than any other generation. If given the choice of accepting a higher paid job but uninteresting role versus work that was more interesting but didn't offer a high income, Generation Z was evenly divided for choice (Gomez et al, 2019). By contrast, Lanier (2017) and Iorgulescu (2016) found that Generation Z are largely concerned with the salary, and job perks having witnessed the effects of the great recession. In addition to that, Stuckey (2016) found that salary was key priority for Generation Z closely followed by the need for work-life balance and flexibility. Similarly, Forbes (2019) found that 38% of Generation Z viewed work-life balance as their key priority. Likewise, Chillakuri and Mahanandia (2018) found that Generation Z believe that it is significant for organisations to provide flexibility and work-life balance. On the contrary, Priceline (2019) found that approximately 24% of Generation Z respondents feel guilty for taking additional time off work as they fear of being judged by other colleagues.

Generation Z are generally self-confident and have desire to succeed in their future (Ozkan and Solmaz, 2015). This generation strives for additional autonomy and responsibilities in the workplace (Patel, 2017). Hence, employers should provide this generation with opportunities for growth to keep them motivated. Furthermore, it is apparent that Generation Z are extremely passionate about their views and morals. Gomez (2019) found that 77% of individuals said that it is vital that an organisations values align with their own in relation to

ethics and social responsibility. Therefore, it is important for organisations to reconsider their values in order to enhance the likelihood of attracting and motivating this particular workforce.

Baldonado (2018) found that Generation Z are more intrinsically motivated in the workplace. The survey conducted depicted the highest scores for growth as a motivator among the age cohort. Likewise, responsibility and job advancement and responsibilities were among the top motivators. Conversely, working conditions were among one of the lowest drivers of motivation for Generation Z (Baldonado, 2018). Therefore, if organisations wish to effectively motivate employees among Generation Z, they must provide employees with opportunities for growth, offer increased responsibilities and achievement recognition (Baldonado, 2018).

Following the conduction of this research, it is evident that the presence of Generation Z is becoming widely known across the workforce. However, Chillakuri (2020) notes that there is a distinct lack of studies investigating Generation Z which leads to confusion. Hence, it is important for organisations to clearly understand the key motivators for Generation Z in order to boost organisational attractiveness to establish and gain significant competitive advantage within the market.

2.3 Motivation

The definition of motivation originally stems from the Latin meaning 'to move' (Eccles, Wigfield and Schiefele, 1998). Ryan and Deci (2000) explain that motivation refers to the act of being moved by something, referring to how eager an individual is to do something. Similarly, Graham and Weiner (1996) explain that motivation relates to degree of which something inspires individuals to think and behave in the way that they do.

That is to say, motivation is essentially an internal driver to fulfil unsatisfied needs in order to achieve an objective (Dobre, 2013). Motivation primarily stems from a psychological or physiological need that stimulates behaviours needed to achieve a particular goal or objective (Dobre, 2013). A person who feels a lack of inspiration to act is classified as unmotivated, whereas somebody who is energized or determined to achieve an objective is considered to be motivated (Ryan and Deci, 2000).

Although the concept of motivation is extensively studied by academics, the definition of motivation remains to be a universally complex term primarily due to the individuality of people. It is apparent that motivational factors will continuously change over time and will primarily depend on various circumstances of the individual such as age, duration of employment and life stage (Sahito and Vaisanen, 2017). Hence, it is apparent that the degree of motivation is varied on multiple grounds such as the level of motivation and the kinds of motivation (Ryan and Deci, 2000).

2.3.1 Motivational Theories

As motivation is a unique and complex subject, numerous researchers have attempted to create an insight and understanding of the concept through the development of motivational theories. Hence, there are various motivational theories that can be classified as either content theories or process theories. Motivational theorists differ on where the enthusiasm is derived and on specific needs that a person is trying to achieve, however, majority would agree that motivation involves having a desire to act, the capacity to act, and having an overall goal in mind.

The content theories of motivation are primarily associated with the importance of human needs that encourage employee behaviours (Sahito and Vaisanen, 2017). These theories are related to the internal drives that encourage individuals to strive towards their motivation and

satisfaction. The content theories are chiefly based around the early theories of motivations such as Maslow's Hierarchy of Needs (1959), Herzberg's Two Factor Theory (1959) and Deci and Ryan's Self Determination Theory (2000).

By contrast, the process theories of motivation suggest that an employee's motivation is primarily influenced by their individual needs. Theorists place emphasis on the psychological processes that affect motivation (Armstrong and Taylor, 2017). In other words, these theories suggest that employees are motivated when their individual expectations are met. Process theories suggest that the diverse needs of employees should be recognised in order to successfully motivate the workforce (Sahito and Vaisanen, 2017). It is suggested that unlike variables can combine to influence the level of motivation an employee has. Examples of the process theory include Vroom's Expectancy Theory (1964) and Locke's Goal Setting Theory (1991).

For the purpose of this study, Maslow's Hierachy of Needs Theory, Herzberg's Two-Factor theory and Vroom's Expectancy Theory were chosen to be analysed as each theory provides a diverse insight into various motivational aspects. The following theories enable the reader to gain insight to relates to both internal influences, and external motivators.

2.3.2 Maslow's Hierarchy of Needs

Maslow's Hierarchy of Needs was proposed and developed by academic Abraham Maslow in 1943 and has become one of the most commonly used and frequently discussed theories. The theory relates to higher-level and lower-level needs of individuals (Sahito and Vaisanen, 2017). Maslow's theory states that individuals are primarily motivated by five specific needs. The needs of an individual are classified in an ascending order and include physiological, safety, belonging and love, self-esteem and self-actualisation needs. As the hierarchy of needs are organised in order of significance, a pyramid structure is commonly used to

demonstrate the theory, illustrating the most important needs at the base of the pyramid (Alam et al, 2020) (See Figure 1).

Maslow's theory suggests that individuals are extrinsic in relation to motivational drivers in the workplace (Nwagwu, 2020). Maslow proposed that people's behaviours are fundamentally driven by wishes to satisfy physiological needs as well as safety and security needs, known as the primary needs (Alam et al, 2020). Once the primary needs are at least marginally satisfied, the individual will progress to satisfying higher-level needs known as the secondary needs (Alam et al, 2020). Maslow (1943) initially stated that an individual must first satisfy lower-level needs in order prior to progressing onto higher level needs in order to stimulate motivation. One must be aware that if lower-level needs are not achieved, it may not be possible to address the higher-order needs (Nwagwu, 2020). However, Maslow later clarified that this was false impression provided (Maslow, 1987). Maslow's hierarchy of needs has continuously evolved over recent years; however, the original concept of the theory remains the same. All humans have needs that stimulate motivation (Nwagwu, 2020).

Furthermore, Maslow's Hierarchy of Needs has been criticised by many academics including Hofstede (1984). Hofstede (1984) found that it was useless to assume that by fulfilling the higher level of needs would improve a person's motivation due to different cultures having entirely different hierarchies of needs. Therefore, it is not possible to assume that all employees will be extrinsically motivated.

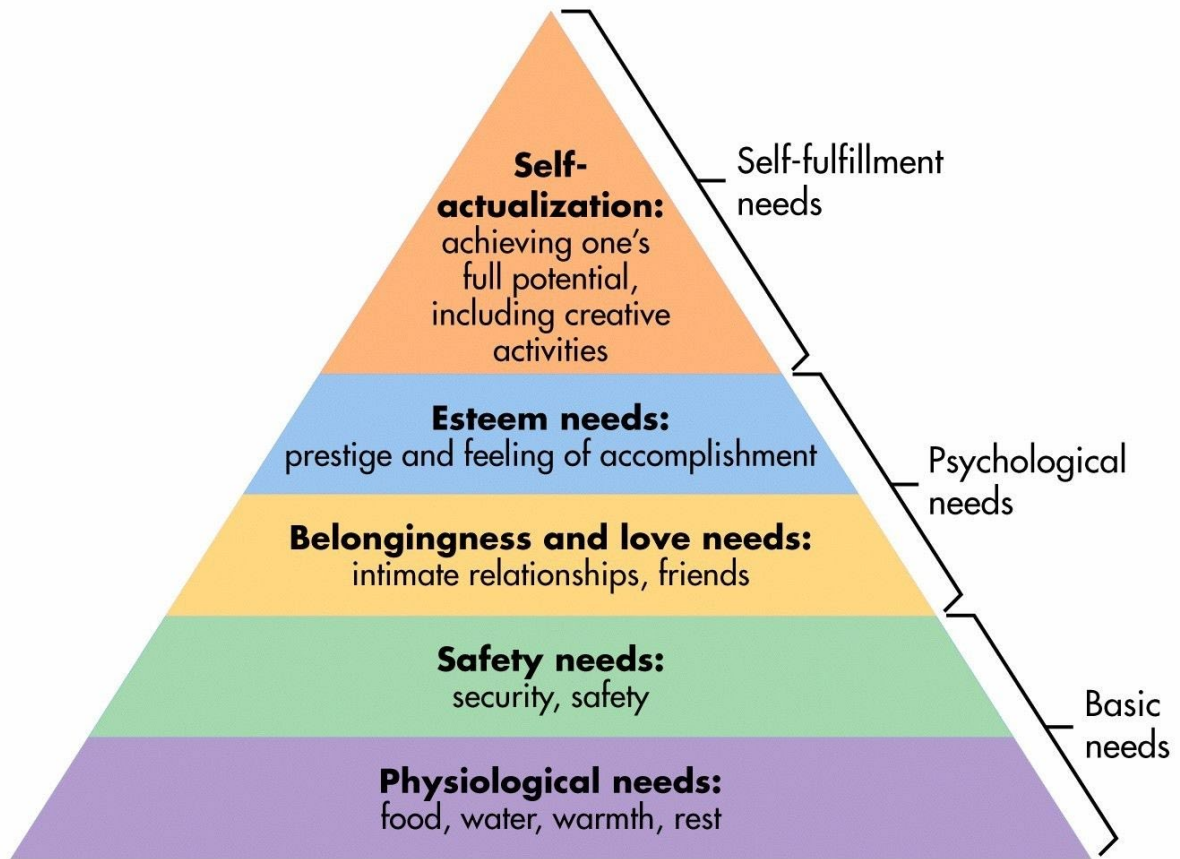


Figure 1- Maslow's Hierarchy of Needs

2.3.3 Herzberg's Two Factor Theory

Frederick Herzberg's (1959) two-factor theory of motivation is commonly known as the Motivation-Hygiene model. The theory is fundamentally a "two-dimensional paradigm of factors that influences people's attitudes towards work" (Alshmemri, Shahwan-Akl, and Maude, 20170). Likewise, this theory of motivation is essentially providing a debate as to whether an individual is intrinsically or extrinsically motivated. It is argued that Herzberg's Motivation-Hygiene theory is somewhat controversial and debateable (Sachau, 2007). Herzberg initially challenged the basic assumptions as to what motivates employees. Herzberg claimed that pay related benefits contributes very little to job satisfaction and encouraged people to realise that there is a need for employees grow psychologically, social relationships are more likely to lead to unhappiness than fulfilment in the workplace (Sachau,

2007). Sachau (2007) explains that the motivator factors are essentially in the job content whereas the hygiene factors are in the job context. Herzberg (1966) has emphasised that there is a distinct difference between job satisfaction and job dissatisfaction. It is important to understand that satisfaction and dissatisfaction are not polar opposites. Herzberg explains that the opposite of “job satisfaction” is not “job dissatisfaction”, it is simply no satisfaction. Likewise, the opposite of “job dissatisfaction” is not “job satisfaction”, it is no dissatisfaction (Herzberg, 1966). This highlights that fulfilment and displeasure are two separate entities caused by diverse aspects of work (Furnham, Eracleous and Chamorro-Premuzic, 2009).

Maslow’s Hierarchy of Needs has largely influenced the two-factor theory of motivation (Alshmemri et al, 2017; Dartey-Baah and Amoako, 2011). Herzberg has continuously argued that the significant difference between the motivators and the hygiene factors is that the motivator factors all involve psychological growth however, the hygiene factors involve physical and psychological damage avoidance (Herzberg et al, 1959). In other words, motivator factors or intrinsic factors will increase an employee’s happiness within their job whereas the hygiene factors or extrinsic factors will work to prevent employee unhappiness (Yusoff, Kian, and Ildris, 2013; Alshmemri et al, 2017). Motivators include self-growth, additional responsibility, and achievement (Furnham et al, 2009). These factors comprise of the three factors in Maslow’s hierarchy of needs, physiological, safety and love.

By contrast, hygiene factors include salary, interpersonal relationships and working conditions (Furnham et al, 2009) (See figure 2). These factors comprise of the physiological need for growth and recognition from Maslow’s theory (Dartey-Baah and Amoako, 2011). Herzberg decided that eliminating the hygiene factors did not guarantee employee satisfaction. Although the hygiene factors do not largely contribute to employee motivation, these factors promote peace and harmony within the workplace (Yusoff et al, 2013; Baldonado, 2013). Motivation is primarily influenced by intrinsic or motivational factors and

therefore, organisations should encourage recognition and growth for employees (Baldonado, 2013).

Hygiene or Maintained Factor	Motivation Factors
Interpersonal Relations	Challenging Work
Quality of Supervision	Achievement
Company Policy and Administration	Growth in the Job
Working Conditions	Responsibility
Job Security	Advancement
Salary	recognition

Figure 2- Herzberg's Two Factory Theory

2.3.4 Vroom's Expectancy Theory

By contrast to Maslow's and Herzberg's theories, Vroom (1964) proposes a process theory of motivation. Vroom's (1964) process theory distinctly contrasts with the content theories as Vroom does not provide propositions as to what motivates individuals in the workplace. Saile and Schlechter (2012) identify Vroom's Expectancy theory as being the most prevalent theory that illustrates the relationship between motivation and reward. This philosophy assumes that employees have a tendency to be motivated when they receive rewards in exchange for doing their job, on condition that that the rewards have a value (Armstrong, 2002). Moreover, Robbins and Judge (2013) state that the motive to act primarily depends on the expectation of the outcome and the supposed level of appeal of that particular outcome.

Vroom's theory is classified into three main headings; valence, expectancy and instrumentality (See figure 3). Vroom (1964) explains that "an outcome is positively valent when the person prefers attaining it to not attaining it". In addition to that, an outcome of

valence refers to an individual being indifferent to attaining it or not attaining it. If a person prefers not achieving it to achieving it, it is called negatively valence (Lee, 2007). Valence typically relates to the amount of value an individual places on rewards. This is influenced by a person's individual needs and goals (Chiang and Jang, 2008). Moreover, Vroom (1964) refers to expectancy as a temporary belief that is followed by a specific outcome. This refers to an approximation of the probability that effort put in will lead to satisfactory performance (Lee, 2007). This estimate is primarily based upon the confidence an individual has in oneself in relation to their capabilities that can have an impact on particular outcomes, past experiences and the difficulty of the objective itself (Lee, 2007; Chiang and Jang, 2008). Furthermore, instrumentality refers to an individual's insight of the probability of performance that will lead to a specific outcome. This aspect relates to a person's beliefs that if they behave in a certain way, they will attain specific outcomes (Lee, 2007). The belief is that if a person achieves performance expectations, they will obtain a greater reward in exchange for their efforts (Chiang and Jang, 2008).

Vroom's theory

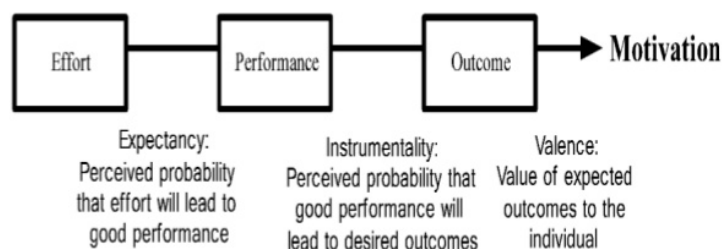


Figure 3- Vroom's Expectancy Theory

2.4 Reward Management

Franco-Santos and Gomez-Mejia (2015) explain that reward management systems are fundamental to the function of Human Resource Management. Armstrong (2015) defines reward management as an array of strategies, policies and processes that are required to appropriately value people and their contribution to achieving the overall business and team goals. In other words, a reward is something that you are given in return for doing something. The type of rewards implemented within an organisation are generally determined by the organisation's strategy (Markova and Ford, 2011). In the same way, individuals will determine their preference of rewards based on their individual needs or circumstances (Markova and Ford, 2011). The primary aims of reward management are to support the accomplishment of organisational objectives, to reward employees according to the value that they add to the business and to promote motivation and engagement within an organisation (Armstrong, 2015). Rewards can come in the form of either monetary rewards or non-monetary rewards. Likewise, rewards can either intrinsically or extrinsically motivate employees. It is indicated that organisations provide employees with intrinsic and extrinsic rewards with the aim of improving their performance while they provide employees with monetary and non-monetary rewards to compensate for the completion of tasks (Mahaney and Lederer, 2006).

2.4.1 Intrinsic and Extrinsic Motivation

Ryan and Deci (2000) distinguish the distinct difference between intrinsic and extrinsic motivation. Intrinsic motivation is defined as doing an activity for its innate satisfaction rather than for a distinct consequence. Individuals engage in an activity for enjoyment and satisfaction rather than for an external benefit (Mahmoud et al, 2020). Intrinsic rewards are typically influenced by the social conditions of an organisation (Franco-Santos and Gomez-Mejia, 2015). Deci and Ryan (1985) suggest that intrinsic motivation is based on an

employee's need to be self-determining and capable. Intrinsic motivators include additional autonomy, challenging work, and opportunities for growth (Armstrong, 2015). Likewise, Hackman and Oldman (1976) reiterated the importance of these motivators in their job characteristics model including task significance, skill variety and autonomy.

Conversely, extrinsic motivation suggests that an activity is carried out in order to achieve a particular outcome. The motivation is an external reward or additional acknowledgement (Ryan and Deci, 2000; Mahmoud et al, 2020). It is apparent that extrinsic rewards have an immediate effect on motivation, however, it inevitably does not last long. Extrinsic rewards include incentives, increased pay, additional praise, workplace environment and promotion (Franco-Santos and Gomez-Mejia 2015; Armstrong, 2015). Although there are stark differences between intrinsic and extrinsic motivation, research has proved that it is possible for the two to coexist. It is possible for organisations to combine the two forms of motivation to enhance motivation leading to greater performance. However, it is significant for an organisation to determine the correct balance between the two (Amabile, 1993).

2.4.2 Monetary Rewards and Non-Monetary Rewards

Lawler (1971) explains that reward systems are designed with the belief that money can motivate employees however, academics have discovered that money is not the only motivator in the workplace. However, it is evident that the same type of rewards cannot be used across the board for all employees as each employee has individual needs that must be met (Markova and Ford, 2011). Monetary rewards are typically used to enhance the direct satisfaction and motivation of an employee (Waqas and Saleem, 2014). Monetary rewards are fundamentally used to encourage extrinsic motivation (Silverman, 2004). It is evident that from an economic perspective, monetary rewards will always appear to be more beneficial as they come in the form of salary or wages (Pradorn Sureephong et al, 2020). In this way, an

employee is free to purchase whichever non-monetary rewards they desire with this money (Pradorn Sureephong et al, 2020).

By contrast, non-monetary rewards are used to enhance the recognition among employees. Waqas and Saleem (2014) suggest that non-monetary rewards are a more effective way of increasing employee motivation as they intrinsically motivate employees. Intrinsically motivated employees typically enjoy their job and are more naturally motivated (Waqas and Saleem, 2014). Non-monetary rewards include recognition, meaningful work, opportunities to enhance skills, and flexibility (Gunawan and Febriant, 2014). These rewards provide a robust sense of stability for employees. Consequently, employees are likely to be motivated to gain recognition. Non-monetary rewards emphasise employee appreciation and value which is likely to increase their interest in the job (Markova and Ford, 2011). These rewards tend to lower employee stress and absenteeism. Therefore, having a positive impact on employee motivation and morale (Pradorn Sureephong et al, 2020).

It is apparent that organisations mainly focus on the implementation of monetary rewards and rarely focus on the development of non-monetary reward (Silverman, 2004). However, intrinsic motivation should not be undermined. Employees who were more intrinsically motivated were more likely to allocate more time to the completion of tasks. Hence, employees who desired non-monetary rewards worked longer hours than those who were primarily motivated by monetary rewards (Markova and Ford, 2011).

2.5 Pharmacy in Ireland

Pharmacists and their employees play a vital role in the primary healthcare system in Ireland (IPU, 2021). Employees within the industry dispense and retail pharmaceutical goods through community pharmacies. Pharmacies also provide other Health Services Executive (HSE) facilities and sell over-the-counter medications and health-related products (IBISWorld,

2021). The primary functions of pharmacies are to a robust level of duty of care for the patients. This involves providing general healthcare advice to patients, dispense prescription pharmaceuticals and distribute retail over-the-counter medication. At the beginning of 2020, there were 1864 community pharmacies registered by the Pharmaceutical Society of Ireland (BOI, 2021). Pharmacies receive approximately 85 million visits each year, therefore it is apparent that both pharmacists and their staff are the first point of help within the healthcare system in Ireland (IPU, 2021). Bank of Ireland refers to the community retail pharmacy industry as a fragmented market, although it is recognised that consolidation is continuously increasing in this sector (BOI, 2021).

The case study is based on a pharmacy group that consists of 28 stores across various locations in Ireland. The pharmacy group comprises of more than 60 pharmacists and 400 highly trained employees. This case study has a focus on one particular store of the pharmacy group. This store is the largest of the pharmacy group and consists of over 50 employees. In order to carry out this case study, qualitative research will be utilised in order to gain an in-depth insight into the particular pharmacy and the surrounding motivators of Generation Z.

2.6 Conclusion

Following the conduction of this chapter, Generation Z was classified, characterised and discussed in depth in relation to what motivates them in the workplace. It is evident that motivation has been clearly defined using similar and contrasting views from academics. In addition, theories of motivation including process and content theories have been clearly outlined and discussed using various academic literature. Moreover, a discussion of the retail pharmacy industry in Ireland was presented in order to give the reader an insight into the sector. As the case study is focussing on a particular pharmacy group, a description of the group and the store of focus was provided.

Chapter 3: Research Objectives

A research question provides a focus on a specific issue that will be investigated (Collins and Hussey, 2014). The proposed research objective for this study is:

“To explore the factors that influence the level of motivation among Generation Z within a retail pharmacy group”

Similarly, a research objective provides a level of focus to help guide the design of the research idea and how it is achieved (Brotherton, 2008). The primary objective of this research is to examine the factors that enhance the motivation of Generation Z. For the purpose of this investigation, a retail pharmacy group was chosen as a case study to gather this information. The following objectives are outlined in order to answer the predominant research question:

- Explore the key characteristics of Generation Z to gain a greater insight to the cohort.
- Investigate the current key drivers of motivation for Generation Z.
- Explore the benefits in which Generation Z are currently provided with by the retail pharmacy group.
- To explore the practices that can be employed by managers to assist in enhancing the motivation of Generation Z within the workplace.

Chapter 4: Methodology

4.1 Introduction

Saunders, Lewis and Thornhill (2015) define methodology as a set of guidelines for conducting research. This chapter focuses on how the research will be examined to gather observations and information to answer the research questions proposed in Chapter 3. This chapter will focus on why a qualitative approach was most appropriate to gather observations. Primary and secondary resources were utilised to gather information. This section will detail the research method, the research philosophy, sampling, the data collection method data analysis procedure and the pilot study. Finally, the limitations of the research and ethical considerations will be detailed.

The aim of this research is to gain an understanding from the perspective of Generation Z, the key factors motivating them in the retail pharmacy group. This study aims to determine the practices that are used to currently motivate Generation Z and identify those that could be implemented to increase motivation

4.2 Research Philosophy

Saunders et al (2019) define research philosophy as “a system of beliefs and assumptions about the development of knowledge.” Likewise, a research philosophy or paradigm is often described as a philosophical framework that influences how research should be carried out (Collins and Hussey, 2014). A philosophical basis considers the type of methodology we choose through understanding the human behaviour of those beliefs and assumptions (DePoy & Gitlin, 2016). Burrell and Morgan (2016) state that a person will make numerous types of assumptions at each stage of research. These assumptions may be ontological, epistemological or axiology assumptions (Saunders et al., 2015). There are numerous types of

research philosophies that can be adapted to understand and undertake research such as positivism and interpretivism.

4.2.1 Positivism Vs. Interpretivism

Positivism is based on the philosophical stance of the natural scientist and involves working with observable reality in order to create strict generalisations. The positivist focus is solely on scientific evidence and fact that is not influenced by human interpretation or bias (Saunders et al., 2015). Moore (2010) states that according to positivism, the world involves values and laws that are discovered through direct observation. Likewise, there is an assumption that this observation can be measured and therefore, is likely to be carried out using quantitative research methods (Collins and Hussey, 2014) which include structured methodologies such as questionnaires or surveys in order to allow for repetition as they are designed to produce facts (Saunders et al., 2015).

By contrast, interpretivism was developed through critique of positivism (Alharahsheh and Pius, 2020). Interpretivism is a research paradigm that focuses on the basis that humans are entirely different to physical phenomena as they create meanings (Saunders et al., 2015). It assumes that social reality is not objective but that it is somewhat shaped by human experiences and social context.

Hansen (2014) states that interpretivist researchers believe that reality is not shaped by external objects but created by the mind of the people. Therefore, this philosophy argues that human beings cannot be studied in the same way as physical wonders. Interpretivism largely contrasts to positivism as this paradigm aims to provide in-depth insights rather than to identify definite and universal laws that can be generalised (Myers, 2008).

4.3 Research Methodology

There are two prevalent research methodologies which can be used to explore social contexts: qualitative and quantitative research methods (Saunders et al., 2019). The research method will be dependent on the type of information required to accomplish the research questions. Hence, it is important to consider both methods in order to determine the most suitable method to obtain data for this study.

Quantitative research designs are usually associated with positivism (Saunders et al., 2015). Quantitative research aims to produce statistical data from large data sets that is gathered under tightly controlled environments to avoid other variables interfering with this data (Park and Park, 2016). It relies on the methods of natural sciences that produce numerical data and concrete facts (Ahmad et al., 2019). Alternatively, qualitative research provides deep insights and understanding to the research setting (Ahmad et al., 2019). It concentrates on gaining in-depth understandings into human behaviour, experiences, attitudes and motivations on the foundation of observation and interpretation using smaller sample sizes and intensive descriptive data (Ahmad et al., 2019). Interviews are the most predominant form of obtaining qualitative research data (Kvale, 2007). It is possible that a study could undertake a mixed method approach whereby both qualitative and quantitative research methods are used to obtain and analyse data within the same study (Cresswell, 2009).

4.4 Rationale for choosing a Qualitative research method

For the purpose of this study, a qualitative research method was chosen as the required data was non-numerical and an in-depth analysis was needed to achieve the research objective. In addition, this research approach is interpretivist in nature as the purpose of this study is to create new, greater understandings of the social context of Generation Z through looking at organisations from the perspective of different people. The primary aim is to identify the

opinions, considerations and practices experienced by the participants involved in the study. Qualitative research allows individuals to be more open and thorough in their answers to the interview questions, therefore, providing a deeper understanding of the participants (Taylor, DeValut and Bogdan, 2015).

4.5 Secondary Data Collection

Secondary data analysis can be defined as discoveries based on pre-existing data accumulated by previous researchers that can be gathered through sources such as publications, books, journal articles, and websites (Kiecolt and Nathan, 1985). For the purpose of this research, the author obtained secondary research from online sources such as journals, websites, and e-books for the purpose of the literature review. This enabled the researcher to learn what information was freely accessible on the topic and to detect the gaps in the literature. Due to the Covid-19 restrictions, the ability to obtain hardcopy material was limited, hence, online resources were primarily relied upon for this research.

4.6 Qualitative Data Collection

Primary data refers to first-hand data being obtained by the researcher through interviews, surveys, questionnaires, observations or experiments with the intent to discover a solution to a question/problem (Ajayi 2017).

4.6.1 Research Method

For the purpose of this research, interviews were the primary method of qualitative research that were utilised to gather information from an individual in relation to the subject matter.

Interviews may be unstructured, semi-structured or structured (Quinlan et al., 2019).

For the purpose of this research, a one-to-one semi-structured approach to interviewing was carried out. To ensure compliance with Covid-19 restrictions, the interviews were carried out via Microsoft Teams. The initial stage of the interview process involved the choosing of

categories that were suitable to the research study and the formation of interview questions. A total of ten questions were asked to each of the participants (Appendix). The interviewer had a script in order to direct the interview using a set of 11 questions asked by the author to the participants to ensure that the interview did not deviate away from the topic of importance. The interview questions were split into four diverse sections; the first segment focussed on a background to the participants and their history with the pharmacy group, the second section focussed on the characteristics of Generation Z. The third section focussed on the participant's key motivators in the workplace and the fourth section focussed on what benefits the participants currently have and potential recommendations to enhance motivation. The use of semi-structured interviewed enabled the interviewer to ask open-ended questions to gather in-depth responses. Hence, it was necessary to record the interview so the findings could be closely analysed. Each interview was conducted within a timeframe of between 8-15 minutes depending on the responses provided by the interviewees.

4.6.2 Semi-structured interviews

Bryman (2012) suggests that semi-structured interviews generally describe a context where the interviewer has an array of questions which is similar to a structured interview but there is the scope to deviate from the order of questions. Semi-structured interviews allow for the flow of open-ended questions that ask for short, free-flow answers from the participants and allow for respondents to address issues in which they think are significant (DiCicco-Bloom and Crabtree, 2006). Semi-structured interviews aid the author to address specific issues, in this case, what motivations Generation Z? In addition, semi-structured interviews enable interviewer's to 'probe' a response from the participants (Saunders et al., 2019). The one-to-one conversation between interviewer and participants enables the interviewee to provide a greater insight into their individual thoughts and feelings in relation to the chosen subject. Awasthy and Gupta (2015) propose that semi- structured interviews provide detailed

information that may not be achievable using quantitative measures such as questionnaires or surveys as it limits the information that can be received as the questions are predetermined.

In addition, semi-structured interviews enable the interviewer to be prepared for the interview as it entails questions that would typically have a fixed answer outcome; however, semi-structured interviews allow for questions that will equate to broad answers (Quinlan et al., 2019). This can often lead to exploring ideas in which the author may not have considered prior to the interview, which can significantly help to address the research objectives and develop an understanding of the area (Saunders et al., 2019). Similarly, Flick (2002) identifies the flexibility and creativity that each interview can unfold.

4.6.3 Research Sampling

Saunders et al (2019) explain that a researcher must always consider whether they will need to select one or more samples, regardless of what the research question or objective is.

Sampling techniques allow the academic to reduce the amount of data needed by obtaining data needed from a subgroup rather than the whole population. Trochim (2002) defines sampling as a method of selecting components including people and objects from a specific interest group in order to obtain relevant data needed to achieve a result.

As this study solely focuses on the motivating factors of Generation Z, individuals born within this cohort were chosen in order to gain a deeper insight as they have extensive knowledge on this topic. In addition, individuals belonging to the cohort were chosen from one particular organisation in the retail pharmacy industry.

4.6.4 Sampling Method

Sampling techniques are generally categorised into two primary types; probability sampling and non-probability sampling (Saunders et al., 2019).

Probability sampling: Whereby the population samples are chosen at random and typically applies to a larger population. This method tends to be associated with surveys and experiment research. Each member of the population has an equal probability of being selected for the sample (Saunders et al., 2019, Quinlan et al., 2019).

Non-probability sampling: The sample is chosen to represent the population; however, it cannot be identified as a representative of the population. This method allows participants to be selected by the researcher on the basis of personal judgement and does not provide the population with equal probabilities to be selected for the sample (Saunders et al., 2019, Quinlan et al., 2019).

For the purpose of this research, a non-probability purposive or judgemental sampling technique was used. In this case, the researcher made a judgement about who to include in the sample. This involves making a decision based on the capacity and characteristics that individuals may possess. This includes the researcher choosing individual members or groups that have experience or knowledge in the area of the research study (Creswell and Plano Clark, 2011). In other words, the participants chosen would be key informants for the research study (Quinlan et al., 2019). In this case, participants that fall under the Generation Z category were selected to fulfil the research objectives as they are deemed to be most educated in relation to what motivates the cohort.

4.6.5 Sample Participants

The primary data was collected by participants who were born within the Generation Z timeframe who were currently working in the retail pharmacy group. The researcher sought candidates through the pharmacy group WhatsApp. The purpose of the study was described and individuals were asked if they would be willing to participate in an interview. Eight out of fifteen individuals agreed to take part in the study. An email containing an attachment of

consent was sent to each participant, outlining the purpose of the study, the terms of confidentiality, and the purpose for recording the interview. Approval from the pharmacy group was not needed to conduct the interviews as the organisation's name was not used for this study.

4.6.6 Process

The researcher provided the 8 candidates with a general guide in relation to the research study. This includes information in relation to the purpose of the study, the interview duration, participation, ethical information in relation to confidentiality and anonymity, and recording. Prior to beginning the interviews, each participant responded and gave consent. The researcher carried out each interview via Microsoft Teams on a scheduled date and time. The interviews were conducted between the period of the 24th-29th of May. The interviews were recorded using a mobile phone and the results were stored on Google drive to ensure that there is a backup if the mobile phone was to be stolen. The data will be additionally encrypted onto a memory stick to ensure that there is further backup. The data was collected and stored solely for the purpose of this research. Each participant's interview has been stored alphabetically categorised to ensure that they remain anonymous and to ensure confidentiality. Codes were identified and the data has been organised into particular themes in order to analyse the interview findings. Finally, various themes were reviewed in order to create a final report of the findings (Saunders et al, 2015).

4.6.7 Pilot Study

Prior to executing the interviews, a small pilot study was carried out to ensure that the initial questions were feasible. The pilot study was conducted with an individual who was born within the generation Z timeframe and worked within a separate store in the pharmacy group. Kvale (2007) suggests that the pilot test improves the interview process because it can identify issues and faults that enables the investigator to adapt and improve the questions

before conducting the real interview. A pilot test allows the research to test the validity of the questions and reliability of the answers (Leung, 2015). This is to ensure that the proposed questions are easy to understand to ensure that the participants can provide answers.

The interviewee was given the opportunity to provide feedback to the interview in relation to the questions. The interviewee provided generally positive feedback which deemed the questions to be clear and ethically appropriate. Following the pilot testing, question 3 “What was your initial motivator to start the job?” was included. This question was introduced to provide comparison between initial and current motivators among the employees.

4.7 Qualitative Data Analysis

The initial step of the data analysis was the transcription process. The definition of transcription is “reproducing spoken words, such as those from an audiotaped interview, into written text” (Halcomb and Davidson, 2006). Therefore, the author thoroughly listened to the interview audio recordings and replicated the information in written format for analysis. The researcher placed a letter on any personal information including names of the participants during the analysis stage to safeguard the identity of the interviewee and to ensure that the information provided remains confidential. A thematic approach was utilised to analyse the information collected from the interviews. Braun and Clarke (2006) describe thematic analysis as a technique which identifies, examines and creates patterns and themes within data. The researcher used themes to identify the patterns in the interview responses using direct quotes.

4.8 Ethical Considerations

Saunders et al. (2019) define ethics as “the standards of behaviour that guide your conduct in relation to the rights of those who become subject to your work or are affected by it.” Ethics is highly influenced by morals, values and social norms. Firstly, Bell and Waters (2014)

explain that participants must be provided with detailed information about the topic and intentions of the research so that they do not feel forced to participate. The researcher provided participants with a detailed description of the content of the study and its purpose to allow individuals to decide whether they wanted to participate or not (Appendix).

Saunders et al., (2019) state that participants have the right to be provided with an informed consent form (Appendix). This form provides individuals with information relevant to the study and provides them with an option to decide whether or not they wish to participate in the study. Moreover, it will be made clear to participants that they have the right to informed consent to the study and the right to withdraw from the research process at any time without penalty (Saunders et al, 2015).

Furthermore, it is apparent that the dignity of interviewees must be held and respected throughout the interview process (Bryman and Bell, 2007). In order to achieve this, the anonymity and confidentiality of participants must be ensured throughout the process. All information gathered was electronically stored and encrypted with a password to ensure that the information could not be freely accessed by anyone other than the researcher or used for additional purposes. In addition, the participants were informed that all information stored will be used for the purpose of the dissertation only and once the dissertation has been completed, the data will be deleted.

Finally, the Harvard referencing system was thoroughly used throughout this research study to acknowledge research previously conducted by various authors.

4.9 Limitations

It is evident that there will be limitations beyond control associated with each and every research study despite the level of diligent preparation that is carried out beforehand. The most significant limitation of this study was the outcome of Covid-19 restrictions. Due to

these restrictions, it was not feasible to carry out face to face interviews. Therefore, appropriate adjustments had to be made by the interviewer and participants and in order to successfully carry out the interviews. In order to conduct virtual face to face interviews, participants had to download software and learn how to use the software prior to the interview.

Furthermore, as the author was employed by the retail pharmacy group in question, inside information was readily available such as the benefits provided. As a result, particular assumptions were made prior to the interview which evidently had an impact on the research.

In addition, there was restricted literature associated with the topic of motivation and Generation Z. Although the researcher thoroughly used the online College Library and appropriate websites, relevant literature was slightly limited. This delayed the author in trying to obtain an in-depth understanding of the area due to the absence of research currently available on the topic.

Chapter 5: Findings

5.1 Introduction

This chapter will outline the findings of the research study. As previously discussed, 8 semi structured interviews were conducted in order to gather the primary data for this research study. Each participant was asked 11 questions to explore the research objectives. Four themes and consecutive subthemes were identified within the qualitative data to answer the research objectives. Direct quotes from the eight participants will accompany the analysis of each theme to demonstrate the key points discovered through the analysis of the data.

5.2 Theme 1: Identification of Generation Z

This section of the chapter focuses on the perception of Generation Z that emerged from the primary data. Each participant had a similar perception of the term Generation Z. Participant P1 commented that Generation Z are the *“newer generation being born from 1996 onwards.”* Similarly, participant P4 noted that *“Generation Z are the cohort born after the Millennials.”* P3 described Generation Z as those *“just entering the workforce or possibly those graduating from university.”* The following factors social media, feeling of fulfilment and diversity were commonly used to discuss the characteristics of Generation Z throughout the interviews and will be discussed below.

5.2.1 Social media

Five out of the eight participants identified that the prevalent use of social media among the generation today has largely influenced the way in which they act and how they are motivated. P7 stated that this generation *“has greater access to what their peers are doing”* and can be *“greatly influenced by this”* in comparison to previous generations. In addition, P5 outlined that Generation Z *“follow what their peers are doing.”* Similarly, P8 outlined that *“social media and online platforms considerably influence this generation as it is all they*

know”. However, P8 suggested that this is not *“always a good way to live”* as *“life through a screen is not always a true perception”*. This portrays that Generation Z are aware of their somewhat excessive use of social media and the degree to which it influences them, however, they continue to use it.

5.2.2 Feeling of Fulfilment

The most common theme identified for Generation Z was that the cohort really enjoys making customers happy. One participant P4 stated that *“I get a strong feeling of self-praise when a customer is satisfied”* and it makes them feel like they *“are doing a good job.”* Similarly, P6 explained that they *“enjoy making a customers’ day better by helping them.”* Likewise, P8 acknowledged that it is *“rewarding knowing that you have helped somebody.”* Likewise, P1 stated that *“It makes me feel like I have achieved something when I make a customer happy.”* This emphasises that Generation Z desire to make others satisfied in order to feel motivated and satisfied themselves. This also emphasises their self-motivation.

5.2.3 Diversity

Two out of the eight participants believe that Generation Z is the primary generation who strive towards creating and promoting diversity in the workplace and in everyday life in comparison to previous generations. Participant P5 stated that *“Generation Z believe that everybody should be treated the same regardless of their gender, ethnicity or sexual orientation.”* Likewise, P3 said that Generation Z are more *“accepting of others and their differences.”* This highlights the stark differences between Generation Z and previous generations; therefore, organisations must learn to adapt to these new opinions and beliefs.

5.3 Theme 2: Workplace satisfaction

This section focuses on the research objective to ‘investigate the current key drivers of motivation for Generation Z. It is evident from the data collected that money is not the

driving force of motivation for this cohort. Although it is deemed to be important, factors such as the workplace environment, relationships with colleagues and the nature of the job itself are considered to be significant for this generation. One participant explained that they *“need to be happy in what they do both for now and the future.”* This illustrates that Generation Z would prefer to be content within their workplace rather than be unhappy and have a higher income.

5.3.1 Money

Seven out of the eight participants stated that their initial motivator for entering the workforce was to receive an income, however, few of the participants have stated that their motivations have now *“changed”* and that money is not the primary motivator anymore. Participant P6 stated that *“I would think that I would choose a job with a higher wage over another but in reality, I would choose the job I feel that I would be most happy in.”* However, P6 went on to say that the *“pay at the end of the month is still a big motivator”*. Participant P7 and P3 stated that *“pay is the biggest motivator for me as I am saving for college.”* Thus, it was found that although pay is a factor of motivation for the cohort, it is not the most important for all participants.

5.3.2 Work environment

Participant P2 suggested that the most important aspect of work is having a *“positive work environment”* where employees *“wake up and look forward to going to work.”* Similarly, participant P1 explains that they would *“prefer to be happy in work with less money”* than being in an unhealthy work environment *“whilst earning more.”* Likewise, P7 stated that *“Generation Z put far more emphasis on positive well-being and mental health than previous generations.”* Hence, it was found that a positive work environment is crucial for Generation Z.

5.3.3 Relationships with co-workers

It is apparent that Generation Z are greatly influenced by their peers and colleagues. In this case, all participants stated that they had great relations with their colleagues. P7 states that *“working alongside a great team is highly motivating because I don’t want to ever let the team down.”* Similarly, P3 explains that *“the level of teamwork really motivates me because everybody is always helping each other out, it makes the job so much easier.”* P8 suggests that *“the real friendships I have made are a big motivator to stay in my job, I don’t think I will ever make strong connections like this again.”* Moreover, P6 explains that *“having friends in work makes everything more enjoyable.”* Thus, it is apparent that having real friendships in work are significant to Generation Z.

5.3.4 The work itself

Five participants explained that the nature of the tasks provided in the workplace act as a motivator. For instance, participant P3 explained that *“doing something which interests me”* is a key motivator. Similarly, P4 said *“if you like your job then you will never work a day in your life.”* In relation to the current job, P2 explained that they would prefer *“more challenging tasks”* as they are *“used to the day-to-day roles”* of the job. Likewise, P1 explained that they would like to be given *“additional training to enhance skills in other areas of the pharmacy rather than just one single department.”* P7 explained that *“incentives”* make the role more interesting, however, they are only given on *“rare”* occasions. Thus, it was found that Generation Z want to be provided with challenging work as opposed to mundane tasks in order to enhance motivation.

5.4 Theme 3: Rewards

This section focuses on the research objective to ‘explore the benefits in which Generation Z are currently provided with by the retail pharmacy group.’ It is evident from the data collected that the benefits currently provided to Generation Z are *“basic”* and *“minimal”*.

Eight out of the eight interviewees explained that the benefits that they are exposed to are not of a high standard and that they could be *“a lot better”*.

5.4.1 Flexibility

All participants agreed that management were extremely *“flexible”* when it came to *“accommodating”* appropriate working hours for those who are in college. P3 explained that management were *“understanding”* and did not put employees under *“pressure”* to work additional hours during college. P6 agreed with this stating that management *“understood the need to balance college and work life.”* In addition, P4 acknowledged that management ensured that their hours were *“worked around college schedules”* and did not try to *“overload employees with work.”*

5.4.2 Basic wage

Eight of the eight participants state that they receive a basic *“minimum wage”* hourly rate in return for work. P1 outlined that they have receive a *“5 cent increase”* to the hourly rate for each year of service. In addition, employees receive a rate of *“time and a third”* on Sundays. P1 and P3 agreed that the *“additional pay”* on a Sunday motivates them to take that shift. However, all participants agreed that the low pay is not motivating.

5.4.3 Discount

Eight of the eight participants stated that employees receive a *“20% off discount card”* after their six-month probation period has ended. This enables employees to receive a 20% discount on all products in store. Three of the eight participants said that this benefit encourages them to *“shop in store”* rather than going to an alternative pharmacy or retail shop. Surprisingly, P6 was the only participant to note that employees receive *“discounts on prescription medication”* for themselves and immediate family members.

5.5 Theme 4: Lack of Appreciation

This section of the chapter focuses on the research objective ‘to explore the practices that can be employed by managers to assist in enhancing the motivation of Generation Z within the workplace’. All of the eight participants felt as if their efforts in the workplace are not recognised and appropriately rewarded. One participant described the benefits as *“insufficient”*. Another interviewee felt as if their *“effort is not as important as those who are working full time, even though we give it our all.”* In response to this, the participants discussed ways in which they feel that their hard work could be rewarded.

5.5.1 Opportunities for growth

Five out of eight interviewees mentioned that Generation Z are striving towards *“the top”* and want to *“move up the ranks”* within an organisation. However, the pharmacy group does not provide much opportunity to do so. P3 stated that *“in my four years of being a sales assistant, I have never been offered an opportunity to progress to any other role such as a supervisor despite all my hard work over the years.”* Likewise, P6 mentioned that *“management have been the same for years and don’t really consider anybody else for the job”*. More senior roles are generally recruited *“externally”* rather than internally. P2 stated that *“it is not a job for life if you don’t want to remain at the same level forever.”* Although all participants said that this role has provided them with *“experience”* and *“knowledge”* for the future, none of the participants can see themselves in this role *“long-term”* for this reason. The distinct lack of growth opportunities displays a lack of *“trust”* amongst Generation Z in terms of their capabilities and appears to be extremely demotivating.

5.5.2 Incentives/Perks

It was found that all of the eight participants would be more motivated if their workplace offered incentives or perks in return for their hard work. For example, P3 stated that *“something as small as a tester bottle of perfume or a bottle of prosecco would go along way”*

when we meet our targets.” Likewise, P1 explains that *“recognition can go a long way, even an extra pat on the back every once in a while, would make a difference.”* Thus, demonstrating how Generation Z wish to be rewarded in terms of their effort that is put into work and what would motivate them to work harder.

In addition, four out of the eight interviewees mentioned that a *“free lunch”* incentive would be really appreciated. Moreover, two out of the eight said that *“commission”* would motivate staff to strive for *“higher sales”* and *“work harder.”* By contrast, one participant stated that *“commission can often create a competitive environment which could create tension and destroy the positive relations that the team has with each other.”* This demonstrates the conflicting views between the generation.

5.5.3 Increased pay

Seven of the eight participants mentioned that they do not feel that their pay is *“fair”* considering the *“work that they do.”* P3 outlined that *“there are many less skilled jobs that pay a lot more than what we are paid for working in the pharmacy”* and particularly *“considering the amount of training and knowledge”* they have to acquire to ensure that customers are safe. Likewise, P4 says that *“we are not paid enough for what we do, we put in a lot of time and effort and the wage isn’t reflected.”* Three participants stated that it is particularly demotivating when they are *“working full time hours”* during summer terms to come out with very little wages. Therefore, it is advisable for the pharmacy group to provide Generation Z with higher wages in order to improve motivation.

5.6 Conclusion

This chapter has provided the primary data collected from the eight interviews carried out with participants in the Generation Z cohort. Four themes were identified along with various subthemes to discuss the findings of the interviews. It is apparent that Generation Z possess

conflicting views to each other in relation to what motivates them and what they feel should be implemented to enhance motivation. However, it is apparent that Generation Z are also very likeminded. Following the conduction of these interviews, it is obvious that Generation Z are very capable of establishing and voicing their own opinions and are noticeably different to previous generations.

Chapter 6: Discussion and Analysis

6.1 Introduction

The key intention of this chapter is to discuss and provide comparisons of the primary data collected throughout this research study and existing academic literature. It is significant for the findings to be presented with similar academic findings as the existing literature provides various areas of discussion. This chapter presents a discussion of the four themes that have been identified in the data whilst considering limitations of the study.

6.2 Theme One: Identification of Generation Z

The key findings of the study illustrate the views of Generation Z in terms of what their characteristics are and what makes them stand out in comparison to previous generations such as the Millennials. Francis and Hoefel (2018) state that Generation Z is anybody born between the years 1995 and 2010. Likewise, Lanier (2017) suggests that the cohort group is an individual born after 1995. Similarly, the participants stated that the generation was comprised of individuals born after 1996. McCrindle (2014) explains that 1 in 2 members of Generation Z will hold a college degree. This statistic is illustrated as one of the participants described the cohort as an individual who is or has just been in college.

Chillakuri (2020) describes this group as the cohorts that has “never seen the world without the Internet.” Hence, Prakash Yadav and Rai (2017) explore the unfavourable effects of social media usage amongst Generation Z; stating that social media has a considerable impact on their behaviours. Generation Z’s reliance on social media for emotional gratification and acceptance from their peers has a detrimental effect on the generational cohort.

Technology has been described as a “way of life” for Generation Z (Pichler, Kohli and Granitz, 2021). Therefore, it is no surprise that the participants in this study noticed that their

excessive use of social media had a negative impact on their own perceptions, however, none considered doing anything about it.

Miserany (2020) found that Generation Z are extremely passionate about diversity and inclusion within the workplace; more so than previous cohorts. Approximately 77% of Generation Z in the U.S would assess an organisation's level of diversity prior to making a decision about a new role (Miserany, 2020, Sanchez, 2021). Twenge (2017) suggested that Generation Z have a lower tolerance for inequality as they have experienced more inclusion during their lifetime. Similarly, 81% of the cohort rated tolerance with individuals who hold different beliefs or ethnicities as high and 62% of Generation Z believe that continuing to promote and increase diversity will be beneficial to society (Parker et al, 2019). Likewise, participants in this study mentioned diversity as one of the core aspects that distinguish Generation Z in the workplace from others and stated that it is a very important issue to the cohort.

6.3 Theme Two: Workplace Satisfaction

Lanier (2017) found that Generation Z are largely concerned with the amount of income they will receive in return for their work done. Research suggests that this is possibly due to their upbringing during periods of economic turmoil. The participants in this study illustrate this statement as income was deemed to be the most important motivational factor for the cohort.

In addition, Generation Z want an employer who promotes a positive working environment and cares about the wellbeing of their employees. The pandemic has particularly brought the idea of employee wellbeing to the forefront of everybody's attention; however, it is apparent that this issue has been present long before (O'Boyle, 2021). Likewise, the participants of this study stated that a positive working environment was a factor of motivation for them.

It is evident that there is a distinct increase in remote working in the world primarily due to the Covid-19 pandemic (Bathini and Kendathil, 2020). However, it has been found that Generation Z emphasised their longing for human connections in the workplace in order to become more engaged with their work (Tulgan, 2017). Likewise, all participants explained that their workplace relationships played a huge role in their motivation as it makes work more enjoyable and that they are motivated by their team.

Various studies suggest that providing Generation Z with variety in their roles is key to keeping the cohort motivated and engaged (Chillakuri, 2020). Generation Z employees often feel as though their work is rather mundane and repetitive rather than challenging and exciting which can often lead to burnout and diminishing levels of motivation (Scroth, 2019). Thus, generally leading to poor employee performance. Similarly, Fratricova and Kirchmayer (2018) found that working with no sense of purpose is a barrier to motivation and must be overcome. More than half of participants in this study stated that they would prefer to be given more stimulating tasks to enhance their motivation.

6.4 Theme Three: Rewards

Gelber (2021) describes Generation Z as being “money minded” after finding that seven out of ten described wages or salary as their primary motivator in the workplace. In addition, 58% of Generation Z participants stated that they would work longer or less flexible hours if they were paid more (Gelber, 2021). Similarly, Chaudhary (2019) found that more than half of Generation Z would rank salary as the most important motivator. Although the participants in this study receive just the national minimum wage, this wage still acts as a key motivator for the Generation Z employees working in the retail pharmacy.

Pelta (2019) found that 75% of Generation Z believe that flexibility is the number one benefit that they are looking for in the workplace. It is important to note that workplace flexibility is

not only limited to working hours or remote working, it is also associated with the flexibility of moving between departments within a company or various locations (Pelta, 2019).

Likewise, Mahra (2020) found that 79% of Generation Z say that flexibility within their job is extremely important to them. In this study, participants expressed their gratitude for the flexibility that their company offers them in relation to working hours during college periods.

6.5 Theme Four: Lack of Appreciation

Baldonado (2018) found that autonomy and career progression were amongst the most important motivators for Generation Z. Similarly, Patel (2017) found that autonomy and job responsibility were primary factors of motivation for the cohort. It is evident that Generation Z long for opportunities for growth and progression, this cohort has a desire to move up the ranks within a company. Likewise, the participants in this study expressed their desire for their employer to offer opportunities for growth and additional authority in order to enhance their motivation in their workplace. The participants explained that the distinct lack of progression opportunities made them feel undervalued and deflated in their current role.

Once again, it is consistently highlighted in existing literature that income is an extremely important benefit for Generation Z. Generation Z long for an attractive salary, job perks and security in their jobs (Iorgulescu, 2016, Lanier, 2017). However, it is no surprise that the cohort desires financial security due to their upbringing through times of financial hardship (Patel, 2017). This discovery closely correlates to the findings of this study as the participants did not feel as though they were adequately paid for the work and the hours that they do within the retail pharmacy. Participants said that they would be more likely to work harder if they were paid above the national minimum wage.

6.7 Conclusion

Following the conduction of this chapter, it is evident that this study has confirmed multiple aspects of the literature. It is apparent that existing literature has clearly outlined the key motivators for the cohort. However, it appears that the pharmacy group have not taken these needs into account. As Generation Z are the newest generation to enter the workforce, it is clear that the cohort will begin to dominate the working environment. As a result, the retail pharmacy group in question must work harder to satisfy and motivate their employees within Generation Z.

Chapter 7: Conclusion and Recommendations

7.1 Introduction

The primary aim of this research study was to explore the factors that motivate Generation Z focussing on a retail pharmacy group. Following the review of academic literature, it became clear that there was in fact a gap in the current literature surrounding this topic. In order to contribute to this gap in the literature, the researcher proposed four distinct research questions. The answers to the research questions were obtained through the analysis of the findings chapter based on the primary research. The findings chapter portrayed current views of Generation Z in relation to their motivators in the workplace.

The research study highlighted the relationship between motivation and intrinsic and extrinsic rewards. This was discovered through findings from the interviews and academic research. The participants expressed their understanding of Generation Z including the characteristics and attributes associated with the cohort. Both primary research and academic literature proposes that reward management systems do have a positive impact on the motivation of the workforce.

In addition to that, Generation Z participants expressed the difference between their initial motivators to work and their current motivators within their role in the retail pharmacy. This illustrates that these motivators consistently change and evolve over time which emphasises the need for organisations to update their reward management systems accordingly. Once again, this raises the question as to whether the retail pharmacy group is implementing an outdated reward management system? In this case, it is fair to say that they are not motivating their employees as much as they could be.

The findings of the primary research suggest that Generation Z are actually more extrinsically motivated although majority of research portrays the cohort to be primarily concerned with

money. In this case, Generation Z are more motivated by engaging in interesting and challenging tasks, working within a positive environment whilst having healthy colleague relationships opposed to money orientated benefits.

The findings of the primary research and academic literature have provided clear and concise reward methods in which the retail pharmacy group should implement in order to improve the motivation of their employees belonging to Generation Z. It is evident that it may not be possible for the organisation to immediately implement all of the recommendations, however, it is important for the retail pharmacy group to consider and understand the needs of their employees to increase their motivation.

It is essential for the organisation to offer a platform for employees to provide honest feedback to identify suggestions that may have a positive impact on the motivation of employees, thus, leading to greater success for the business.

7.2 Recommendations

The researcher has provided three key recommendations for the retail pharmacy group to implement to further improve the motivation of Generation Z employees in the future.

1. Improved reward management systems- Existing reward management systems should strongly consider the diverse cultural differences between Generation Z and previous generations. In this way, the reward management system should be individually modified to suit the particular generations that it aims to target and therefore, motivating each generation in a specific way. The overall aim of a reward management system is to motivate employees and thus, enabling employees to perform to a higher standard. This should be recognised and altered within the next 6-12 months.

2. Opportunities for growth- The organisation should implement progression targets in order to improve motivation. By enabling Generation Z employees with the opportunity to progress will significantly increase their motivation to perform to the necessary standard to succeed and also will boost their morale. The organisation should strongly consider their internal employees when it comes to recruiting for higher positions rather than solely recruiting externally. This should be implemented as soon as internal opportunities arise.
3. Increased wages- The pharmacy group should strive to higher the wages of their employees in order to reward them accordingly for the level of effort that is put into their work. For example, the organisation could implement the Living Wage instead of their current standard set by the National Minimum Wage. Generation Z believe that they would be more motivated to work if they were being paid a higher wage. This should be implemented within the next 6-12 months.

7.3 Financial Implications

It is evident that the recommendations found through this research will have a financial impact on the retail pharmacy group. If the organisation were to provide Generation Z with opportunities to further progress their career, the investment training courses would be inevitable in order for the employees to develop their skills and perform to the best of their ability. In addition, if the organisation were to implement the Living Wage instead of the National Minimum wage, their expenses would significantly increase.

7.4 Limitations

Further limitations of the study have been identified following the completion of the research. The researcher identified two key limitations of the study:

- Covid-19: The Covid-19 pandemic limited the researcher's physical access to participants and resources. The researcher only had the ability to approach potential interviewees via email and conduct the interviews through Microsoft Teams. This in itself is a limitation as it is easy for somebody to ignore an email and difficult to read body language via MS Teams meetings.
- Lack of literature associated with Generation Z: Surprisingly, the researcher found that there is a limited amount of academic research available in relation to Generation Z and their motivators in the workplace. This may be due to the fact that Generation Z is only beginning to enter the workforce and therefore, the cohort has not been closely examined. This posed a difficulty when it came to analysing the findings of this study to determine whether there was a relationship between the findings and existing literature.

7.4 Future Research

If this topic was to be researched in the future, it would be advisable to select participants from diverse workforces such as retail, banking or the healthcare sector to explore the factors that influence the motivation of Generation Z. Broadening the scope of the research will allow the researcher to select participants from a larger pool and potentially gain a greater insight into Generation Z and its motivators.

7.5 Conclusion

Overall, the researcher successfully carried out a thorough research study and achieved the research objectives. However, it is evident that improvements could be implemented to benefit the research of this topic in the future to further develop the research. It is evident that there are multiple factors that can influence the motivation of Generation Z with a sharp focus on extrinsic benefits.

Personal Statement and Reflective Journal

Prior to the Master's course commencing, I was quite nervous to begin the year as it was solely remote learning which is something I had never encountered before. However, once the course began, the focus and expectations were made clear.

The overall dissertation process was inevitably rewarding yet challenging at the same time. However, the dissertation represents my greatest academic achievement to date. The completion of this dissertation has provided me with new and improved skills that will support me as I develop my career in Human Resources. Although this process has been extremely challenging at times, I feel extremely satisfied having done it. Trying to find the balance between juggling a full-time job and attempting to complete my first ever dissertation has been particularly difficult, however, commitment and self-motivation allowed me to overcome these challenges. I have undoubtedly learned that it is crucial to be patient and determined during this process as there is no quick way of doing it. As a result, my patience and determination has improved greatly.

My dissertation explored the topic of reward in relation to what motivates Generation Z employees within a particular retail pharmacy group. Undertaking this research was challenging for me as I had written a thesis before and therefore, made it necessary for me to critically analyse and write throughout the entire process.

Although there were several challenges involved with writing the dissertation, the biggest challenge was time management. As I selected the qualitative method of research, the interviews with participants were very time consuming. To overcome this obstacle, I created a chart which enabled me to allocate time to both interviewing and transcribing the data. This

enabled me to achieve the strict deadlines and goals that I had initially set out for myself. In addition, the practice of conducting interviews will significantly help me in the future throughout my HR career.

Upon the completion of this chapter, it has allowed me to realise my progression throughout the year and has motivated me to work harder for the future to develop my career and reach my full potential.

References

Ahmad, S., Wasim, S., Irfan, S., Gogoi, S., Srivastava, A. and Farheen, Z. (2019). Qualitative v/s. Quantitative Research- A Summarized Review. *Journal of Evidence Based Medicine and Healthcare*, 6(43), pp.2828-2832.

Alam, M. N. et al, (2020) 'The Effects of Wages and Welfare Facilities on Employee Productivity: Mediating Role of Employee Work Motivation', *Australasian Accounting Business & Finance Journal*, 14(4), pp. 38–60.

Alharahsheh, H. and Pius, A. (2020). *Global Academic Journal of Humanities and Social Sciences*. 2(3), pp.39-43.

Alshmemri, M., Shahwan-Akl, L. and Maude, P, (2017). Herzberg's Two-Factor Theory. *Life Science Journal*, 14(5), pp.12-15.

Amabile, T. M, (1993). Motivational synergy: toward new conceptualizations of intrinsic and extrinsic motivation in the workplace. *Human Resource Management Review*, 3 (3), pp. 185-201.

Armstrong, M, (2002). *Employee Reward*. 3rd ed. London: Chartered Institute of Personnel Development.

Armstrong, M, (2015). *Armstrong's Handbook of Reward Management Practice*. 5th ed. London: Kogan Page, pp.5-110.

Armstrong, M. and Taylor, S, (2017). *Armstrong's Handbook of Human Resource Management Practice*. 14th ed. London: Kogan Page.

Baldonado, A, (2013). Motivating Generation Y and Virtual Teams. *Open Journal of Business and Management*, 1(2), pp.39-44.

Baldonado, A, (2018). Leadership and Gen Z: Motivating Gen Z Workers and Their Impact to the Future. *International Journal of Managerial Studies and Research*, 6(1), pp.56-60.

Bell, J. and Waters, S. (2014) *Doing Your Research Project: A Guide for First-Time Researchers*. UK: McGraw-Hill Education

Bertelsen, B., 2012. *Everything You Need to Know About Employee Motivation*. 1st ed. [ebook] Newmarket, Ont: BrainMass Inc, pp.5-18. Available at: <<http://www.brainmass.com/needtoknow/>> [Accessed 29 June 2021].

BOI, (2021). *Community Pharmacies 2020 HI Insights*. [online] Businessbanking.bankofireland.com. Available at: <<https://businessbanking.bankofireland.com/app/uploads/Pharmacy-Insights-and-Outlook-Digital.pdf>> [Accessed 1 April 2021].

Braun, V. and Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3(2), pp.77-101.

Brotherton, B. (2008). *Researching hospitality and tourism: A student guide* London: SAGE Publications Ltd.

Brown, A, (2020). Everything You've Wanted to Know About Gen Z but Were Afraid to Ask. [Blog] *Forbes*, Available at: <<https://www.forbes.com/sites/abrambrown/2020/09/23/everything-youve-wanted-to-know-about-gen-z-but-were-afraid-to-ask/?sh=3d4a41483d19>> [Accessed 1 April 2021].

Bryman, A. and Bell, E. (2007) *Business Research Methods*. 2nd edn. UK: Oxford University Press

Burrell, G. and Morgan, G. (1979) *Sociological Paradigms and Organisational Analysis*. USA: Ashgate.

Chaudhary, M. (2019). Most Gen Z Workers Say Salary Is Most Important Consideration for First Job, Reveals the Workforce Institute at Kronos. [Blog] HR Technologist, Available at: <<https://www.hrtechnologist.com/news/recruitment-onboarding/most-gen-z-workers-say-salary-is-most-important-consideration-for-first-job-reveals-the-workforce-institute-at-kronos/>> [Accessed 5 August 2021].

Chiang, C. and Jang, S, (2008). An expectancy theory model for hotel employee motivation. *International Journal of Hospitality Management*, 27(2), pp.313-322.

Chillakuri, B. (2020). Understanding Generation Z expectations for effective onboarding. *Journal of Organizational Change Management*, 33(7), pp.1277-1296.

Chillakuri, B. and Mahanandia, R. (2018). Generation Z entering the workforce: the need for sustainable strategies in maximizing their talent. *Human Resource Management International Digest*, 26(4), pp. 34-38.

Collins, J. & Hussey, R. (2014) *Business Research; A practical guide for undergraduate & postgraduate students*. 4th ed. Basingstoke: Palgrave Macmillan.

Cooper, D. and Schindler, P. (2014). *Business Research Methods*. 12th ed. New York: McGraw-Hill.

Creswell, J. (2009). *Research Design: Qualitative, Quantitative, and Mixed-Method Approaches*.

Creswell, J. W and Plano Clark, V. L. (2011). *Designing and conducting mixed method research*. 2nd ed. Los Angeles: Sage Publications.

- Dartey-Baah, K. and Amoako, G, (2011). Application of Frederick Herzberg's Two-Factor theory in assessing and understanding employee motivation at work: a Ghanaian Perspective. *European Journal of Business and Management*, 3(9), pp.1-7.
- Deci, E.L and Ryan, R.M, (1985). *Intrinsic motivation and Self-determination in Human Behaviour*. Plenum, New York, NY.
- Depoy, Elizabeth & Gitlin, Laura. (2016). Introduction to Research: Understanding and Applying Multiple Strategies.
- DiCicco-Bloom, B. L and Crabtree, B. (2006). The qualitative research interview. *Medical Education*, 40, pp.314-321.
- Dobre, O. I, (2013). Employee motivation and organisational performance. *Review of Applied Socio-Economic Research*, 5(1), pp. 53- 60.
- Dwivedula, R., Singh, P. and Azaran, M. (2019.) Gen Z: where are we now, and future pathways, *Journal of Human Resource Management*, 22(2), pp. 28-4.
- Eccles, J.S., Wigfield, A., & Schiefele, U, (1998). Motivation to succeed. In W. Damon (Series Ed.) and N. Eisenberg (Vol. Ed.), *Handbook of child psychology*. 5(3), pp. 1017-1095). New York: Wiley.
- Faurote, C., (2018). Compensation Sense: How to Balance Total Rewards Expectations for Different Generations in the Workforce. [online] Totalrsolutions.com. Available at: <<https://www.totalrsolutions.com/total-rewards-different-generations-in-the-workforce/>> [Accessed 31 May 2021].
- Flick, U. (2002). An introduction to qualitative research. London: Sage Publications.

Flippin, C.S. (2017), *Generation Z in the Workplace: Helping the Newest Generation in the Workforce Build Successful Working Relationships and Career Paths*, Candace Steele

Flippin

Francis, T. and Hoefel, F. (2018). True Gen': Generation Z and its implications for companies. [Blog] *McKinsey*, Available at:

<<https://www.mckinsey.com/industries/consumer-packaged-goods/our-insights/true-generation-z-and-its-implications-for-companies#>> [Accessed 31 March 2021].

Franco-Santos, M. and Gomez-Mejia, L. (2015). Reward Systems. *Wiley Encyclopedia of Management*, 5, pp.1-6.

Furnham, A., Eracleous, A. and Chamorro-Premuzic, T. (2009). Personality, motivation and job satisfaction: Herzberg meets the Big Five. *Journal of Managerial Psychology*, 24(8), pp.765-779.

Gaidhani, S., Arora, L. and Sharma, B. (2019). Understanding the attitude of Generation Z towards the workplace. *International Journal of Management, Technology and Engineering*, 4(1), pp.2804-2812.

Gelber, M. (2021). Here's what you need to know about Gen Z. [online] Monster Career Advice. Available at: <<https://www.monster.com/career-advice/article/gen-z-boss-0816>> [Accessed 5 August 2021].

Generation. 1st ed. Charlotte, N.C.: Information Age Pub.

Gomez, K., Mawhinney, T. and Betts, K. (2019). *Welcome to Generation Z*. Deloitte, pp.1-22.

Graham, S., & Weiner, B. (1996). *Theories and principles of motivation*. In D. C. Berliner & R. C. Calfee (Eds.), *Handbook of educational psychology* (p. 63–84)

Gunawan, R. and Febriant, H. (2014). The Impact of Monetary and Non-Monetary Incentives on Employees' Motivation in Pt Xyz's Finance Function in Surabaya. *iBuss Management*, 2(2), pp.60-69.

Hackman, J. and Oldham, G. (1976). Motivation through the design of work: test of a theory. *Organizational Behavior and Human Performance*, 16(2), pp.250-279.

Hansen, J. (2004). Thoughts on Knowing: Epistemic Implications of Counseling Practice. *Journal of Counseling & Development*, 82(2), pp.131-138.

Herzberg, F. (1966). *Work and the Nature of Man*. New York: Thomas Y Crowell.

Hiller, H. and DiLuzio, L. (2004). The Interviewee and the Research Interview: Analysing a Neglected Dimension in Research. *Canadian Review of Sociology/Revue canadienne de sociologie*, 41(1), pp.1-26

Hofstede, G. (1984). The Cultural Relativity of the Quality of Life. *The Academy of Management Review*, 9(3) pp. 389-398.

Holstein, J. and Gubrium, J. (2003). *Inside Interviewing*. Thousand Oaks: Sage Publications

IBISWorld, (2021). *IBISWorld - Industry Market Research, Reports, and Statistics*. [online] Ibisworld.com. Available at: <<https://www.ibisworld.com/ireland/market-research-reports/dispensing-chemists-industry/>> [Accessed 1 April 2021].

Iorgulescu, M.C. (2016). Generation Z and its perception of work. *Cross-Cultural Management Journal*, 18(1), pp. 47-54.

IPU, (2021). *Pharmacy in Ireland - IPU*. [online] IPU. Available at: <<https://ipu.ie/home/pharmacy-in-ireland/>> [Accessed 1 April 2021].

Kirchmayer, Z. and Fratričová, J. (2018). What Motivates Generation Z at Work? Insights into Motivation Drivers of Business Students in Slovakia. In: *31st IBIMA conference*. Milan: Innovation Management and Education Excellence through Vision 2020, pp.6019-6030.

Kvale, S. (2007) *Doing Interviews*. Sage Publications, Thousand Oaks.

Lanier, K. (2017). 5 Things HR professionals need to know about generation Z: thought leaders share their views on the HR profession and its direction for the future. *Strategic HR Review*, 16(6). 288-29.

Lawler, E.E. (1971), *Pay and Organizational Effectiveness: A Psychological View*, McGraw Hill, New York, NY.

Lebowitz, S. (2018), “6 ways millennials have it easier than their parents did”, *Business Insider*, Available at: <https://www.businessinsider.com/millennials-lives-compared-to-gen-x-babyboomers-2018-3?r5US&IR5T#millennials-face-less-stigma-around-mental-health-issues-6>

Lee, S. (2007). Vroom's expectancy theory and the public library customer motivation model. *Library Review*, 56(9), pp.788-796.

Leung, L. (2015). Validity, reliability, and generalizability in qualitative research. *Journal of Family Medicine and Primary Care*, 4(3), p.324.

Maguire, M. and Delahunt, B., (2017). *Doing a Thematic Analysis: A Practical, Step-by-Step Guide for Learning and Teaching Scholars*. *AISHE*, 8(3), pp.3351-33513.

Mahaney, R. and Lederer, A. (2006). The Effect of Intrinsic and Extrinsic Rewards for Developers on Information Systems Project Success. *Project Management Journal*, 37(4), pp.42-54.

Mahmoud, A., Fuxman, L., Mohr, I., Reisel, W. and Grigoriou, N. (2020). “We aren't your reincarnation!” workplace motivation across X, Y and Z generations. *International Journal of Manpower*, 42(1), pp.193-209.

Mahmoud, A., Fuxman, L., Mohr, I., Reisel, W. and Grigoriou, N. (2020). “We aren't your reincarnation!” workplace motivation across X, Y and Z generations. *International Journal of Manpower*, 42(1), pp.193-209.

Markova, G. and Ford, C. (2011). Is money the panacea? Rewards for knowledge workers. *International Journal of Productivity and Performance Management*, 60(8), pp.813-823.

McCrindle, M. (2014), *The ABC of XYZ: Understanding the Global Generations*, 3rd ed., McCrindle Research, Bella Vista.

Moore, J. (2010). Philosophy of Science, with Special Consideration Given to Behaviorism as the Philosophy of the Science of Behavior. *The Psychological Record*, 60(1), pp. 137-150.

Myers, M.D. (2008). *Qualitative Research in Business & Management*. 12th ed. Thousand Oaks, CA: Sage.

Nwagwu, W. E. (2020) ‘Determinants of Motivation and Job Satisfaction of Information Technology Artisans in Lagos, Nigeria’, *African Journal of Library, Archives and Information Science*, 30(2), p. 143-147.

O'Boyle, E. (2021). 4 Things Gen Z and Millennials Expect from Their Workplace. [Blog] Gallup, Available at: <<https://www.gallup.com/workplace/336275/things-gen-millennials-expect-workplace.aspx>> [Accessed 20 July 2021].

Oxford, (2017). Dictionary. Oxford: Oxford University Press

Ozkan, M. and Solmaz, B. (2015). The Changing Face of the Employees – Generation Z and Their Perceptions of Work (A Study Applied to University Students). *Procedia Economics and Finance*, 26, pp.476-483.

Park, J. and Park, M. (2016). Qualitative versus Quantitative Research Methods: Discovery or Justification? *Journal of Marketing Thought*, 3(1), pp. 1–7.

Parker, K., Graf, N. and Igielnick, R. (2019). Generation Z Looks a Lot Like Millennials on Key Social and Political Issues. [online] Pew Research Center’s Social & Demographic Trends Project. Available at: <<https://www.pewresearch.org/social-trends/2019/01/17/generation-z-looks-a-lot-like-millennials-on-key-social-and-political-issues/>> [Accessed 20 July 2021].

Patel, D. (2017). 8 Ways Generation Z Will Differ from Millennials in The Workplace. [Blog] *Forbes*, Available at: <<https://www.forbes.com/sites/deepatel/2017/09/21/8-ways-generation-z-will-differ-from-millennials-in-the-workplace/?sh=6aa76cb676e5>> [Accessed 1 April 2021].

Pelta, R. (2019). Generation Z in the Workplace: A Changing Workforce. [Blog] Flexjobs, Available at: <<https://www.flexjobs.com/employer-blog/generation-z-workforce/>> [Accessed 5 August 2021].

Pichler, S., Kohli, C. and Granitz, N. (2021). DITTO for Gen Z: A framework for leveraging the uniqueness of the new generation. *Business Horizons*, pp.2-10.

Pradorn Sureephong *et al.* (2020) ‘The Effect of Non-Monetary Rewards on Employee Performance in Massive Open Online Courses’, *International Journal of Emerging Technologies in Learning*, 15(1), pp. 88–102.

Prakash Yadav, G. and Rai, J. (2017). The Generation Z and their Social Media Usage: A Review and a Research Outline. *Global Journal of Enterprise Information System*, 9(2), p.110.

Priceline, (2019). *2019 Priceline Work-Life Balance Report: 44 Million Working Americans Have 7+ Vacation Days Remaining Unused*. [online] Businesswire.com. Available at: <<https://www.businesswire.com/news/home/20191022005166/en/2019-Priceline-Work-Life-Balance-Report-44-Million>> [Accessed 20 May 2021].

Quinlan, C., Babin, B., Carr, J., Griffin, M. and Zikmund, W. (2019). *Business research methods*. 2nd ed. Cengage Learning, pp.1-414.

Ramlall, S. (2004). A Review of Employee Motivation Theories and their Implications for Employee Retention within Organizations. *The Journal of American Academy of Business*, pp.52-63.

Rampton, J., (2017). 9 Harsh Realities of What Motivates Millennial Workers. [online] Inc.com. Available at: <<https://www.inc.com/john-rampton/9-harsh-realities-of-what-motivates-millennial-wor.html>> [Accessed 31 May 2021].

Robbins, S. & Judge, T. (2013). *Organisational Behaviour*. 15th ed. Boston, USA: Pearson Education Inc.

Ryan, R. and Deci, E. (2000). Intrinsic and Extrinsic Motivations: Classic Definitions and New Directions. *Contemporary Educational Psychology*, 25(1), pp.54-67.

Sachau, D. (2007). Resurrecting the MotivationHygiene Theory: Herzberg and the Positive Psychology Movement. *Human Resource Development Review*, 6(4), pp.377-390.

Sahito, Z. and Vaisanen, P. (2017). The Diagonal Model of Job Satisfaction and Motivation: Extracted from the Logical Comparison of Content and Process Theories. *International Journal of Higher Education*, 6(3), pp.209-224.

Saile, S. and Schlechter, A. (2012). A formative evaluation of a staff reward and recognition programme. *SA Journal of Human Resource Management*, 10(3), pp.1-11.

Saunders, M., Lewis, P. and Thornhill, A. (2015). *Research Methods for Business Students*. 7th ed. New York: Pearson Education, pp.128-436.

Saunders, M., Lewis, P. and Thornhill, A. (2019). *Research Methods for Business Students*. 8th ed. Harlow, England: Pearson Education, pp.128-436.

Sauser, W. and Sims, R. (2012). *Managing Human Resources from The Millennial*

Silverma, M, (2004). *Non- Financial Recognition; The Most Effective of Rewards?* 1 ed. Brighton: Institute for Employment Studies.

Singh, A. and Dangmei, J. (2016). Understanding Generation Z: The Future Workforce. *South -Asian Journal of Multidisciplinary Studies*, 3(3), pp.1-4.

Stuckey, C. (2016). Preparing Leaders for Gen Z. *Training Journal*, pp. 33-35.

Suleman, R. and Nelson, B, (2011). Motivation the Millennials: Tapping into the potential of the youngest generation. *Leader to Leader* 62), pp. 39-44.

Tabaka, M., (2019). Gen-Z Will Make Up 24 Percent of the Global Workforce in 2020.

Here's What Employers Need to Know. [online] Inc.com. Available at:

<<https://www.inc.com/marla-tabaka/gen-z-will-make-up-24-percent-of-global-workforce-in-2020-heres-what-employers-need-to-know.html>> [Accessed 31 May 2021].

Taylor, S., DeVault, M. and Bogdan, R. (2015). Introduction to qualitative research methods, 4th ed. Hoboken, N.J.: Wiley

Trochim, W. M. and Donnelly, J. P. (2008) Research Methods Knowledge Base. 3rd edn. Mason, OH: Atomic Dog/Cengage Learning.

Waqas, Z. and Saleem, S. (2014). The Effect of Monetary and Non-Monetary Rewards on Employee Engagement and Firm Performance. *European Journal of Business and Management*, 6(31), pp.73-78.

Yusoff, W., Kian, T. and Ildris, M. (2013). Herzberg's Two-Factor Theory on Work Motivation: Does it Works for Today's Environment? *Global Journal of Commerce & Management Perspective*, 2(5), pp.18-22.

Appendix A: Pilot Study Questions

1. What year were you born?
2. How long have you been working in the pharmacy?
3. What is your role?
4. What is your understanding of the term 'Generation Z'?
5. What is your key motivator in the workplace? Tell me about what motivates you in your current role.
6. What are the most important factors motivating you?
7. What monetary benefits do you currently have?
8. What non-monetary benefits do you currently have?
9. What additional benefits do you think the org should offer to improve motivation for Gen Z?
10. What kinds of challenges do you see supervisors and management having in relation to Generation Z employees?

Appendix B: Interview Questions

1. What year were you born?
2. How long have you been working in the pharmacy?
- 3. What was your initial motivator to start the job?**
4. What is your role?
5. What is your understanding of the term 'Generation Z'?
6. What is your key motivator in the workplace? Tell me about what motivates you in your current role.
7. What are the most important factors motivating you?
8. What monetary benefits do you currently have?
9. What non-monetary benefits do you currently have?
10. What additional benefits do you think the org should offer to improve motivation for Gen Z?
11. What kinds of challenges do you see supervisors and management having in relation to Generation Z employees?

Appendix C: Email of participation

Hi X,

I would like to invite you to take part in a research study. Before you decide you need to understand why the research is being done and what it would involve for you. Please take time to read the following information carefully. Ask questions if anything you read is not clear or if you would like more information. Take time to decide whether or not to take part.

My name is Olivia and I am currently undertaking a Masters in Human Resource Management at the National College of Ireland. In order to complete this course, I am required to complete a dissertation that involves collecting primary research. The primary aim of this research is to identify and understand the primary motivators of Generation Z and establish whether the retail pharmacy group in question could provide any other additional benefits to enhance the cohort's motivation in the workplace.

I understand that you have experience working in the particular retail pharmacy group as a member of Generation Z. As a result, I was wondering if you would be willing to partake in my research study. This interview will include questions in relation to what your role is within the pharmacy, the benefits that you currently have and your desired rewards. I hope to undertake this interview using Microsoft Teams. The interview timeframe will be approximately 10-20 minutes depending on the answers provided by respondent. This interview is completely voluntary. Therefore, you have the right to refuse participation, refuse any question and withdraw at any time without any consequence whatsoever.

I can ensure that all personal data and the information you provide will remain anonymous throughout the course of the research.

If you require any further information in relation to the study, I will be more than happy to provide it. The information will be recorded and used solely for the purpose of this research and will later be destroyed.

Following the information provided, would you be willing to partake in this research?

I look forward to hearing from you.

Olivia Mullen

Appendix D: Consent form

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 answering a set of 11 questions on Microsoft Teams.
- 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 dissertation
- I understand that if I inform the researcher that myself 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 and original audio recordings will be retained on a password protected USB until exam board confirms the results of their dissertation].
- I understand that a transcript of my interview in which all identifying information has been removed will be retained for two years from the date of the exam board.
- 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.
- I understand that I am free to contact any of the people involved in the research to seek further clarification and information.

Signature of research participant

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 E: Interview script

Mention day, date, and time of recording.

Hello my name is Olivia.

Before we start, I want to remind you that this interview is being recorded for the purpose of this research study. It will remain fully confidential and anonymous. You can stop the interview at any time and do not have to answer questions if you don't want to.

Essentially, the aim of this study is to gain an understanding as to what primarily motivates Generation Z and what additional benefits could be provided to enhance motivation in the pharmacy group.

Do you have any questions before we start?

1. What year were you born? – to ensure that they belong to the correct cohort
2. How long have you been working in the pharmacy? – To understand their experience
3. What is your role? – Different roles may have different motivators
4. What is your understanding of the term 'Generation Z'? (In terms of the key characteristics, what motivates this generation)
5. Tell me about what motivates you in your current role.
6. What are the most important factors motivating you? (Benefits that they may not currently have)
7. What monetary benefits do you currently have? (Pay, commission, etc).
8. What non-monetary benefits do you currently have? (Non-cash, flexitime etc).
9. What additional benefits do you think the org should offer to improve motivation for Gen Z? (Such as improving work environment, training, flexibility, free lunch etc).

10. What kinds of challenges do you see supervisors and management having in relation to Generation Z employees? (In relation to motivation, satisfying the needs of Gen Z, keeping them motivated in jobs etc)