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A Qualitative Approach to Understand Generation Z Work Motivation

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ABSTRACT

The purpose of this paper is to determine what motivates generation Z at work. We adopt qualitative research method where we analyze the statements of 317 respondents. Voyant Tools, a web-based text analysis tool is employed. We adopted a three-pronged approach to analyze the data- cyrrus cloud analysis, collocate graph analysis, and principal component analysis represented as scatter plot. The cyrrus cloud analysis revealed the most frequently occurring key words in the corpus- 'work, 'people', 'job, 'money', and 'learning'. This analysis indicates the most important factors that motivate generation Z. The collocate graph analysis revealed major underlying themes of motivation- 'work', 'job', and 'people' to explain how each of these factors motivate employees. Finally, the principal component analysis explains the interactions between these themes- 'work', 'job', and 'people' to comprehensively explain motivation of generation z workers. Implications for theory and practice are presented.

1. Introduction

Motivation is an important topic in organizational studies. It is central to our understanding of individual and organizational behavior. It is defined as a set of energetic forces that originate both within as well as beyond the individual's being that influence, the initiation, direction, intensity, and duration of actions (Pinder, 2014 as cited in Kanfer & Chen, 2016). Literature review on work motivation is exhaustive. Various research themes pertaining to consequences of work motivation such as turnover intent (Sahir, Phulpoto, & Zafar-Uz-Zaman, 2018), goal achievement as an outcome of work motivation (Janke, Daumiller, & Dickhäuser, 2019) are reported. Extant research on the topic also focused on determining the antecedents of work motivation (Thy, & Ladegaard, 2018), and critical evaluation of psychometric properties of work motivation scale (Gagné et.al, 2015; Chen & Fouad, 2016).

Various theoretical perspectives to explain motivation have been presented over the years. In that, the job design perspective has been receiving attention consistently over the years. In this, empirical research on work design has predominantly focused on Hackman and Oldham's Job Characteristic Model (1976) that proposed five job dimensions which motivated employees- skill variety, task identity, task significance, feedback, and autonomy. The same model to measure work motivation has been used in the subsequent studies in this period (Champoux, 1980). The job characteristic model has also drawn considerably from the socio-technical system studies (Cherns, 1976) that identifies autonomy at work, challenging nature of work,

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opportunities for learning on the job, and feedback from work as being constituents of work motivation. Other seminal works that are grounded in the job design perspective to motivation are Tavistock Studies (Trist & Bamforth, 1951, Cherns, 1976), Scientific management research (Taylor, 1911), Herzberg et al Two factor theory of motivation (1959), Job enrichment perspective (Paul, Robertson, & Herzberg, 1969), Rockeach's Value expression & self-identification (1973), Demand Control Model (Karasek, 1979), Distal Motivation (Kanfer, 1990), and Morgeson and Humphrey's Extended Job Characteristic Model (2006). While there have been numerous studies that critically evaluated these theories of motivation over the years, and in the context of other generational cohorts, studies on generation Z grounded in such robust theoretical lenses is yet to be pursued vigorously by the academic community.

The extant literature on employee motivation focused on the dominant workforce until now: baby boomers, generation X, and millennials. For example, Hughes (2011) evaluates the expectations, values, desires, and conflicts that occur in an inter-generational workforce setting. Brown-Crowder, and Rhonda (2018) determine the differences in values of workers from different generations and how it affects one's perceptions of job. Kiiru-Weatherley (2017) examined the relationship between one's values and employee engagement across three generations. Research on workplace issues important to an emergent workforce- generation Z is at best sporadic. We aim to address this research gap by investigating the perceptions of generation Z towards work. Specifically, this paper will identify job characteristics which are seen as being motivating by generation Z.

2. Literature Review

Coming to robust theoretical underpinnings, the interplay of job characteristics and intrinsic motivation is documented well in the literature. Job characteristics model (Hackman, & Oldham, 1980) explained how job design fosters motivation. The model posits that motivational job characteristics impact employee behavior through eliciting psychological outcomes in the individuals (meaningfulness of work, task responsibility, and knowledge of results, Zhao, Ghiselli, Law, & Ma, 2016). Subsequent research built on this model to further refine the model of motivation. Most notable among these studies is Self Determination Theory (SDT, Ryan, & Deci, 2017; Deci, Olafsen, & Ryan, 2017). It is a macro theory of human motivation that broadly postulates the relationship between different types of motivation and, employee performance, and well-being (Deci, Olafsen, & Ryan, 2017). The theory categorizes motivation into autonomous, and controlled motivation. Autonomous motivation is characterized by individuals being willingly engaged in the work activities. When individual's engagement with work activities is contingent upon a reward (such as financial), it is termed controlled motivation. Intrinsic motivation is categorized as a form of autonomous motivation where individuals spontaneously enjoy working on the activities and see it as a reward in itself (Deci, Olafsen, & Ryan, 2017).

Studies stemming from Self Determination Theory suggest a natural link between job characteristics and motivation (*c.f.* Pohl, Dal Santo, Battistelli, 2012; Kim, & Jogaratnam, 2010). More recent research in this direction critically evaluated the effects of autonomous and controlled motivation on behavioral outcomes. For example, Thibault Landry, Zhang, Papachristopoulos, & Forest (2020) investigated the impact of monetary rewards on employee motivation. The study concludes that when rewards are presented to support employee autonomy, it leads to intrinsic motivation than when rewards are presented in a controlling way.

Thus, the relationship between job characteristics and work motivation has been extensively documented, and established.

Research pertaining to employee motivation among generation Z is nascent yet promising. Extant research acknowledges the difference in the values and therefore the work preferences between Generation Z and the preceding generations (Fratričová, & Kirchmayer, 2018). In line with their proclivity for being independent as well as high entrepreneurial motivation, and outcome orientation (Christensen, 2018), Generation Z values autonomy at work which also includes non-traditional employment arrangement such as teleworking (Christensen et. al, 2018). This inclination towards greater freedom at work is similar to what is observed among the millennial generation cohort Christensen, 2018). Fratričová, and Kirchmayer (2018) address one of the first studies on work motivation of Generation Z employees. In doing so, they extend the current dialog on the traits and values of Generation Z to its relevance at workplace. Their literature review identifies the following as Generation Z motivators - opportunities for learning & professional development, financial rewards, work culture, and flexibility (Fratričová, & Kirchmayer, 2018). A qualitative research study by these authors revealed work-person fit (eg. 'enjoy work', 'having a sense of purpose'), relationships at work (with regards 'team climate', 'conflict with coworkers', 'leadership'), work-related factors (such as 'workload', 'equity of rewards'), achievement (performance appraisal, career growth, recognition) as some of the key motivators for Generation Z employees (Fratričová, & Kirchmayer, 2018). However, suggesting the lack of generation gap, Jiří (2016) concludes that Generation Z does not have any generational preferences for a supervisor, and were willing to cooperate with employees across generations at work. However, leaders supporting their career aspirations and well-being were certainly valued.

Other job characteristics have also been investigated for their effect on motivation among generation z workers. Lazányi, and Bilan (2017), and Lanier (2017) conclude that generation z prefer in-person performance evaluation with the supervisors. Furthermore, they value traditional job security, professional advancement, and benefits. These conclusions find support in the study conducted by Iorgulescu (2016). In a survey conducted among 188 students who identified with generation Z, it was found that generation z employees had a proclivity to work with large organizations that provided employment security. They value mentoring, problem solving skills, and opportunities for professional development. Goh, and Lee (2018) confirm these findings when they posit that generation z workers long working hours, pressure to perform, and low pay as being demotivating. Furthermore, they value working on exciting tasks, cross-training, and professional growth at their workplace.

These studies suggest that job characteristics and issues pertinent to immediate work environment have a bearing on the motivation of generation z workers. Therefore, we put forward the following proposition:

Proposition: Job characteristics are positively associated with employee motivation in generation z workforce.

3. Methodology

3.1. Method

Data Qualitative research has emerged to become an invaluable research method. It is especially useful to provide detailed insights when attempting to understand complexities of human behavior. More recently, qualitative research methods have been employed to critically evaluate long held conclusions about relation between pay and extrinsic motivation (Gerhart, & Fang, 2015; Hakonen, Maaniemi, & Hakanen, 2011), motivation and mental health (Moran et al., 2014), and goal pursuit and motivation (Bateman, & Barry, 2012).

Quantitative analysis of qualitative data is scarce in social sciences. It runs the risk of reducing people to words, and coding the text can be complicated (Hetenyi, Lengyel, & Szilasi, 2019).

Voyant tools is an open source web-based text analysis package that offers sophisticated text manipulation, and analytical capabilities. There are numerous peer-reviewed articles that have used this tool (Miller et.al., 2018; Gao, 2017; Caro et al., 2016). Therefore, we have employed this tool to analyze the text data.

3.2. Sample, and Data Collection

We collected data over a 4 month period. The participants received the electronic link to the survey (created using Google Doc). Snowball sampling method was employed. Research background, objectives, and the expected conclusions of the study were explained. Informed consent from the participants was taken prior to them taking the survey with detail data management plan given to the participants (ensuring security of data, access, and the respondent's rights to withdraw from the study). We obtained 317 usable responses. For the purpose of this paper, we will restrict the discussion to the analysis of one open ended question- what motivates you most at work. A part of the larger research study, the findings of this question provide important insights into an understanding of generation Z motives, and add depth to the empirical analysis. The average total work experience of the respondents was 2.8 years, and the average age was 25. 3 years. Figure 1 provides a summary of sample profile by the industry. Majority of the respondents worked in sales and marketing (26.8%), education (19.5%), information technology (13.4%), and healthcare (11.1%) among other sectors.

Figure 1. Results of Cyrrus cloud analysis

4. Analysis and Results

We adopted a three-pronged approach to analyze the textual data obtained through the survey. The cyrrus cloud analysis reveals the most frequently occurring key words. This revealed the most important factors that motivate generation Z at work. This is followed by collocate graph analysis. By showing the association between the three major 'nodes' of motivation- work, job, and people,and their corresponding collocates (words that frequently occur with each of these three nodes), underlying themes that explain work motivation are revealed. Finally, the principal component analysis is represented as a scatter plot of nodes or key words. This analysis reveals the dynamics between the themes identified in the collocate graph analysis.

4.1. Results from Cyrrus Cloud

It is a word cloud creation tool. The most frequently occurring words in the corpus are placed centrally, and big in size when compared to the less frequently occurring words. The default "stop-word" option in this tool prevents non-content words such as "the", an", "but", "etc." from being included in the analysis.

Frequency of most commonly occurring words in the corpus was analyzed, and also the word associations among these key words. The most frequently occurring key words in the corpus are work (n=91), people (n=44), job (n=39), money (n=33), learning (n=28), colleagues (n=22), help (n=20), environment (n=16). While nature of work is most strongly associated with employee motivation, proclivity to associate with people is more strongly associated with money, opportunities to work on different assignments, and receive support. Furthermore, job itself is seen to a lesser extent as a source of motivation, and support

4.2. Results from Collocate Graph Analysis

The collocates graph represents the key words and terms that occur in close proximity. The key words appear in blue and the collocates appear in maroon. The three key words we extracted are "job", work", and "people". The key word "word" appears most frequently in the corpus (n=91), followed by "job" (n=39), and "people" (n=17). There are five collocates which are extracted. The frequency of collocate terms indicates the proximity of those terms with the three key words. It is as follows:

Table 1.
Results of collocate graph analysis: key words and collocates

Key word	**Collocates**				
	Like	**Money**	**Helping**	**Motivating**	**different**
Job	4	4	3	8	3
Work	7	5	6	10	2
People	4	1	4	5	4

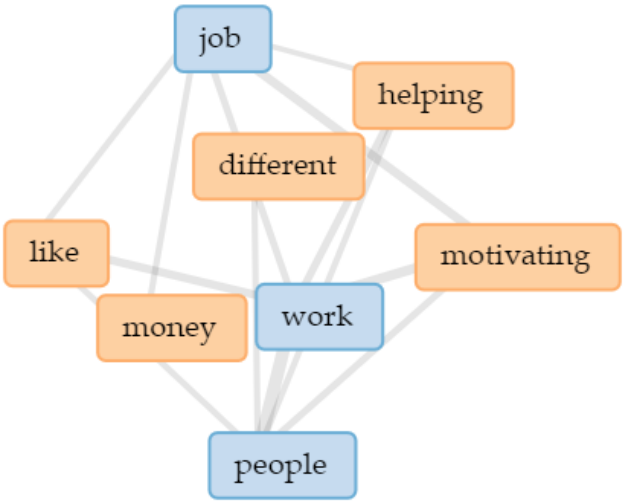

Figure 2. Collocate graph

4.3. Results from Principal Component Analysis Represented as Scatter Plot

Principal component analysis is used to generate a scatter plot that identifies the 'closest' neighbors of each term. This can be achieved through the use of t-SNE function which determines what cluster model is plotted. The number of dimensions and the clusters can be defined by the researcher. In this case, we generated the two-dimensional model with three clusters. The top 24 most frequently occurring terms were organized in five clusters

The t-dif (term frequency-inverse document frequency) weighing method was employed to perform the analysis. This method determines how important a word is to the corpus. This in turn depends on the frequency of occurrence of that word in the entire corpus. The level of perplexity was set at 25. Lower perplexity is more suitable for less dense data which is the case.

The scatter plots were obtained after 5000 iterations. Most convergent results were yielded at perplexity level 25. The colors of the words represent the cluster to which they belong to. The size of the points is relative to the frequency of the words.

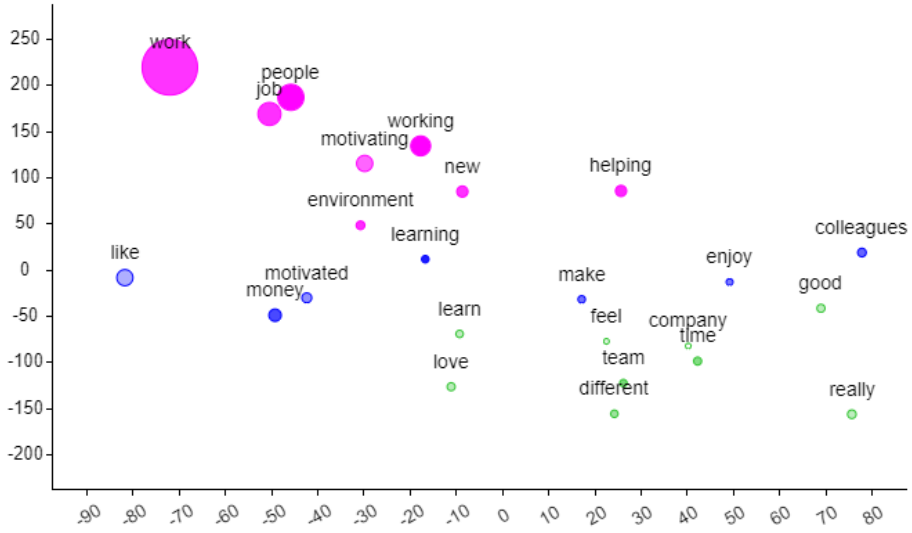

Figure 3. Results of principal component analysis represented as scatter plot

5. Discussion

The findings of the qualitative research analysis confirm the conclusions of existing literature. For example, Fratričová & Kirchmayer, (2018) posit that uninteresting nature of work, bad team climate, work overload, and having no sense of purpose in one's job are most demotivating to generation z workers. On the other hand, career advancement and continuous learning/growth, generous rewards and chances of making a positive impact are motivating to this generational cohort. Similarly, Ozkan, & Solmaz (2015) conclude that generation z employees value social environment, financial security and stability at work. On the relatively low proclivity to associate with colleagues (as suggested by low frequency of the words colleagues), Bencsik, Horváth-Csikós, & Juhász (2016) suggest that 'Gen Z' prefer virtual teamwork over offline meetings and prefer teamwork only when under conditions when they are compelled to do so.

5.1. Cyrrus Cloud Analysis: Overview of Factors that Motivate Generation z

The results of the text analysis reveal important themes of work motivation specific to generation z workers. The word cloud indicates that the work content, and the work context are closely associated with motivation of employees. This can be inferred from the most frequently occurring key words in the corpus.

The importance of nature of work to motivation, and other outcomes such as performance has been firmly established in the literature (c.f. Cerasoli, Nicklin, & Ford, 2014; DePasque, & Tricomi, 2015). Various facets of work content such as stimulating nature of work, feedback on performance, and autonomy show positive association with motivation (Porthogese et al., 2020). This is because individuals motivated by work itself find it pleasurable, consistent with their values, and creates a feeling of genuineness and engagement. Such a state of mind fulfills the employees' psychological needs and boosts ones' psychological wellbeing (Graves et al., 2012).

The importance of 'people' is explained through the concept of social capital. It refers to any social structure that creates, develops, and facilitates individual actions to generate employee

motivation (Park, & Rainey, 2012). The social capital in organizations is nurtured through different avenues such as interpersonal collaboration, group interactions, mentoring programs for employees, and participation in voluntary activities to name a few. Individuals come to appreciate the organization's values and expected behaviors. Thus, socializing among people leads to positive outcomes such as motivation for individuals, and fortifying the organization's culture (Park, & Rainey, 2012).

Research on job characteristics as an antecedent to employee motivation is firmly established. Various facets such as skill variety, task identity, task significance, autonomy, and feedback are positively related to work motivation, job satisfaction, and job performance (Oerlamans, Wido, & Bakker, 2018). An alternative explanation to the effects of job characteristics on motivation has been given by job demands-resource model (Bakker, & Demerouti, 2007). Job demands are those characteristics of the job that require sustained physical and cognitive efforts for completion. They hinder work-life balance, and affect overall well-being of the employee. On the other hand, resources are those characteristics that facilitate successful job completion. These could be the extent of social support one receives on the job, opportunity to make decisions pertaining to one's job, and one's perceived ability to apply knowledge and skills to the job (Rein et al., 2013). Thus, job characteristics satisfy the core psychological needs of the employees and therefore motivate them.

Organizations across the world respond to the challenges of business performance by designing competitive pay structures. The underlying assumptions of these pay structures is that they stimulate work efforts, increase motivation, and contribute to organization's performance (Misra, Jain, & Sood, 2013, Uriesi, 2016). There is criticism against this argument. Studies have shown that pay may motivate employees to focus on performance alone at the risk of ignoring other behaviors which may be important to the job. A significant pay differential between the employees leads to perceptions of inequity, and dissatisfaction. Nevertheless, strong support exists for the positive association between financial rewards, and motivation (Misra, Jain, & Sood, 2013).

Organizations respond to the dynamic environment by building their learning ability. It's the organization's ability to identify, assimilate, and utilize knowledge that provides a competitive advantage to it. Employees play an important role in imparting such capability to the organization. It is through their learning focused behavior that senior administration of the organization supports a learning culture, and employees expend their efforts to learn (Li, Sun, & Dong, 2018). Employees learn through direct participation. It may involve practices such as involving employees in decision making, allowing autonomy over tasks, formal training programs, and informal learning through knowledge sharing in organizations. Such practices are important for the employees to develop a sense of competence, and therefore are motivating (Dahling, & Lauricella, 2017).

The relational context of the organization shapes positive behaviors such as motivation among employees. Supportive work environments are characterized by employees helping each other via reciprocity norms prevalent in such organization contexts. Through social interaction, employees demonstrate consideration towards each other. This strengthens attachment towards the organization, and also fosters an interest in fellow employees. Such positive work climate is motivating to the employees (Pandey, Wright, & Moynihan, 2008).

5.2. Collocate Graph Analysis: Underlying Themes of Work Motivation

The results from the collocate graph points towards possible themes underlying the qualitative data. The results suggest three dimensions- "job", "work", and "people" which together would explain motivation of generation Z workers.

The importance of money or financial rewards being associated with job stems from the individual's proclivity for financial materialism. It could be in the form of attaining wealth, access to luxury, and also one's need to increase social position or prestige (Kasser et al. 2004). However, financial rewards alone are not capable of motivating the employee. This is because the increase in one's wealth sometimes comes with cost of ignoring one's personal values or interpersonal relationships. Other times, money aloe fails to satisfy their core psychological needs (Deci, Olafsen, & Ryan, 2017). Especially in cases when the job characteristics are routine, or when individuals do not relate to their work, merely providing financial rewards is insufficient. Individuals value perceived meaningfulness of the work they perform. Therefore, when the job does not contribute to their self-growth, it is demotivating to the employees even in the wake of attractive financial returns (Ariyoshi et al, 2018).

Motivating nature of work is positively associated with proactive behaviors of employees. Employees adjust their work and job characteristics to make them more personally meaningful. The enable conditions at work to be more likeable without changing the job itself (Bakker et al., 2020). Tim and Bakker (2010), argue that employee proactively seek job resources such as feedback on their performance, and support from their colleagues frequently in order to meet their job demands (such as challenging nature of tasks and work pressures). It is also true that employees will not proactively seek to reduce the job demands for themselves. This is because reducing one's workload might result in increase in job-strain for co-workers. This results in arguments, frustrations, and interpersonal conflicts. Therefore, it can also be inferred that employees would seek opportunities to help or support each other (Lazzara et al., 2020; Tims et al., 2015).

In the wake of stressful work environments that characterize most places, social support is an essential resource to maintain motivation. Support stems from organization, supervisors, and peers; all of which have positive effects on motivation (Nasurdin,Tan, & Khan, 2020). Such support is especially important in training interventions that ensure successful learning transfer. Individuals can either be trained in ad-hoc training groups or as a whole (collective unit). Once trainees return to their workplace, they are confronted with their work environment where they are expected to apply their learning to their job. In this context, the social support that the trainees receive (from supervisors and peers) plays an influential role in motivating the trainees to transfer their learning (Massenburg, Spurk, & Kauffeld, 2015). Simiarly, extant research also establishes that individuals who are motivated intrinsically value peer support to successfully transfer their learning to the job (Gillet et al., 2018).

The collocate graph analysis sheds light on the three broad themes- work, people, and job for their influence on motivation. A further principal component analysis is useful to identify the most important themes that positively affect motivation.

5.3. Principal Component Analysis: Interaction Between the Themes of Work Motivation

The results from the principal component analysis identifies 'work' as the most important determinant of motivation. People, and Job are strongly associated with work in eliciting motivation. This is evident from cluster 1 of the scatter plot which includes the key words- Work, people, job, environment, working, new, and helping.

Job characteristics such as opportunity to utilize skills, freedom to make decisions on the job, and social support are important determinants of psychological empowerment. Previous research holds that such psychological empowerment enhances work engagement and therefore motivation (Quiñones, Van Den Broeck, & De Witte, 2013). Apart from such work characteristics, the social characteristics such as interdependence between the employees to

complete tasks, and interactions between the employees and those actors who may be outside the organization (such as suppliers) also form a part of motivating work environment. Thus, employees supporting each other, and the nature of work itself together constitute important factors leading to work motivation.

The results point towards the conclusion that work itself is a significant motivator for the employees. This is referred to as intrinsic or autonomous motivation. Individuals derive innate pleasure by performing actions pertaining to their work (Lee et.al, 2015). Such conditions create an environment that promotes a sense of competency, autonomy, task orientation, and a better understanding of work processes among members. This translates to intrinsic motivation among the employees (Malik, Sarwar, & Orr, 2021).

Extant research conclusively points towards the importance of financial stability, collegial recognition, and enjoyable nature of work to be important for motivation. Dave et al., (2011) in their study of early career professionals show that a small level of dissatisfaction with factors such as nature of tasks, and collegiality at work leads to significant dissatisfaction with financial rewards. Similar results were reported by Albion, Fogarty, and Anthony (2005) in their study of nurses working with a major hospital in Australia. Under conditions where the nurses were required to work long hours on a shift, had minimal opportunities for decision making on the job, and lack of recognition lead to low morale and burnout among the employees. Furthermore, the group reported higher level of dissatisfaction with financial rewards vis-à-vis the group of nurses who had more favorable work context. These findings interestingly point to the boundary conditions where intrinsic rewards such as enjoyable nature of work, and opportunities to learn, and extrinsic rewards such as money will be significant. When the perceives intrinsic rewards such as enjoyable nature of work and opportunities to learn, one would also value extrinsic rewards such as money. Under conditions where individual does not receive such intrinsic rewards, one would not value extrinsic rewards (Hye, Sun, & Jin, 2015).

However, it is important to note that both intrinsic and extrinsic rewards influence motivation of members differently. Age related differences were observed among members for their proclivity towards financial rewards. Older employees tend to value financial rewards more than early career professionals. This is especially true when a traditional pay increment system rewards experience. It is considered a mark of respect, and recognition of the employee. In our study, the sample considered are early career professionals. As noted earlier in this section, generation Z employees show greater affinity for non-financial incentives such as those arising from work itself. This is because generation Z employees work in employment arrangements that place little emphasis on traditional career growth (Von Bonsdorff, 2011).

Modern organizations are becoming flat and increasingly relying on teamwork. Members working on the same team can understand each other's needs, collaborate, and offer support to each other with minimal support from supervisors (Jungert et al.,2018). Gagné and Deci (2005) underscore the importance of team members understanding each other's perspective. They posit that it is important when individuals realize their inner motives by clarifying their values, preferences, and interests. This then follows the need for individuals to communicate with each other so that they can express their perspectives to the team members (Langdon et al., 2017). When team members gain these insights about each other, provide constructive feedback to each other so that they learn and grow together, and share ideas about how each of them can be effective, it increases their competence and motivation (Jungert et al., 2018, Jungert et al., 2013; Moreau et al., 2012).

These findings emphasize the role of social interactions within a team setting that influences psychological safety and well-being of employees; motivation included. Teamwork acts as a

catalyst in aligning one's individual goals with that of the team. It provides an identity to its members. It shapes the members' behaviors. When the team members are exposed to this shared characteristic of the team, they identify with a collective goal of the team. They regulate their motivation to achieve team-based goals. Various underlying factors such as challenging job demands, opportunities for learning and self-enhancement, and task interdependence are instrumental in shaping this social behavior and therefore motivation in a team-based setting (Hu, Dollard, & Taris, 2022).

6. Conclusion

The current paper attempts to advance the understanding of human behavior at work place in general, and work motivation specifically in case of generation Z workers. This study is In response to Locke, and Latham's recommendation that work motivation needs more rigorous investigation (Locke, & Latham, 2004). Thus, we have attempted to draw extant literature into a new realm of emerging workforce's expectations. Through this preliminary analysis is a step towards defining the construct of work motivation specifically in case of generation Z. The findings also suggest that when defining this construct, various aspects of nature and context of work be considered.

The results underscore the importance of work content, and work context in motivating generation Z employees. Decades of research exists on the topic. Positive job characteristics such as stimulating nature of work, social support, autonomy to make decisions on the job, and learning opportunities increase wellbeing and job performance (Parker, Morgeson, & Johns, 2017). More recent research also reflected on the job characteristics from a relational perspective. Social support and help from colleagues at workplace create a sense of belongingness. Along with nature of work, beneficiary contact between the employees helps them understand the impact of their work on others in the organization. This leads to motivation (Grant, & Parker, 2009; Xanthopoulou et al., 2009).

The research interestingly brings forward the dynamics of intrinsic and extrinsic rewards to explain motivation of generation z workers. Intrinsic rewards are characterized by motivating nature of work. Extrinsic rewards are characterized by factors such as pay. Most arguments put forward by motivation theories suggest that extrinsic motivation decreases internal motivation. It reduces the individual's autonomy in performing the task thereby impairing one's self-esteem, and self-determination (Frey, & Jegen, 2001). However, when it comes to employment, promotions, pay-grade, and job security also determine how people perceive their work and job (Jacobsen, Hvitved, & Andersen, 2014). Individuals constantly try to maintain a positive self-image about themselves. Therefore, they pursue opportunities to attain extrinsic rewards, as much as they would be motivated by intrinsic rewards.

Interesting insights are also derived to explain why generation Z workers interact with each other in organizations. The success of businesses today depends on their ability to leverage market opportunities, adapt to environmental changes, and innovate. Organizations build their human capital to achieve these capabilities. Developing the individual's knowledge, skills, and abilities is one component of human capital. The second component is the collective interactions of the employees- interpersonal exchange of resources, and information (Li et al., 2018). While this is beneficial for the organization's performance, it is also significantly important for the professional growth of the employees. Generation z workers value professional development and self-reliance in their jobs (Titko et al., 2020). At the same time, being early career professionals, these workers enter organizations without the required skills. They request opportunities for professional growth from the employer (Titko et al., 2020). Such interactions are also important for learning transfer to happen when generation z workers apply.

Thus, the findings of the study bring out the importance of collegiality for generation z workers for their own professional advancement, and personal development.

The findings of this study reflect the changes to the workforce, and the working arrangements observed in organizations today. These changes necessitate workers to acquire new skills to remain employable and avoid downward pay drift. Success in career is not measured through opportunities afforded by one organization but through workers taking proactive measures for their professional growth. Individuals are driven by a strong sense of purpose. They want to acquire skills such as teamwork, and problem solving. Individuals rely on their job experiences to satisfy these needs. It is work that provides a platform for individuals to develop professionally and acquire the skills. The findings of our study bring forward such experiences. Generation Z values motivating nature of work and work environment. The members of this generation seek opportunities for development through their jobs. While the members may be motivated by the financial rewards, they are aware of the challenges plaguing the organizations and the economy today. Instead, they perceive these challenges to be opportunities. They are relying on their peers in the organization for learning new knowledge and skills; learning that is important for their professional development. Therefore, when considering motivating the generation Z worker, organizations will need to adopt a 'whole-person' approach. It includes one's motivation, knowledge, skills, abilities, and interests. Organizations will need to appeal to one's proclivity to learn, to grow through work experiences, and establish social structures that support these efforts (Ackerman, & Kanfer, 2020). The results of our qualitative research reflect these arguments. Motivation of generation Z workers is explained through three broad factors pertaining to work experiences, financial rewards, and social interactions. Thus, we argue in favor of adopting a holistic approach to motivate generation Z workforce- one that includes job experience, and the job environment.

The findings of the study have important implications both for the theory and practice of managing people. It is expected that this study will stimulate a dialog and draw the attention of academics to better understand the motives of a work force that may be emerging but will look to consolidate itself for the next few decades. From the practitioner point of view, visionary leaders, and human resource managers are looking at the window of opportunity to leverage this abundant talent by crafting engaging and motivating work practices.

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