

Open University of Cyprus
Faculty of Economic Sciences and Management

Postgraduate (Master's) Programme of
Master in Business Administration

Postgraduate (Master's) Dissertation



Differences in Work Motives Across Generations in the Workforce:
The Case of Cyprus University of Technology (C.U.T)

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SUPERVISOR

Dr Konstantinos Chatzimichael

May 2021

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Abstract

Generational diversity at the workplace is a major issue for managers, since generations may differ in terms of work motives and other characteristics. Knowing what is most important to each generation in an organization is crucial information to Human Resource management, whose goals (among others) is to develop effective motivational strategies for all employees. By applying and experimenting with past and new methodologies, organizations succeeded or failed in keeping their employees engaged and motivated in their work environment throughout their employment. The situation in the public sector tends to differ though, as here, in spite of job security, other factors such as saturated organizational cultures, engagement and motivation approaches, tend to negatively impact the employees' psychology and will to perform up to an organization's standards.

This is where the matter of generational differences among the public servants fits in, as different age groups may require different approaches in being kept interested in their jobs, other than the feeling of a secure job and a steady income; a subject of study less explored with little literature available to HR management. Additionally, addressing generational differences will critically aid organizations in overcoming factors that negatively affect their internal environment, and most importantly, the achievement of goals and future vision.

The purpose of this research is to explore the relationship between multigenerational workforces and employee motivation within the Cyprus University of Technology (C.U.T). More specifically, it aims to identify the main motivational drivers for C.U.T's employees, whether those significantly vary across the different age groups, and based on the findings, make suggestions to the HR management on how to enhance employees' job engagement and consequently, motivation.

By implementing a quantitative research design, primary data was collected through an online survey focusing on C.U.T's administrative personnel. The data was analysed using various statistical measures, formal hypothesis testing, and regression analysis. Results showed that significant differences do exist among the two major generations of C.U.T's employees (Generation X and Millennials), and while some motivational factors positively affect one generation, at the same time they may negatively affect or not be as important to the other.

Περίληψη

Οι ηλικιακές γενιές που συνθέτουν το εργατικό δυναμικό των εταιριών ενδέχεται να παρουσιάζουν σημαντικές διαφορές μεταξύ τους σε βασικά χαρακτηριστικά όπως τα εργασιακά κίνητρα. Ο εντοπισμός και η διαχείριση των διαφορών αυτών αποτελεί ένα μείζον θέμα για τα διοικητικά στελέχη των εταιριών, σκοπός των οποίων είναι μεταξύ άλλων να κρατούν τους εργαζομένους τους αφοσιωμένους και παραγωγικούς. Ιδιαίτερα για το τμήμα Ανθρώπινου Δυναμικού των εταιριών, η μελέτη και γνώση των διαφορετικών χαρακτηριστικών κάθε γενιάς αποτελεί χρήσιμη πληροφορία καθώς σχετίζεται με την ανάπτυξη κατάλληλων στρατηγικών παροχής κινήτρων στους υπαλλήλους.

Ο δημόσιος τομέας αποτελεί μια ενδιαφέρουσα περίπτωση μελέτης των χαρακτηριστικών κάθε γενιάς εργαζομένων, καθώς, παράγοντες όπως οι κορεσμένες οργανωτικές κουλτούρες και η μονιμότητα των εργαζομένων που αποτελούν σύνηθες χαρακτηριστικό των δημόσιων υπηρεσιών, μπορεί να επηρεάζουν σημαντικά την ψυχολογία και την θέληση των εργαζομένων στο δημόσιο τομέα. Είναι προφανές ότι διαφορετικές ηλικιακές ομάδες είναι πιθανόν να απαιτούν διαφορετικές προσεγγίσεις για την διατήρηση του εργασιακού τους ενδιαφέροντος, πέραν του αισθήματος της σίγουρης εργοδότησης και του σταθερού εισοδήματος.

Παρά την σημασία του, το θέμα των διαφορετικών χαρακτηριστικών κάθε γενιάς εργαζομένων μέσα στο δημόσιο τομέα έχει συγκεντρώσει χαμηλό ερευνητικό ενδιαφέρον με αποτέλεσμα η σχετική βιβλιογραφία πάνω στο θέμα να είναι σχετικά περιορισμένη. Πέρα από τους ερευνητικούς λόγους, η μελέτη και η ταυτοποίηση των διαφορών στα κίνητρα μεταξύ γενεών μπορεί να βοηθήσει σημαντικά τους οργανισμούς στην απαλοιφή παραγόντων που επηρεάζουν αρνητικά το εσωτερικό περιβάλλον, και κυρίως στην επίτευξη των στόχων και του οράματος τους.

Σε αυτό το πλαίσιο, σκοπός της παρούσας διπλωματικής εργασίας είναι να διερευνήσει τις διαφορές μεταξύ των γενεών που συνθέτουν το εργατικό δυναμικό ενός δημόσιου οργανισμού (Τεχνολογικού Πανεπιστημίου Κύπρου - ΤΕ.ΠΑ.Κ) όσον αφορά τα κίνητρα των εργαζομένων. Πιο συγκεκριμένα, η εν λόγω διπλωματική εργασία έχει ως στόχο να εντοπίσει τα κύρια εργασιακά κίνητρα των υπαλλήλων του ΤΕ.ΠΑ.Κ, και να εξετάσει εάν αυτά διαφέρουν σημαντικά ανάμεσα στις διάφορες ηλικιακές ομάδες εργαζομένων, και βάσει των ευρημάτων, να παρουσιάσει ένα σύνολο προτάσεων ως προς την ενίσχυση της εργασιακής αφοσίωσης των εργαζομένων.

Για την απάντηση των παραπάνω ερευνητικών ερωτημάτων, διεξήχθη πρωτογενής διαδικτυακή έρευνα μέσω της οποίας συλλέχθηκαν δεδομένα με την χρήση ερωτηματολογίου, το οποίο διανεμήθηκε ηλεκτρονικά στο διοικητικό προσωπικό του ΤΕ.ΠΑ.Κ. Τα πρωτογενή δεδομένα που συγκεντρώθηκαν αναλύθηκαν στη συνέχεια με χρήση: βασικών στατιστικών μέτρων θέσης και διασποράς, στατιστικού ελέγχου υποθέσεων, και μοντέλων παλινδρόμησης. Τα αποτελέσματα έδειξαν την ύπαρξη σημαντικών διαφορών ανάμεσα στις δύο κύριες γενιές των υπαλλήλων του ΤΕ.ΠΑ.Κ (Generation X και Millennials). Επιπρόσθετα, τα ευρήματα της μελέτης έδειξαν ότι ενώ κάποια εργασιακά κίνητρα έχουν θετική επίδραση σε μία γενεά, μπορεί παράλληλα να έχουν αρνητική επίδραση ή να μην είναι εξίσου σημαντικά για την άλλη.

*Dedicated to my family and friends
for their love and support throughout this journey*

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Sincerely,

Ioannis Anastasiou

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Chapter 1

Introduction

Organizations are often seen as car machines. Their performance depends on many factors, but at the end, it all comes down to the machine's parts, doing what they were designed for, by receiving inputs and delivering outputs among each other, and with the common goal to move the car forward. Likewise, in organizations, the most important parts are their people, and if the driver is responsible for keeping a car's machine (and its parts) in optimum condition, we could say that in an organization, Human Resource Management (HRM) is responsible for keeping the employees motivated in performing at their best as well.

One of the most important roles of HRM is to find and bring in the right person with skills and qualifications that suit best the job description and consequently, the needs of the organization (Torrington et al., 2017, p.7). Any potential candidate goes through the recruiting and selection process as designed by HRM, and if selected, he or she makes the decision to accept the position based on what the organization promised to offer in the job description and the final employment contract. A second important role of HRM is making sure that the hired staff keeps performing up to the standards and expectations of the organization, is motivated to their jobs, and strive towards achieving the overall goals and vision of the organization (Torrington et al., 2017, p.7). However, the task of motivating and engaging employees is complicated and hides several pitfalls. Failing to effectively apply motivational strategies that positively impact employees' perceptions on how their work is valued and how it gets rewarded, will not only make it difficult in retaining them, but also negatively affect the achievement of goals and the reputation of an organization as an employer.

Extant literature is abundant on the subject of employee engagement and motivation in general (Leete, 2000; Ramlall, 2004; Daft, 2012, pp.465-491), with some papers focusing on the public sector (Taylor, 2010; Manopoulos, 2008). In contrast, although it is important to distinguish between private and public servants, available comparative literature is limited (Jurkiewicz, Massey Jr. and Brown, 1998; Broeck and Buelens, 2007). While basic intrinsic and extrinsic motives are shared among those, they tend to differ in other as well (Jurkiewicz, Massey Jr. and

Brown, 1998). Available literature on age-related work motives is also scarce (Amayah, 2014; Inceoglu, Segers and Bartram, 2011).

Even more importantly, the subject of generational motives arises in either public or private organizations, as now we have reached an era where at least three or four different generations might co-exist in work environments (Lester et al., 2012), with evidence showing that differences also exist among the different age groups (Heyns and Kerr, 2018), given their experiences and stimuli through their lifetime (Twenge et al., 2010). Addressing these differences by approaching each generation according to what they value most is equally significant for an organization. Failing to do so, may result in inter-employee communication impairment, disharmony among teams and their collaboration, and finally reduce motivation and hence, scale down productivity (Baily, 2009).

The case of C.U.T falls within this context, as it is a public organization with employees belonging to different generations. With the purpose to identify what motivates most C.U.T's employees and what motivational differences (if any) exist and how significant are they among the generations, this research will offer crucial information to C.U.T's HR management and aid the development of more effective motivational strategies. The successful implementation of such strategies will improve the employee interrelations, increase productivity, enhance communication, and generate a more trusting organizational environment.

For the purpose of this research, a theoretical background from extant literature regarding important subjects such as employee motivation and workplace diversity is presented in Chapter 2. A literature review is also performed regarding available research on the subjects of employee motives in the public and private sector and generational differences in the workspace. Different papers are cross examined to identify what motives are specific to the public sector employees and how those vary across generations. Chapter 3 goes through the methodology followed for the collection of primary data and their analysis. It involves details on how the data was collected, what factors were taken into consideration while creating the survey, and the statistical measures, hypothesis tests, and regression analysis models used to answer the research objectives. Chapter 4 presents the results of this research and their interpretation to HR management, whereas in Chapter 5 more specific suggestions are made for improving HR motivational and engagement strategies. Chapter 5 also involves limitations regarding the research data and how those possibly impacted the survey responses.

Chapter 2

Theoretical Background and Literature Review

In this chapter, the theoretical background on the subjects of a) employee motivation and b) workplace diversity and generations is presented. Then, available literature is reviewed, related with the subjects of a) differences in motives between public and private sector employees and b) differences in motives between generations in the work environment. Previous related studies will be assessed and summarised with the purpose to further discuss the importance of generational differences in motives in the public sector, and consequently this research.

2.1 Employee Motivation

An organization's success heavily relies on its employees' performance, and thus keeping them interested in their jobs is a crucial factor in achieving organizational excellence. Shahzadi et al (2014) describe motivation as the level of energy, commitment, and creativity that a company's employees bring to their jobs. According to Vroom's (1964) expectancy theory, people will choose to adopt behaviours that lead to favourable rewards and outcomes in alignment to their performance. Therefore, organizations should provide rewards worthy of their employees' performance, as this will lead in increasing motivation and thus, engagement and retention (Bruke and Noumair, 2002). Additionally, a motivated employee will also strive towards his or her career advancement and skills improvement within the organization (Mohamud, Ibrahim and Hussein, 2017). What most organizations fail to realise though, is that traditional strategies of employee motivation based on theories such as Maslow's Hierarchy of needs or Herzberg's two factor-theory (Morgan, 1967), may fail to achieve the desired outcome, as those do not consider the dynamic work environment and organizational culture (Herrera, 2002).

Furthermore, the distinction among intrinsic and extrinsic motivators is also of great importance, as these tend to differ in regard to the needs of each employee and the several diverse groups he or she belongs in (Kooij et al., 2011; Sansone and Harackiewicz, 2000). Hennessey et al (2015) describe intrinsic motivation as the motivation which originates within one's self, i.e., doing something without expecting anything in return. On the other hand, extrinsic motivation is the motivation in achieving a result or goal set by someone else, and hence it requires extrinsic rewards in order to maintain and increase it. Intrinsic motivation relies merely on the satisfaction and joy of doing something. In other words, the initial interest on a task was not initiated by an external tangible or intangible reward such as money or appraisal. Studies have shown that rewarding self-motivated activities, or introducing punishment and deadlines into their context, tends to decrease their intrinsic motives, shifting the reasons to perform such activities from internal to external rewards (Legault, 2016). As Legault et al (2007) argue, in alignment with Deci and Ryan's (1985) Self-Determination Theory, extrinsic motivation can be categorised in regard to how external motivators and rewards affect an individual's perception on performing a task. To put more simply, an individual may internalize and identify with core organizational values and therefore perform as expected (integrated regulation), whereas someone may just comply to regulations to avoid or accept negative or positive consequences respectively (external regulation).

2.2 Workplace Diversity and Generations

Workplace diversity is a subject that was not considered in early organizational literature. Demographics such as gender, race, ethnicity, sexuality etc. were ignored, and only attracted attention initially in the US, where women and racial minorities began entering the workforce. Although different workplace diversity classifications exist in the literature, important to organizations and especially this research is the so called surface-level diversity or demographic diversity, as it acknowledges age among other demographic variables as well (Nkomo, 2016; Guillaume et al., 2015). The importance of dealing with workplace diversity is that, when it is functional, it contributes towards employee prosperity and overall organizational success and reputation. On the contrary, if it is flawed, it encourages inadequate job performance, conflicts, and lowers employee esteem (Guillaume et al., 2015). As Ospina (2001) states, this is equally important to private and public sector. In spite the nature and

different employment regulations of the latter, the need to effectively achieve organizational goals and missions through different internal and external environment challenges is key to their success.

Generations are seen as diverse groups of people who share close birth years, similar cultural ideas, and have been exposed to common events and experiences throughout their lives. Such elements have shaped their personalities and affected their psychology, perceptions and overall behaviour towards the society and, most importantly to this research, their work environments (Cennamo and Gardner, 2008; Rossem, 2019; Wong et al., 2008). Nowadays, three generations exist in workplaces and those are grouped chronologically and distinguished as: a) Baby Boomers, b) Generation X, and c) Generation Y or Millennials (Joshi, Dencker and Franz, 2011; Cennamo and Gardner, 2008; Greeb et al., 2012). For the purpose of this research the following chronological boundaries are considered: a) 1945-1961 for Baby Boomers, 1962-1980 for Gen X and 1981-2000 for Millennials. These boundaries reflect midpoints proposed by Lyons (2003), of different generational timelines found in the literature.

2.3 Employee Motives in the Private and Public Sector

Broeck and Buelens (2007) highlight the fact that while in relevant literature the consensus is that motivational drivers among private and public sector employees are significantly different, the importance on what causes such differences is less discussed. Demographic variables such as age, gender, and level of work position (assistant, managerial etc.) should be considered as well. As to what these differences are, Jurkiewicz, Massey Jr. and Brown (1998) argue that evidence from literature varies and is abundant. For example, results from several studies depict public employees as being motivated by job security and teamwork, while motives such as salary and job enlargement being of less importance, contrary to private sector employees who seemed to favour high salaries and career advancement. However, in some cases, similarities were identified, and especially where the external environment highly impacted both sectors. For example, a common characteristic of the human workforce recognized in the literature, is that employees are motivated towards pleasure (salary, benefits etc.) and tend to avoid pain (extra workload, inadequate salary etc.) (Freund, 2006). Baldwin (1990) also discussed the effects of red tape on motivation for both sectors. Red tape refers to strict regulations and restrictions that either are self-imposed by organizations or imposed on them

by external entities such as the government. Other red tape factors may be unclear and conflicting goals, increased workload, and excessive bureaucracy, altogether acting as demotivators (Steen and Schott, 2019). There is also evidence that employees working in teams, tend to be more motivated than those working under different schemes (Marchington and Grugulis, 2000). Steen and Schott (2019) have also reported motivators such as formal training and mentoring, organizational citizenship behaviour (OCB), and performance (both individually and organization-wide).

Specifically, for the public sector, the concept of Public Service Motivation (PSM) was introduced by Perry and Wise (1990), which initiated research around the matter of what motivates an individual in becoming a public servant. By itself, PSM is autonomous and falls into the span of intrinsic motives (Chen, Hsieh and Chen, 2014; Georgellis and Tabvuma, 2010). Research has identified that public sector employees rely more on intrinsic motives to perform, with the characteristic of altruism being identified as a key factor among other categories of motives (rational, normative, affective) (Dur and Zoutenbier, 2014; Taylor, 2007). Another factor that was found to affect not only what public employees expect from their jobs, but also their level of satisfaction to what they are offered, is the age cohort; a grouping of people who share same life experiences and ideologies, and which consequently helps distinguishing the workforce to the major generations (Jurkiewicz and Brown, 1998). In their research, Buelens and Broeck (2007) confirm their hypothesis that public servants heavily rely on more intrinsic motives. On the other hand, although literature suggests that motives such as self-development, interesting job, gaining experience, and getting recognised are important to public employees, results showed the opposite. Additionally, their findings identifying demographic variables such as age, gender, education level, etc as factors affecting work motivation is of particular interest to this study. While literature suggests those are of less significance in comparison to other work motives such as sector of employment, results showed that demographics are at least as important.

2.4 Generational Differences in Work Motives

Inceoglu (2011) presents several psychological processes that may affect work motivation during a person's lifespan, such as the ability to solve challenging tasks (fluid intelligence) and the ability to make use of gained experience (crystallized intelligence). There is also the change

of perception about the value of extrinsic rewards (salary, career development etc) or even the achievement of organizational goals. Finally, personal life experiences such as one's life cycle (marriage, family, children) may have a significant effect in shifting perceptions of what is most important at a specific moment in time. The different motives that are found to be common or different among the three generations of interest are presented next.

Baby Boomers are regularly characterized as hard workers, with strong focus to their career and ambitions. A secure and stable job is of high value, along with respect to hierarchy and consistent leadership. They are keen to personal sacrifice, but highly favour strong interpersonal relationships in the workplace, teamwork, participation in decision-making and are highly motivated by extrinsic rewards such as salary raises and career advancements (Al-Safi, 2019; Heyns and Kerr, 2018). They welcome creativity, learning new skills, and recognition for their commitment (Cennamo and Gardner, 2008).

While companies were offering high salaries in order to attract the first Gen Xers into the workplace, those seemed to value more the idea of work-life balance (Cennamo and Gardner, 2008). They valued continuous carrier development based on opportunities and learning in flexible work environments, while job security was of less importance (Al-Safi, 2019). Similar characteristics are also found in Generation Y, where a salary worthy of their work is expected, especially in cases where they are required to put extra effort and time. In general, both generations seem to value more enjoying life, putting their job in a lower priority (Amayah, 2014). Additionally, they are keener to early rewards and exposure to various positions in the business. They show greater focus and value on the outcome rather than the process of reaching their goals (Heyns and Kerr, 2018).

For the younger generation, the Millennials, information shows that those are now highly influenced by technological advancements and the internet. They are found to value intrinsic rewards more than previous generations, such as skills development and training, which might help them advance faster in their carriers, but without neglecting organisational challenge, change, and work-life balance. Job security is less important and change is more appreciated (Cennamo and Gardner, 2008; Al-Safi, 2019). They are more confident, expect equal recognition among their colleagues, and value teamwork (Heyns and Kerr, 2018).

2.5 Summary

Although literature tends to differentiate motives between public and private sector employees and between generations, research results tend to vary, with some contradicting literature or finding little evidence of differences, while others confirming them. A safe conclusion is that, although different groups share similar core motives, the extent to which they differ in other may be affected by the internal (organizational) and/or external (societal) environments they exist in. This conclusion can be supported by the fact that, research papers reviewed in this study gathered primary data within certain environments (such as specific countries). Moreover, specific research on generational motives among public employees is scarce, something that leaves public sector's HR managers without any factual data to rely on during the formation of motivational strategies. Out of 7 research papers presented in this literature review regarding generational differences in the workplace, only 1 was focused on the public sector and most importantly it was published over two decades ago.

Modern workplaces are far different and more dynamic than ever. Technological advancements for example, may affect differently each generation, as employees are now expected to cope with new technologies and ways of doing their jobs. For instance, due to the COVID-19 pandemic, many public employees are now expected to work remotely, something that was never done before widely in the public sector of Cyprus. The economic situation in different countries can be an important factor as well. While public employees living in economically stable countries may value less their salary and other benefits more (work-life balance, career development etc), in other countries affected by economic recession, salary can be the only or most important motive. In Cyprus for example, since 2012 public employees were left out of the government's pension plan. Since 2013, all public employee salaries underwent a percentage of cuts to help overcome the economic crisis. Such factors may have highly affected their perceptions on what matters most to them during their careers in the Cyprus public sector, and how they are also valued as employees.

Chapter 3

Methodology

3.1 Research Design and Objectives

For the purpose of this study a quantitative research design was implemented by collecting primary data through an online survey contacted within C.U.T, focusing on the administrative personnel. The data were analysed using a) various statistical measures including measures of frequency, measures of central tendency and measures of dispersion, b) formal hypothesis testing including a set of parametric and non-parametric tests and c) regression analysis including the estimation of linear and ordered logistic regression models.

The objective of the study was to identify differences in work motives between generations among C.U.T employees by analysing the data gathered, and based on the results, provide suggestions to the HR management for the improvement of the overall motivation of C.U.T's personnel.

3.2 Survey Design – Questionnaire

The survey was developed in Google Forms with a link distributed through internal email. The questionnaire consisted of four sections: a) demographic questions (Demographic Items 1 – 10), b) questions specific to C.U.T (Question Items 1 – 17), c) questions specific to each participant's own expectations from any possible employer with the purpose of analysing extrinsic motivators (Question Items Q18 – Q31), and d) questions specific to each participant's intrinsic motivators (Question Items Q32 – Q39). The questionnaire items for each section are presented in Appendix I and the full questionnaire is presented in Appendix II.

Different questions from published papers were used as reference for the design of the survey, which were modified and/or simplified in alignment with the environment of C.U.T, the general English language understanding by the personnel, and the broad characteristics of the public sector in Cyprus. For the demographics section, most questions required a single predefined choice, while in some cases the option to add a custom response was available as well. For the rest of the sections a five-point Likert-scale was utilised with options varying from “Strongly Disagree” to “Strongly Agree” having a weight of 1-5 respectively as shown in Appendix II as well.

3.3 Population and Sample

The survey for the study involved the active administrative personnel of C.U.T. At the time when the survey was contacted, the active personnel was 230 employees including men and women representing three generations: Baby Boomers, Generation X, and Millennials. Additionally, the population consisted of employees in several positions (assistants to managerial), permanent or contract-based, and with different educational background.

The total sample gathered was 81 responses, well below half of the total possible employees that could participate. The limited participation could be justified by the pandemic of COVID-19, as at the time, C.U.T was functioning with minimal personnel on premises while most of the employees were under lockdown conditions and probably with limited access to their emails. Also, for the workforce carrying out work on premises, many objectives were to be met, as a transition from traditional learning methods to distance learning and examinations had to be carried out, in order to comply with the health and safety directions issued by the Ministry of Health, and directions from the C.A.Q.A.A (the Cyprus Agency of Quality Assurance and Accreditation in Higher Education). Finally, it was expected from some employees to avoid participation due to personal reasons.

3.4 Ethics

The identity of most participants and their responses were kept confidential both to each other and the researcher, to ensure unbiased responses and the participation of as many employees as possible. This helped in the collection of an adequate and reliable sample for the analysis performed in later stages. An exception to this rule was made during the pilot survey, where direct interviews needed to be contacted for the reasons stated in subsection 3.5. Overall, no pressure was put on the participants, they were free to withdraw at any time of the survey, and they were well informed through an explanatory email of the entire process and how the collected data was to be handled.

3.5 Pilot Survey

A pilot survey was initially carried out by gathering a sample of 23 responses out of a total of 26 possible participants. Its purpose was firstly to ensure that the questionnaire was clear and understandable. Secondly, any possible invalidities (mostly concerning demographics and C.U.T's extrinsic motivators) had to be identified and modified as needed. For this reason, face-to-face interviews were contacted with these participants and their suggestions were taken into consideration. Thirdly, the collected data served as an initial input to a consistency test utilized to investigate internal consistencies of the questions and take further corrective actions if needed.

3.6 Reliability and Validity

Data obtained from the pilot survey were used to examine internal consistency and the extent to which specific items of the questionnaire were measuring the same thing. Firstly, the three main motivation questions were taken into consideration, and a Cronbach's Alpha test was employed using SPSS to verify the correlation among question items Q1-Q2-Q17. Similar techniques were used to examine internal consistency and reliability within each section of the questionnaire.

Once the pilot survey was completed, the questionnaire was sent again to all personnel to gather the final responses of the remaining employees. A total of 81 responses were gathered, including those of the pilot survey. The responses were grouped in three generations, in alignment to the age of birth demographic as described in Chapter 2, subsection 2.2. To investigate whether any of the responses presented low variability among all answers, a variability test was performed in Excel. This was important as it could indicate unreliability in the way the questionnaire was filled in by each employee. The resulting sample after running the above tests was then considered for further analysis and investigation.

3.7 Hypothesis Testing

To identify any differences in work motives among the generations of C.U.T's workforce the following null and alternative hypothesis are formulated:

- H_0 : There are no significant differences in work motives between generations among C.U.T employees.
- H_1 : There are significant differences in work motives between generations among C.U.T employees.

In total, three different statistical tests were performed to investigate potential differences in work motives across generations. First, a parametric T-test statistic was performed for question items Q1 – Q39 to identify any significant differences among the means of the responses by each generation per question item. However, given the Likert-scale nature of the items resulting in an ordinal dataset, the parametric T-test might not have been an appropriate tool to identify potential differences. Hence, the non-parametric Mann-Whitney U-test and Median test were next employed to examine if the two generation samples came from the same distribution, and whether the medians of each generation sample have been drawn from populations with the same significant differences respectively.

3.8 Regression Models

To further explore the presence or not of differences, a regression analysis was utilized which allowed us to control for demographic factors that may affect work motives. In particular, the following model was first considered:

$$(1a) Y_i = a_0 + a_1 D_i + a_2 X_i + \varepsilon_i$$

where, i indicates the respondents in the sample, Y is the overall motivation proxied by Question Item 2, X is a vector of demographic variables, D is a dummy variable which takes the value 1 for Generation X or 0 for Millennials, ε is the usual error term which is assumed to be normally distributed with zero mean and constant variance, and a_0, a_1, a_2 are parameters to be estimated.

The parameter of interest in regression equation (1a) is a_1 since it captures potential differences between generations after controlling for differences in demographic variables included in vector X . If parameter a_1 is statistically significant, then there is empirical evidence to support the view that overall motivation varies significantly between employees in our sample belonging in different generations. The regression model (1a) was estimated initially as a linear regression model using a simple OLS estimation process. Given though the ordered nature of our data, the linear model is known to provide biased estimates for the parameters of interest. Hence, the following ordinal regression model was next adopted:

$$(1b) \Pr(Y_i = j) = \Pr(\kappa_{j-1} < \beta_0 + \beta_1 D_i + \beta_2 X_i + u_i < \kappa_j)$$

where j denotes the categories, u is logistically distributed, and κ and β are the cut-points and the parameters of the model, respectively, which are jointly estimated.

To identify the determinant factors of overall motivation for each generation, the following regression model was next considered:

$$(2a) Y_i = \gamma_0 + \gamma_1 Z_i + e_i$$

where, i indicates the respondents in each generation sample, Y is the dependent variable as defined earlier in (1a), Z is a vector including determinant factors of overall motivation proxied by question items Q3 – Q17, e is the error term which is assumed to be normally distributed with zero mean and constant variance, and γ_0 and γ_1 are parameters to be estimated. Model (2a) was estimated separately for each generation as a linear regression using a simple OLS estimation process.

Moreover, as previously, the following ordinal regression model was estimated as well:

$$(2b) \Pr (Y_i = j) = \Pr (\kappa_{j-1} < \delta_0 + \delta_1 Z_i + v_i < \kappa_j)$$

Focusing on the variables included in vector Z , many of them presented high correlation resulting in multi-collinearity problems during the econometric estimation of the model. Therefore, multi-collinearity tests were performed using the Variance Inflation Factor (VIF) and measures of collinearity (Collin). Based on the testing results and theoretical arguments, several variables (question items) were left out of the analysis. More information about the final set of variables considered in vector Z is provided in Chapter 4 – Results.

Chapter 4

Results

4.1 Reliability and Validity Results

A Cronbach's Alpha test was employed to verify the correlation among question items Q1-Q2-Q17. This was of great importance as these question items basically asked the same question about the motivation in C.U.T but in a different manner, in order to investigate whether those were answered honestly. From the result of this test as shown in Table 1, we can see that the alpha coefficient is equal to 0,904, indicating a good correlation among these items.

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	No of Items
0,904	0,906	3

Table 1 Cronbach's Alpha correlation coefficient between Q1 - Q2 - Q17

A total of 81 responses were gathered, which were then grouped in generations by using the age of birth demographic as shown in Table 2.

Generations	No of Employees	Percentage %
Baby Boomers (1946 - 1961)	2	2,47
Gen X (1962 - 1979)	55	67,90
Millennials (1980 - Onwards)	24	29,63

Table 2 Generations grouping

Because the employees falling into the Baby Boomers generation were only a sample of two participants, it was decided that it should not be considered for further analysis.

The remaining 79 responses underwent a variability test with the resulting coefficients varying from 0.0729 to 1.7692, with almost half being less than 1. No specific similarities in demographics were identified between these subjects and so low variability was justified as coincidental. Nevertheless, it was decided to exclude 10% of the responses with the lowest variability and not consider them for further analysis.

In conclusion, the final sample which was considered for the main analysis of this study consisted of 71 responses representing two generations - Generation X and Millennials.

4.2 Descriptive Statistics Results

The sample was firstly analysed with descriptive statistics in STATA and Tables 3.1 – 3.3 present the results which include summarized variables for the Mean, Standard Deviation, Minimum, Maximum and Median for question items Q1 – Q39 for each generation and separated in sections as per the three distinct question groups mentioned in subsection 3.2 (excluding demographics). The specific wording for each question item can be found in Appendix I.

Regarding the final sample's demographics consisting of 71 responses, 59.15% were females and 40.85% were males, with 56.33% born between 1964 – 1979 (Generation X boundaries) and 43.67% born between 1980 – 1987 (Millennials' boundaries). At the time of the survey, 76.05% were married with up to five children, while the rest 23.95% were single with up to two children. As far as education is concerned, 19.72% held a diploma or college degree, 12.68% a bachelor's degree, 64.78% a master's degree, and 2.82% a doctoral degree. Regarding employment at C.U.T, 8.45% was employed between 1 to 5 years, 40.85% between 6 to 10 years, and 50.7% between 11 to 15 years. Additionally, 52.11% held managerial positions and 47.89% held non-managerial positions. Visual representations of demographic percentages are presented in Figures 1.1 – 1.6.

For questions related to C.U.T, the highest means were 4.25 of Q6 regarding job security (Generation X) with standard deviation 0.74, and 4.38 (Millennials) of Q6 again with standard deviation 0.71, regarding job security.

The lowest means were 2.02 (Generation X) with standard deviation 0.89, and 1.83 (Millennials) with standard deviation 1, both for Q10 regarding promotions and career development. No significant differences were identified in the variation of the minimum and maximum scores for each question between the two generations.

For the extrinsic motivators group of questions, the highest means were 4.27 (Generation X) of Q30 (retirement plan) with standard deviation 0.81, and 4.51 (Millennials) of Q28 (recognition of good performance) with standard deviation 0.76. The lowest means were 3.52 (Generation X) with standard deviation 1.01, and 3.48 (Millennials) with standard deviation 0.92, both for Q25 (help with personal problems). Again, no significant differences were identified in the variations of the minimum and maximum scores, except for Q19 (health insurance) where the minimum score was 2 (Generation X) and 4 (Millennials), but with both generations sharing same medians (4) for this question.

For the final group regarding questions related to intrinsic motivators, the highest means were 4.60 (Generation X) of Q32 (learning new things) with standard deviation 0.49, and 4.74 (Millennials) of Q35 (dealing with interesting tasks) with standard deviation 0.44. The lowest means were 3.90 (Generation X) of Q39 (making a difference in society rather than personal achievement) with standard deviation 0.98, and 3.83 (Millennials) of Q39 again, with standard deviation 0.77. Here as well, no significant differences were identified regarding the minimum and maximum scores for each question.

The percentages of the responses per question item are presented in Frequency Tables 3.4 – 3.6. Of particular interest are the responses to the overall motivation (Q2). 41.9% of Generation X and 25% of the Millennials agreed with the statement. The percentages of both generations that strongly agreed were relatively close, with 2.3% and 3.6% respectively. Similarly, the percentages with neutral responses were close as well, with 34.9% of Generation X and 35.7% of the Millennials. 16.3% of Generation X and 28.6% of the Millennials disagreed, while 4.7% and 7.1% (respectively) strongly disagreed. Question items that gathered high “agree” percentages of Generation X were Q1 (62.8%), Q11 (67.4%) and Q20 (67.4%), while for the Millennials those were Q4(71.4%) and Q18(64.3). The question items that gathered high “strongly agree” percentage were Q37 (62.8% of Generation X), while for the Millennials those were Q26(64.3%), Q32(71.4%), Q34(60.7%), Q35(78.6%), Q36(60.7%) and Q37(67.9%).

4.3 Parametric and Non-Parametric Statistics Results

Tables 4.1 – 4.3 present the summarised results of the parametric and non-parametric test statistics for each question, separated in three sections as well (see 4.2). The tables include: a) the means of each generation for each question item and their difference (contrast) along with the probability ($P > t$) of being different (T-test), b) the probability (ranksum) of the two samples coming from the same distribution (Mann-Whitney U-test), and c) the probability of the two samples coming from populations with the same median (Median test). The rejection region for all tests was set to $p < 0.05$.

The T-test showed no significant differences between the two generations, with the highest p-value being 0.9702 for Q37 (dealing with difficult tasks) and the lowest 0.0513 for Q35 (dealing with interesting tasks), both belonging in the intrinsic motivators question group. Similarly, the non-parametric tests failed to show significant differences for most of the questions as well, and with the following highlights: a) Q13 (C.U.T recognizes good performance) had the lowest p-value for the Mann-Whitney U-test of 0.0527, b) Q16 (C.U.T successfully communicates its goals and vision) was statistically significant and had the lowest value for the Median test of 0.0232, and Q19 (motivation when provided with health insurance) had a value of 0.0412 for the Median test, indicating a significant difference as well.

4.4 Regression Results

As the outcome of the parametric and non-parametric tests failed to show significant differences among the two generations for most of the questions (except for Q19), and due to the facts stated earlier in subsection 3.8, several question items were excluded from the final regression models. The results of correlation (Tables 5.1, 5.2) and Spearman correlation (Tables 6.1, 6.2) tests for Q1 – Q17 were also considered in deciding which items to keep. The question items that were excluded are: a) Number of Children, Province of Residence, and Employment Status from the demographics section, b) question items Q1, Q4, Q6, Q8, Q11, Q12, and Q14 – Q17 from the C.U.T related motivators section, c) and all question items from the extrinsic and intrinsic sections (Q18 – Q39).

As presented in subsection 3.8, to further explore the impact of demographics on the motivation of C.U.T's employees, the regression model (1a) $Y_i = a_0 + a_1D_i + a_2X_i + \varepsilon_i$ was estimated including the demographic variables that were not excluded from the previous procedure. Those were: a) Year of Birth, b) Gender, c) Marital Status, d) Highest Level of Education, e) Years of Work at C.U.T, and f) Current Position. The model was run by including the samples from both Generation X and Millennials responses, with the naming scheme and type of variables as shown in Table 7.1. Next to each parameter in the table are the corresponding coefficients for each independent variable, which indicate how the dependent variable Q2 (overall motivation in C.U.T) responds to changes in each of them, other things constant.

The parameter estimates of the linear regression model (1a) are presented in Table 7.2. Estimation results indicate that the six demographic variables included in the regression analysis as explanatory variables explain the 23.56% of the observed variations in employees' motivation ($R^2 = 0.2356$). Focusing first on the generation variable, the corresponding parameter was found to be negative and statistically significant at 5% significance level, providing an initial evidence that Millennials are less motivated than Generation X, when controlling for other demographic variables. Although earlier statistical tests failed to identify significant differences in motivation between the two generations, regression analysis verified the presence of such differences, implying that hypothesis testing results might further reflect differences in other demographic variables. The current position parameter with a coefficient of 0.4418 was found to be statistically significant at 10% level of significance, indicating positive effect on motivation for employees holding a managerial position. The marital status parameter was also significant at 5% level, with a coefficient of -0.4741, meaning that being married negatively affected motivation as well. The most statistically significant parameter at 1% level was that of work years at C.U.T with a coefficient of -0.1281, indicating that employees with more years in C.U.T were less motivated. The parameters of Gender and Years of Education were statistically insignificant and therefore the hypothesis that they affect motivation is rejected.

Given the nature of the data, model (1a) was re-estimated as an ordered logistic regression [model (1b)] to test the robustness of the results. The results were quite robust, indicating that the parameter of Generation was again negative and statistically significant at 5% level. This reinforced the indication that Generation X was exhibiting a noteworthy positive relationship with motivation, hence suggesting the presence of statistically significant differences in motivation levels between the two generations. Moreover, married employees were found to

be less motivated, while employees holding managerial positions were more motivated than those holding non-managerial positions. More specifically, at 5% level, the parameters of marital status and current position were significant with coefficients -1.0935 and 1.1792 respectively. Years of work at C.U.T was again the most significant at 1% level, with a coefficient of -0.3086. Here again the parameters of Gender and Years of Education were found to be insignificant and not affecting motivation.

The regression model (2a) $Y_i = \gamma_0 + \gamma_1 Z_i + e_i$ was also estimated, to identify the factors that mostly affect overall motivation for each generation, including the following variables: a) Salary in relation to performance and responsibilities (Q3), b) satisfaction from training and skills development (Q5), c) involvement in projects (Q7), d) support with personal issues (Q9), e) satisfaction from promotions and career development (Q10), and f) recognition of good performance (Q13). The model was run individually for each generation as a linear and ordered logistic regression.

The parameter estimates of the linear regression model (2a) for the sample of employees belonging in Generation X are presented in the second column of Table 7.3 (upper panel). Commenting first on the overall fit of the model, estimation results indicated that the six motivational factors considered in the analysis explained 37.69% of the observed variations in overall motivation ($R^2 = 0.3769$). Only two parameters indicated significance at 10% level. Those were: a) Q3 with a coefficient of 0.2882 meaning that a higher satisfaction with the salary positively affects motivation, and b) Q13 with a coefficient of 0.4024 showing that a higher appreciation of the recognition received for good performance increases motivation as well.

Focusing next on the corresponding estimates obtained from the sample of Millennials (first column, lower panel of Table 7.3), results suggest a better goodness of fit for the model for Millennials ($R^2 = 0.5912$) indicating that 59.12% of the variations in motivation are explained by the model's independent variables. Two parameters were found to be significant at 5% level: Q3 with a coefficient of 0.1755, and Q10 with a coefficient of 0.2111 meaning that in this case the appreciation for promotions and career development positively affected motivation.

To test again the robustness of the results, the models were re-estimated using an ordered logistic regression [model (2b)]. The corresponding results are presented in the third column of Table 7.3. Focusing first on Generation X, Q3 was again found to be significant at 10% level, but with a greater coefficient of 0.8191. Q13 was significant at 5% level this time, with a greater

coefficient of 1.3409. For the Millennials, no significance was identified for any of the parameters.

4.5 Summary and Interpretation for HR

Through the regression analysis, several differences were identified between the two generations. This means that different strategies need to be implemented by the HR department in order to increase motivation for both generations.

For both generations, the most significant factor for motivation is the years of work at C.U.T, which was negatively correlated with motivation. Working at the same organization and probably at the same position for many years, having the same day to day routine, has a negative impact on the employees' psychology and most might already feel that their psychological contract with the organization has been infringed (Morrison and Robinson, 1997). The HR will have to put more effort in motivating most of its early workforce and staying true to the organization's obligations and promises to all employees.

Concerning each employee's generation as such, it was found to be significant as well. Generation X was more motivated than the Millennials, since the regression model's coefficient for this variable was negative. Strategies to motivate the younger generation should be utilized in this case.

Current position was also significant for both generations and was the only one with a positive effect. To further understand what this means for each generation, we see that recognition for good performance was significant only to Generation X, whereas promotions and career development was important only to the Millennials. So, we see here that even if promotions are not important to Generation X, older employees still need to be recognized for their work. The HR needs to find here a formula to balance recognition and promotion for both generations without favouring one over the other.

Finally, both generations favoured a respectful salary in alignment with their performance and responsibilities, with a greater impact on Generation X's motivation. Unfortunately, due to the nature of being a public employee, salaries are not controlled by the University, rather by the Government. So, in this case HR needs to find other ways to improve salaries, such as promotions.

Chapter 5

Conclusion and Recommendations

5.1 Research Conclusion

The aim of this research was to examine whether significant differences in motives exist among C.U.T's generations in regard to administrative personnel. By incorporating a survey questionnaire, three generations were identified but only two were considered significant enough for statistical analysis: Generation X and Millennials. The research model considered motivation in terms of demographics, intrinsic and extrinsic controlled factors. Furthermore, the results from the analysis of the several responses to the questionnaire's items showed significant differences among the two generations, concerning specific factors affecting overall motivation. These factors fell in to two categories: the actual generation of each employ and the expectations each generation has from C.U.T as the employer. In this chapter we will discuss how C.U.T's HR department could address these matters, with the aim to increase motivation for all employees.

5.2 Recommendations

First and foremost, each generation should be approached in different ways to improve motivation. Several aspects of the employment such as the work environment, rewards, promotions, and career development should be tailored to what each generation expects from the organization. Traditional approaches that tend to put all employees under the same umbrella may not be effective in this case and not have the expected outcome in terms of motivation, as a good portion of the workforce could be neglected and thus remain unsatisfied (Al-Safi, 2019).

Before expanding into different strategies, the important matter of employee evaluation should be addressed as well. More specifically, at the time of the survey, an official employee evaluation system was only at its early stages in C.U.T, despite the 16 years since its establishment and 13 years since it accepted the first students. Until 2015 an internal feedback procedure was performed every year between employees and managers, but unfortunately it was not in alignment with the rest of the public sector. The first attempt for an official evaluation system was made in 2017, but due to implications it was rejected and a new one was presented in 2019.

Given the above, a recommendation that could help in motivating employees that have been working for many years at C.U.T, is for any promotions taking place in the next 2 or 3 years, to consider most of the feedback and general performance of each employee rather than a recent performance report. Especially for older employees, a recent evaluation report may not reflect their overall performance over the years.

As far as the generation factor is concerned, it was identified earlier that Millennials were less motivated than Generation X'ers. Since important motivational factors for this generation were found to be promotions and career development, this is where the HR department should focus more. Regarding promotions, again this is a factor not entirely controlled by the organization given the public sector's nature, where promotions and job openings to facilitate them must be approved from the government. Additionally, all employees should be equally considered for promotions. This leaves only the career development option which can be favored through opportunities for job enrichment by means of making existing jobs more interesting, meaningful, and giving high performing employees more autonomy.

Furthermore, the HR needs to also revise motivational strategies that involve factors which appeared not to be significant. Firstly, as mentioned earlier, training was not significant to both generations. This could be justified by the fact that training by its own does not lead to career advancement inside the organization, or maybe skills obtained are not utilized on each employee's current position and overall duties. The same applies to involvement in projects, which may be interpreted by employees as just another task which they have to carry out, reach goals set by higher management, but without a significant gain for themselves in return. Secondly, help with personal problems was not significant as well. An explanation to this could be that employees might seek help from one another or not at all, rather than turn to the management. Lastly, as previously mentioned, recognition for good performance is not important to Millennials. Unless recognition is meaningful, substantial and leads to a promotion and carrier development, it won't be appreciated by this generation.

5.3 Research Data Limitations

Additional limitations regarding the primary data gathered need to be presented as well, as those need to be considered by the HR department when implementing motivational strategies. First, it is the limited number of participants who were considered for the final analysis of this research (about 31% of the total administrative workforce of C.U.T). Second, the truthfulness of the replies is subject to criticism, since employees may have not submitted their true beliefs out of privacy concerns. Third, this research did not consider any level of relationships that exist between some employees across several positions throughout the organization (first level relatives, married couples etc.), a fact that may impose barriers on managerial decisions. Last, it is important to acknowledge the fact that the survey took place during the first COVID-19 lockdown period in Cyprus, a situation that might had significant impact not only people's access to technological means needed to fulfill the questionnaire (such as access to work mail or computer), but most importantly their psychology and consequently their responses.

Tables and Figures

Question Number	Generation X					Millennials				
	Mean	Standard Deviation	Minimum	Maximum	Median	Mean	Standard Deviation	Minimum	Maximum	Median
Q1	3.9250	0.7642	1	5	4	3.6774	0.7911	2	5	4
Q2	3.2500	0.9268	1	5	4	2.8710	0.9571	1	5	3
Q3	3.0500	0.9323	1	5	3	2.6774	1.0452	1	5	3
Q4	3.6750	0.7970	2	5	4	3.7097	0.5884	2	5	4
Q5	3.2500	1.0316	1	5	4	3.3226	1.0452	1	5	4
Q6	4.2500	0.7425	3	5	4	4.3871	0.7154	2	5	4
Q7	3.2750	1.1320	1	5	3	3.3226	0.8713	2	5	3
Q8	3.4250	0.8738	1	5	4	3.3226	0.9447	1	5	3
Q9	2.5250	1.0619	1	5	3	2.7742	0.9560	1	4	3
Q10	2.0250	0.8912	1	4	2	1.8387	1.0032	1	4	2
Q11	3.8250	0.5943	2	5	4	3.5806	0.8860	2	5	4
Q12	2.6500	0.9213	1	4	3	2.4839	1.1216	1	5	3
Q13	2.5750	0.9306	1	5	3	2.3548	0.9504	1	4	2
Q14	3.1750	0.8439	1	5	3	3.1935	0.9458	1	4	3
Q15	3.3500	0.8022	1	4	4	3.3226	0.8713	1	5	3
Q16	3.1500	0.8930	1	5	3	2.8387	1.0032	1	5	3
Q17	2.8000	0.8829	1	4	3	2.6129	0.8032	1	4	3

Table 3.1 Descriptive statistics for question items Q1 – Q17

Question Number	Generation X					Millennials				
	Mean	Standard Deviation	Minimum	Maximum	Median	Mean	Standard Deviation	Minimum	Maximum	Median
Q18	4.0750	0.8286	2	5	4	4.1935	0.5428	3	5	4
Q19	4.2000	0.7232	2	5	4	4.2581	0.4448	4	5	4
Q20	4.2250	0.5305	3	5	4	4.3548	0.5507	3	5	4
Q21	4.1000	0.7779	2	5	4	4.3226	0.5993	3	5	4
Q22	4.2500	0.7071	3	5	4	4.2903	0.6426	3	5	4
Q23	4.1000	1.0077	1	5	4	4.0645	0.8920	2	5	4
Q24	4.2000	0.9923	1	5	4	4.3548	0.8774	2	5	5
Q25	3.5250	1.0124	1	5	4	3.4839	0.9263	1	5	4
Q26	4.2500	0.9806	1	5	4	4.3548	1.0181	1	5	5
Q27	4.1500	0.7355	2	5	4	4.3871	0.8032	2	5	5
Q28	4.2250	0.9470	1	5	4	4.5161	0.7690	2	5	5
Q29	4.1750	1.0350	1	5	4	4.2903	0.9727	2	5	5
Q30	4.2750	0.8161	2	5	4	4.2258	0.9903	1	5	4
Q31	4.1750	0.6751	3	5	4	4.1613	0.8601	2	5	4

Table 3.2 Descriptive statistics for question items Q18 – Q31

Question Number	Generation X					Millennials				
	Mean	Standard Deviation	Minimum	Maximum	Median	Mean	Standard Deviation	Minimum	Maximum	Median
Q32	4.6000	0.4961	4	5	5	4.6452	0.5507	3	5	5
Q33	4.4000	0.5454	3	5	4	4.3871	0.6672	3	5	4
Q34	4.4500	0.5524	3	5	4	4.5806	0.5016	4	5	5
Q35	4.5000	0.5547	3	5	5	4.7419	0.4448	4	5	5
Q36	4.2000	0.8228	3	5	4	4.3226	0.9087	2	5	5
Q37	4.5750	0.6360	3	5	5	4.5806	0.6204	3	5	5
Q38	4.1500	0.7355	3	5	4	4.0968	0.7463	3	5	4
Q39	3.9000	0.9819	1	5	4	3.8387	0.7788	2	5	4

Table 3.3 Descriptive statistics for question items Q32 – Q39

Question Number	Generation X					Millennials				
	Strongly Disagree (%)	Disagree (%)	Neither Agree nor Disagree (%)	Agree (%)	Strongly Agree (%)	Strongly Disagree (%)	Disagree (%)	Neither Agree nor Disagree (%)	Agree (%)	Strongly Agree (%)
Q1	2.3	0	18.6	62.8	16.3	0	7.1	32.1	46.4	14.3
Q2	4.7	16.3	34.9	41.9	2.3	7.1	28.6	35.7	25.0	3.6
Q3	2.3	30.2	32.6	32.6	2.3	10.7	42.9	17.9	25.0	3.6
Q4	0	9.3	30.2	48.8	11.6	0	0	25.0	71.4	3.6
Q5	7	18.6	27.9	39.5	7	3.6	14.3	32.1	39.3	10.7
Q6	0	2.3	16.3	39.5	41.9	0	0	3.6	46.4	50.0
Q7	9.3	14	34.9	30.2	11.6	0	14.3	35.7	42.9	7.1
Q8	2.3	14	30.2	48.8	4.7	3.6	10.7	42.9	32.1	10.7
Q9	23.3	20.9	39.5	14.0	2.3	10.7	17.9	50.0	21.4	0
Q10	34.9	37.2	23.3	4.7	0	46.4	28.6	14.3	10.7	0
Q11	0	2.3	23.3	67.4	7.0	0	17.9	14.3	57.1	10.7
Q12	16.3	20.9	48.8	14.0	0	25.0	17.9	39.3	14.3	3.6
Q13	20.9	18.6	53.5	4.7	2.3	14.3	39.3	32.1	14.3	0
Q14	2.3	16.3	41.9	37.2	2.3	10.7	7.1	39.3	42.9	0
Q15	2.3	11.6	37.2	48.8	2.3	3.6	10.7	39.3	39.3	7.1
Q16	7.0	14.0	48.8	25.6	4.7	3.6	35.7	28.6	28.6	3.6
Q17	7.0	27.9	44.2	20.9	7.0	7.1	39.3	39.3	14.3	0

Table 3.4 Frequency table for question items Q1 – Q17

Question Number	Generation X					Millennials				
	Strongly Disagree (%)	Disagree (%)	Neither Agree nor Disagree (%)	Agree (%)	Strongly Agree (%)	Strongly Disagree (%)	Disagree (%)	Neither Agree nor Disagree (%)	Agree (%)	Strongly Agree (%)
Q18	0	4.7	14.0	51.2	30.2	0	0	7.1	64.3	28.6
Q19	0	2.3	9.3	55.8	32.6	0	0	0	71.4	28.6
Q20	0	0	4.7	67.4	27.9	0	0	3.6	57.1	39.3
Q21	0	2.3	16.3	48.8	32.6	0	0	7.1	53.6	39.3
Q22	0	0	16.3	46.5	37.2	0	0	7.1	50.0	42.9
Q23	2.3	7.0	9.3	44.2	37.2	0	7.1	14.3	39.3	39.3
Q24	2.3	4.7	9.3	37.2	46.5	0	7.1	7.1	28.6	57.1
Q25	4.7	9.3	32.6	39.5	14.0	3.6	7.1	32.1	46.4	10.7
Q26	2.3	4.7	7.0	37.2	48.8	3.6	3.6	10.7	17.9	64.3
Q27	0	2.3	11.6	53.5	32.6	0	3.6	10.7	28.6	57.1
Q28	2.3	4.7	4.7	41.9	46.5	0	3.6	7.1	25.0	64.3
Q29	4.7	2.3	7.0	41.9	44.2	0	10.7	7.1	25.0	57.1
Q30	0	2.3	14.0	37.2	46.5	3.6	3.6	10.7	32.1	50.0
Q31	0	0	16.3	51.2	32.6	0	3.6	17.9	35.7	42.9

Table 3.5 Frequency table for question items Q18 – Q31

Question Number	Generation X					Millennials				
	Strongly Disagree (%)	Disagree (%)	Neither Agree nor Disagree (%)	Agree (%)	Strongly Agree (%)	Strongly Disagree (%)	Disagree (%)	Neither Agree nor Disagree (%)	Agree (%)	Strongly Agree (%)
Q32	0	0	2.3	39.5	58.1	0	0	0	28.6	71.4
Q33	0	0	4.7	53.5	41.9	0	0	7.1	42.9	50.0
Q34	0	0	2.3	51.2	46.5	0	0	0	39.3	60.7
Q35	0	0	2.3	46.5	51.2	0	0	0	21.4	78.6
Q36	0	0	23.3	32.6	44.2	0	3.6	21.4	14.3	60.7
Q37	0	0	9.3	27.9	62.8	0	0	3.6	28.6	67.9
Q38	0	0	18.6	46.5	34.9	0	0	25.0	42.9	32.1
Q39	2.3	4.7	20.9	44.2	27.9	0	3.6	32.1	42.9	21.4

Table 3.6 Frequency table for question items Q32 – Q39

Question Number	t-Test		Contrast	P > t	Non-Parametric Tests	
	Gen X	Millennials			Ranksum	Median
Q1	3.9250	3.6774	0.2476	0.1868	0.1223	0.0822
Q2	3.2500	2.8710	0.3790	0.0965	0.0682	0.1438
Q3	3.0500	2.6774	0.3726	0.1178	0.1116	0.1042
Q4	3.6750	3.7097	-0.0347	0.8397	0.8341	0.4544
Q5	3.2500	3.3226	-0.0726	0.7709	0.7656	0.5723
Q6	4.2500	4.3871	-0.1371	0.4358	0.4015	0.1652
Q7	3.2750	3.3226	-0.0476	0.8470	0.9806	0.9460
Q8	3.4250	3.3226	0.1024	0.6378	0.5161	0.8963
Q9	2.5250	2.7742	-0.2492	0.3095	0.2790	0.3779
Q10	2.0250	1.8387	0.1863	0.4112	0.2747	0.1743
Q11	3.8250	3.5806	0.2444	0.1695	0.2739	0.2277
Q12	2.6500	2.4839	0.1661	0.4955	0.4610	0.3849
Q13	2.5750	2.3548	0.2202	0.3307	0.2589	0.0527
Q14	3.1750	3.1935	-0.0185	0.9308	0.6498	0.6757
Q15	3.3500	3.3226	0.0274	0.8910	0.7110	0.8011
Q16	3.1500	2.8387	0.3113	0.1720	0.1548	0.0232
Q17	2.8000	2.6129	0.1871	0.3604	0.3210	0.3849

Table 4.1 Parametric and Non-Parametric statistics for question items Q1 – Q17

Question Number	t-Test		Contrast	P > t	Non-Parametric Tests	
	Gen X	Millennials			Ranksum	Median
Q18	4.0750	4.1935	-0.1185	0.4928	0.7401	0.1036
Q19	4.2000	4.2581	-0.0581	0.6957	0.9946	0.0412
Q20	4.2250	4.3548	-0.1298	0.3179	0.3091	0.7124
Q21	4.1000	4.3226	-0.2226	0.1919	0.2584	0.1036
Q22	4.2500	4.2903	-0.0403	0.8050	0.8684	0.5038
Q23	4.1000	4.0645	0.0355	0.8776	0.6722	0.5936
Q24	4.2000	4.3548	-0.1548	0.4954	0.5042	0.5396
Q25	3.5250	3.4839	0.0411	0.8607	0.8200	0.9892
Q26	4.2500	4.3548	-0.1048	0.6617	0.4622	0.3430
Q27	4.1500	4.3871	-0.2371	0.2000	0.1124	0.8011
Q28	4.2250	4.5161	-0.2911	0.1684	0.1268	0.1020
Q29	4.1750	4.2903	-0.1153	0.6342	0.5303	0.8963
Q30	4.2750	4.2258	0.0492	0.8192	0.9598	0.8785
Q31	4.1750	4.1613	0.0137	0.9402	0.8508	0.4127

Table 4.2 Parametric and Non-Parametric statistics for question items Q18 – Q31

Question Number	t-Test		Contrast	P > t	Non-Parametric Tests	
	Gen X	Millennials			Ranksum	Median
Q32	4.6000	4.6452	-0.0452	0.7180	0.5799	0.5019
Q33	4.4000	4.3871	0.0129	0.9288	0.8961	0.1933
Q34	4.4500	4.5806	-0.1306	0.3074	0.3377	0.3768
Q35	4.5000	4.7419	-0.2419	0.0513	0.0572	0.0618
Q36	4.2000	4.3226	-0.1226	0.5539	0.4188	0.2748
Q37	4.5750	4.5806	-0.0056	0.9702	0.9945	0.9662
Q38	4.1500	4.0968	0.0532	0.7647	0.7642	0.7916
Q39	3.9000	3.8387	0.0613	0.7766	0.5664	0.8383

Table 4.3 Parametric and Non-Parametric statistics for question items Q32 – Q39

	1	2	3	4	5	6	7	8	9
1	1.0000								
2	0.7132	1.0000							
3	0.2678	0.3423	1.0000						
4	-0.1298	-0.0876	0.0714	1.0000					
5	0.2782	0.2665	0.1012	0.3167	1.0000				
6	0.1514	-0.0177	0.0686	0.1055	0.1294	1.0000			
7	0.2486	0.2975	0.1180	-0.0097	0.3002	0.2017	1.0000		
8	0.4666	0.5118	0.2402	-0.0813	0.2986	0.1880	0.5916	1.0000	
9	0.2742	0.3420	-0.0273	0.1177	0.1815	0.1745	0.3124	0.2166	1.0000
10	0.3560	0.5164	0.3298	0.0378	0.3265	-0.1619	0.3159	0.3635	0.4563
11	0.2804	0.2166	0.2087	0.0219	0.1055	0.0052	-0.0205	0.1416	0.1456
12	0.4264	0.5429	0.0943	-0.0858	0.1710	-0.0331	0.4007	0.3837	0.4731
13	0.4918	0.6091	0.0893	-0.0100	0.3014	0.0097	0.3423	0.3899	0.5450
14	-0.0128	-0.1205	-0.2040	0.2516	-0.0261	0.2878	0.1293	-0.0170	0.1392
15	0.0087	0.0902	0.0644	0.1812	0.2554	0.2029	0.2693	0.2470	0.1322
16	0.1965	0.3940	0.2594	0.3040	0.3319	-0.0271	0.1433	0.2111	0.1978
17	0.6548	0.7549	0.3008	-0.0047	0.2555	0.1894	0.2959	0.4229	0.4746

Table 5.1 Correlation Matrix for question items Q1 – Q17 in relation to Q1 – Q9

	10	11	12	13	14	15	16	17
10	1.0000							
11	0.0179	1.0000						
12	0.5169	0.2590	1.0000					
13	0.6141	0.2174	0.7893	1.0000				
14	-0.2112	-0.1385	-0.0081	0.0306	1.0000			
15	0.2087	-0.0056	0.2249	0.3220	0.1292	1.0000		
16	0.4017	0.2295	0.4688	0.5216	0.0821	0.3398	1.0000	
17	0.4459	0.2358	0.6432	0.6740	0.0698	0.1377	0.3601	1.0000

Table 5.2 Correlation Matrix for question items Q10 – Q17

	1	2	3	4	5	6	7	8	9
1	1.0000								
2	0.7058***	1.0000							
3	0.2776**	0.3208***	1.0000						
4	-0.1340	-0.0809	0.0753	1.0000					
5	0.3058***	0.2923**	0.1115	0.3020**	1.0000				
6	0.1844	-0.0514	0.0434	0.1381	0.1603	1.0000			
7	0.1984*	0.2711**	0.1303	-0.0154	0.2999**	0.2105*	1.0000		
8	0.4364***	0.5102***	0.2122*	-0.0526	0.2990**	0.2074*	0.5621***	1.0000	
9	0.2214*	0.3201***	-0.0414	0.1342	0.1799	0.1764	0.2476**	0.2270*	1.0000
10	0.3836***	0.5228***	0.3321***	0.0261	0.3219***	-0.1943	0.2807**	0.3688***	0.4442***
11	0.2881**	0.1997*	0.1583	-0.0068	0.1351	0.0233	-0.0063	0.1566	0.1863
12	0.4037***	0.5324***	0.1072	-0.0982	0.1350	-0.0791	0.3607***	0.3526***	0.4640***
13	0.4962***	0.6203***	0.0701	-0.0068	0.2554**	-0.0612	0.2866**	0.3987***	0.5411***
14	0.0082	-0.1437	-0.2223*	0.3256***	-0.0398	0.3584***	0.0718	-0.0195	0.1492
15	0.0127	0.1151	0.0688	0.1714	0.2239*	0.2004*	0.3392***	0.2780**	0.1196
16	0.2612**	0.3623***	0.2300*	0.3048***	0.2892**	-0.0252	0.1559	0.2634**	0.2049*
17	0.6442***	0.7316***	0.2957**	0.0124	0.2471**	0.1745	0.2591**	0.4084***	0.4761***

Table 6.1 Spearman's Correlation Matrix for question items Q1 – Q17 in relation to Q1 – Q9

*** High correlation, ** Medium correlation, * Low correlation

	10	11	12	13	14	15	16	17
10	1.0000							
11	0.0329	1.0000						
12	0.5549***	0.2627**	1.0000					
13	0.6457***	0.2325*	0.7859***	1.0000				
14	-0.2203*	-0.1139	-0.0249	0.0221	1.0000			
15	0.1803	-0.0106	0.3104***	0.3374***	0.1208	1.0000		
16	0.3963***	0.2476**	0.4916***	0.5293***	0.0545	0.3982***	1.0000	
17	0.4770***	0.2250*	0.6441***	0.6875***	0.0875	0.1391	0.3364***	1.0000

Table 6.2 Spearman's Correlation Matrix for question items Q10 – Q17

*** High correlation, ** Medium correlation, * Low correlation

Demographic Question	Name in Regression Model	Type of Variable
Year of Birth	Generation	<i>Dummy</i> Generation X = 0 Millennials = 1
Gender	Gender	<i>Dummy</i> Male = 0 Female = 1
Marital Status	Marital_st	<i>Dummy</i> Married = 1 Single = 0
Highest Level of Education	Education_yr	<i>Continuous</i> (Schooling Years) Diploma/College = 14 Bachelor = 16 Master = 18 PhD = 21
Years of Work at C.U.T	CUT_yr	<i>Continuous</i> Work years
Current Position	Current_pos*	<i>Dummy</i> Non-Managerial = 0 Managerial = 1

Table 7.1 Naming scheme and dummy variables assignments – Regression Model 1

* The participants were able to choose their work position (technician, assistant, officer, manager etc.) and their response was categorized as managerial or non-managerial.

Parameter	Estimate	Standard Error	Estimate	Standard Error
	<i>Linear Regression (All generations)</i>		<i>Ordered Logistic Regression (All generations)</i>	
Generation	-0.4303	0.1938**	-0.9674	0.4547**
Gender	0.3319	0.2300	0.6776	0.5170
Marital_st	-0.4741	0.2320**	-1.0935	0.5477**
Education_yr	-0.0822	0.0590	-0.1711	0.1297
CUT_yr	-0.1281	0.0345***	-0.3086	0.0991***
Current_pos	0.4418	0.2217*	1.1792	0.5509**
Constant	5.6886	1.1320***	-	-
	Number of Observations = 71, $R^2 = 0.2356$		Number of Observations = 71 <i>Pseudo R</i> ² = 0.1090	

Table 7.2 Linear and Ordered Logistic Regression – Model 1

* 10% level of significance, ** 5% level of significance, *** 1% level of significance

Parameter	Estimate	Standard Error	Estimate	Standard Error
	Linear Regression (Generation X)		Ordered Logistic Regression (Generation X)	
Q3	0.2882	0.1492*	0.8191	0.4227*
Q5	0.1070	0.1578	0.4551	0.4464
Q7	0.0426	0.1633	-0.8272	0.6887
Q9	0.1450	0.2090	0.4555	0.3984
Q10	-0.0944	0.1610	-0.3929	0.5601
Q13	0.4024	0.2049*	1.3409	0.6278**
Constant	0.6722	0.6205	-	-
	Number of Observations = 40, $R^2 = 0.3769$		Number of Observations = 40 $Pseudo R^2 = 0.2026$	
	Linear Regression (Millennials)		Ordered Logistic Regression (Millennials)	
Q3	0.1755	0.0918**	0.6823	0.3303**
Q5	0.0254	0.1608	-0.0142	0.5496
Q7	0.0245	0.1856	0.5130	0.6523
Q9	0.0050	0.1888	0.1329	0.4804
Q10	0.2111	0.1241**	0.9488	0.5797
Q13	0.5131	0.1868	1.7048	0.5987
Constant	0.6247	0.9022	-	-
	Number of Observations = 31, $R^2 = 0.5912$		Number of Observations = 31, $Pseudo R^2 = 0.3554$	

Table 7.3 Linear and Ordered Logistic Regression – Model 2

* 10% level of significance, ** 5% level of significance, *** 1% level of significance

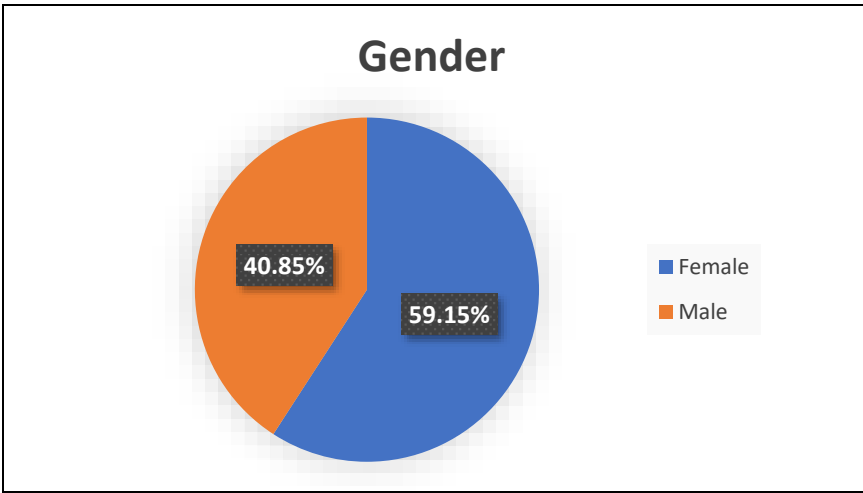


Figure 1.1 Gender percentages

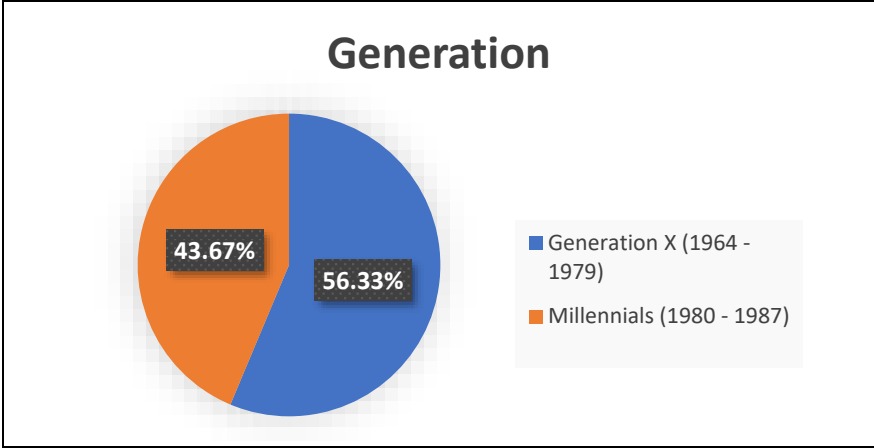


Figure 1.2 Generation percentages

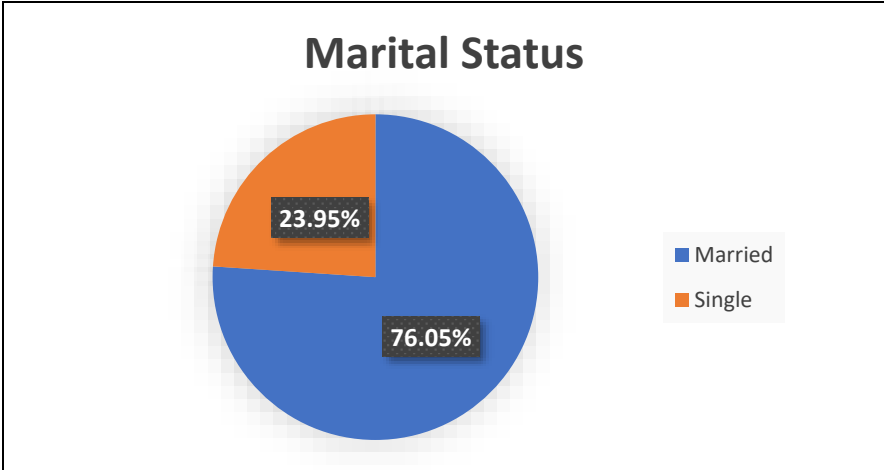


Figure 1.3 Marital Status percentages

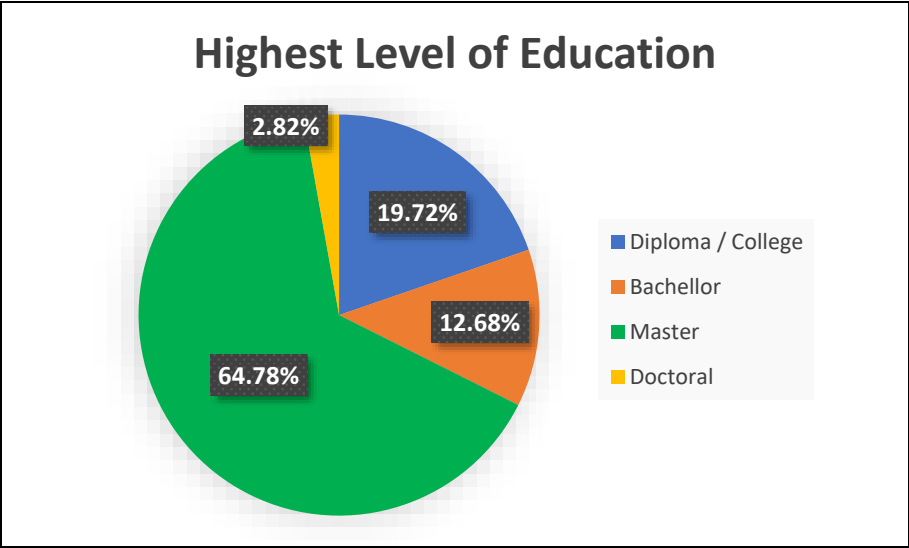


Figure 1.4 Education percentages

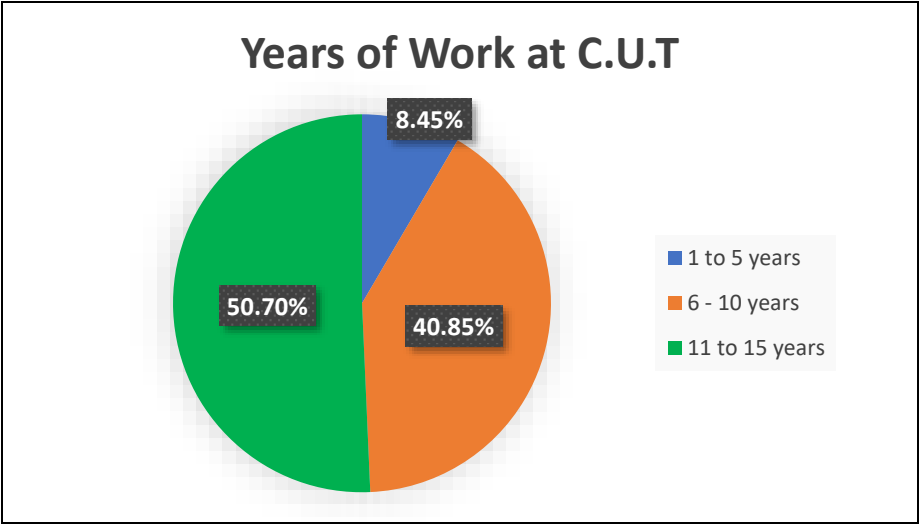


Figure 1.5 Years of Work at C.U.T percentages

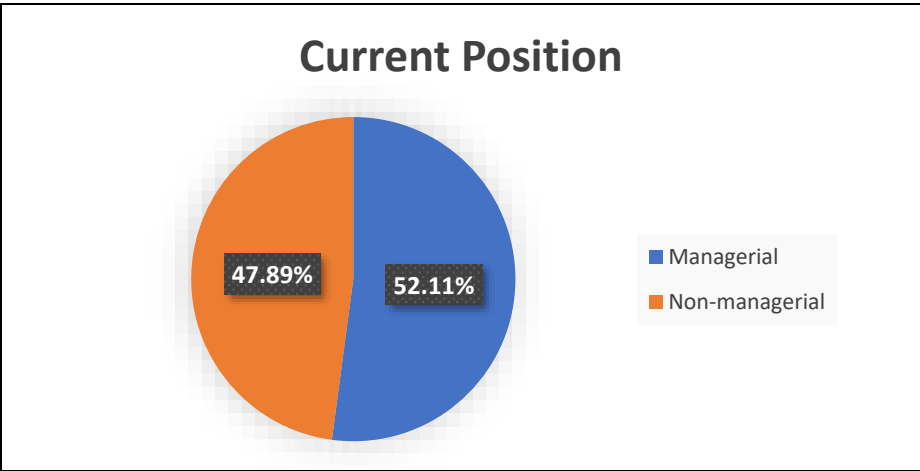


Figure 1.6 Current Position

Appendices

Appendix I – Complete Questionnaire Items List

	Section A Demographics
D1	Year of Birth
D2	Gender
D3	Marital Status
D4	Number of Children
D5	Province of Residence
D6	Highest Level of Education
D7	Years of Work at Cyprus University of Technology
D8	Current Position
D9	Employment Status

	Section B To what extent do you agree or disagree with the following statements:
Q1	I would recommend C.U.T as a place to work
Q2	Overall, I feel motivated working at C.U.T
Q3	My current salary is worthy of my performance and responsibilities
Q4	C.U.T provides me with a sufficient health insurance plan
Q5	C.U.T provides me with sufficient training programs regarding my skills development
Q6	C.U.T provides me with a secure (permanent) job
Q7	C.U.T involves me in projects
Q8	I consider my work at C.U.T interesting
Q9	C.U.T offers help with my personal problems
Q10	C.U.T provides me with promotions and career development
Q11	C.U.T provides me with good working conditions
Q12	C.U.T's management is loyal to me
Q13	C.U.T recognizes good performance
Q14	C.U.T provides me with a sufficient retirement plan
Q15	At C.U.T I learn new things
Q16	C.U.T successfully communicates its goals and vision
Q17	At C.U.T, I feel inspired to do my best every day

Section C	
I would feel more motivated in ANY work environment if the employer:	
Q18	Offered me a good salary
Q19	Provided me with health insurance
Q20	Provided me with training
Q21	Ensured a secure (permanent) job
Q22	Offered me the opportunity to get involved in projects
Q23	Offered me the opportunity to get involved in decision-making
Q24	Made my work interesting
Q25	Provided me with help on personal problems
Q26	Offered me with promotions and career development opportunities
Q27	Ensured good working conditions
Q28	Recognized good performance
Q29	Offered me rewards (bonuses, raises, etc) for good performance
Q30	Offered me a good retirement plan
Q31	Successfully communicated his goals and vision

Section D	
To what extent do you agree or disagree with the following statements:	
Q32	I like learning new things
Q33	I prefer being mostly successful on my job
Q34	I like achieving career goals
Q35	I feel satisfied when I deal with interesting tasks
Q36	I want to be a “winner” in life
Q37	I feel satisfied when I successfully deal with difficult tasks
Q38	Public service is my duty as a member of the society
Q39	Making a difference in society means more to me than personal achievement

Appendix II – Survey’s Questionnaire

Survey on work motives

This questionnaire is part of a Master Thesis research. Its purpose is to collect important data regarding differences in work motives, across generations in the workforce of Cyprus University of Technology (C.U.T). You are invited to participate in this research because you are part of C.U.T’s workforce.

Your participation in this research is voluntary. If you decide to participate, you may withdraw at any time.

The procedure involves filling an online survey which takes approximately 10 minutes. The survey questions are about demographic data, work motives in C.U.T, and general work motives.

The information provided will remain confidential. We do not collect identifying information such as your name, email address or IP address. All data is stored in a password protected electronic format. The results of this study will be used for scholarly purposes.

If you have any questions about this research study, please do not hesitate to contact me at ioannis.anastasiou2@st.ouc.ac.cy.

Consent: By checking the box below indicates that:

- You have read the above information
- You voluntarily agree to participate
- You are at least 18 years of age

* Required

1. *

Check all that apply.

I agree to take part in this survey

2. Year of birth *

3. Gender *

Mark only one oval.

Male

Female

4. Marital status *

Mark only one oval.

Married

Single

5. Number of children *

Mark only one oval.

0

1

2

3

4

5

6

7

8

9

10

6. Province of residence *

Mark only one oval.

- Nicosia
- Famagusta
- Larnaca
- Limassol
- Paphos

7. Highest level of education *

Mark only one oval.

- Diploma
- College
- Bachelor
- Master
- Doctoral

8. English language knowledge *

Mark only one oval.

- Basic
- Good
- Very Good
- Excellent

9. Years of work at Cyprus University of Technology *

10. Current position *

Mark only one oval.

- Technician (Electrical/Mechanical Engineer etc)
- Assistant (IT, Clerical, Librarian etc)
- Officer
- Administrative Manager / Director
- Other: _____

11. Employment Status *

Mark only one oval.

- Permanent
- Contract
- Hourly
- Other: _____

12. To what extent do you agree or disagree with the following statement: *

Mark only one oval per row.

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
I would recommend C.U.T as a place to work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

13. To what extent do you agree or disagree with the following statements: *

Mark only one oval per row.

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
Overall, I feel motivated working at C.U.T	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My current salary is worthy of my performance and responsibilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
C.U.T provides me with a sufficient health insurance plan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
C.U.T provides me with sufficient training programs regarding my skills development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
C.U.T provides me with a secure (permanent) job	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
C.U.T involves me in projects	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I consider my work at C.U.T interesting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
C.U.T offers help with my personal problems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
C.U.T provides me with promotions and career development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
C.U.T provides me with good working conditions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
C.U.T's management is loyal to me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
C.U.T recognizes good performance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
C.U.T provides me with a sufficient retirement plan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

At C.U.T I learn new things

C.U.T successfully communicates its goals and vision

14. To what extent do you agree or disagree with the following statement: *

Mark only one oval per row.

Strongly Disagree Disagree Neither Agree nor Disagree Agree Strongly Agree

At C.U.T, I feel inspired to do my best every day

15. I would feel more motivated in ANY work environment if the employer: *

Mark only one oval per row.

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
Offered me a good salary	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provided me with health insurance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provided me with training	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ensured a secure (permanent) job	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Offered me the opportunity to get involved in projects	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Offered me the opportunity to get involved in decision-making	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Made my work interesting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provided me with help on personal problems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Offered me with promotions and career development opportunities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ensured good working conditions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Recognized good performance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Offered me rewards (bonuses, raises, etc) for good performance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Offered me a good retirement plan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Successfully communicated his goals and vision	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

16. To what extent do you agree or disagree with the following statements: *

Mark only one oval per row.

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
I like learning new things	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I prefer being mostly successful on my job	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I like achieving career goals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel satisfied when I deal with interesting tasks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I want to be a "winner" in life	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel satisfied when I successfully deal with difficult tasks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Public service is my duty as a member of the society	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Making a difference in society means more to me than personal achievement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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