

49

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Effect of Motivational Structures on the Formation of  
Visions of the Y Generation's Professionals

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## **Abstract**

### **Dagmar Svobodová: Effect of Motivational Structures on the Formation of Visions of the Y Generation's Professionals**

The aim of the introduction essay is to conceptualise and to make a comparison of the profiles of the motivational structures of the members generation Y towards the visions future professional careers, according to the form of the study. The review of relevant literature combines the theoretical bases from the research of Manpower Group with profiles of the motivational structures, with regard to the concept the Career compass of the generation Y as the dynamic professional career. The models deal with methodology and the specification of the data obtained from the case study in the structured focus groups of the selected members generation Y. The analysis and findings interpret the results of the profiles of the motivational structures of the selected members of generation Y at impacts on formation visions during the course of professional careers. The conclusion discusses and confirms the influence and benefit of the profiles motivational structures on the selected members of generation Y, according to the form of study and the differences in their visions of future professional careers.

#### *Key words*

Carreer, generation, formation, motivation, professional vision

*JEL: J58, J580*

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## Introduction

The aim of this contribution is the conceptualization and comparison of motivational structures' profiles of selected Y generation university students with visions of their professional career by form of university study. We regard effect and impacts of motivational structures' profiles on the formation of clear visions of their professional career from two aspects. *Firstly*, whether and how the motivational structures' profiles can help in formation of clear visions of professional career at selected Y generation university students, and *secondly*, which motivational structures' profiles strengthen satisfaction of the selected Y generation university students' career needs at formation of clear visions of their professional career, and on the contrary which ones hinder from doing so. *Which motivational structures' profiles are decisive for the formation of clear visions of the selected Y generation university students?* We understand the professional career visions as ideas of the selected university students about satisfaction of career needs according to motivational scales that are described by the concept and motivational scenario – *the Career Compass* (2015) as a theoretical base of this contribution in the conception of the Y generation dynamic professional career. A case study performed in the method of focus groups is the basic type of the research submitted.

*How the selected Y generation university students can verify demanding character of satisfaction of career needs for the formation of clear visions of their professional career? How can the selected Y generation university students find out which motivational structure's profile affects the most formation of clear visions of their professional career and on the contrary which one hinders from doing so? What are differences at the formation of clear visions of professional career of a manager, businessman, expert and team player in case of selected Y generation university students by form of university study? What are impacts of the career needs' satisfaction according to motivational scales of the Career Compass on the formation of clear visions of professional career at selected Y generation university students?* From view of different personal preferences, a different demanding character of satisfaction of career needs according to motivational scales of the *Career Compass* can be expected from respondents in the focus groups. According to profiles of motivational structures of selected Y generation university students' *various impacts of personal preferences of career needs on the formation of clear visions of professional career* can be expected. With making acquaintance of demanding character of satisfaction of career needs according to the motivational scales the Y generation university students from groups focus can get the visions of their professional career clear and then they can take more realistic approach to their future employment.

## 1 Review of Relevant Literature

The Manpower Group is a leader in the provision of innovative consultancy, which covers the human resources professional career at achieving career targets and enhancing competitive power. A group of the Manpower Group company performs its operation under Experis, Manpower R, Manpower Group Solutions and Right Management R brands. It has currently approximately 400,000 clients in the area of increasing work performance and the company helped more than 600,000 job seekers to find adequate employment on the labour market. The Manpower Group is continuously rated as one of the most ethical consulting companies that strengthens its position as one of the most credible companies in its line of

business. Reputation Leaders is a consultancy company in the field of leadership and management, and helps organizations to form their brand and reputation, and to utilize outcomes of primary and secondary global research.

Manpower Group and Reputation Leaders (2016) have performed a research study on 19,000 respondents from the Y generation and 1,500 recruitment managers with the aim to better understand what the Y generation currently needs and how they can succeed on the labour market in the future. The Y generation consisted of respondents born during years 1982-1996, i. e. population aged 20-34 years. Population under research included an independent sample of 11,000 respondents from the Y generation, evenly distributed by age groups and sex. Research outcomes from the respondents' groups provided a new perspective both to employers and employees. Research works took place in Austria, Belgium, Bulgaria, France, Germany, Greece, Italy, Netherlands and Great Britain.

*According to outcomes of the research study performed by the ManpowerGroup and Reputation Leaders, how do the Y generation respondents differ from preceding generations?* Outputs of the research performed represent a challenge for employers to take a different approach to human resources strategies. In fact, according to outcomes of the performed research the Y generation human resources will form one third of the global labour force in 2020. By this reason it will be necessary to newly define the employer – employee relation. The research performed by the Manpower Group and Reputation Leaders is the first one that provides practical advices and suggestions to employers, specifically how to motivate the Y generation's best human resources.

By the reasons submitted this contribution conceptualizes and distinguishes between profiles of motivational structures of selected Y generation university students as dominant labour forces of the 21<sup>st</sup> century. We pursue conceptualization and differentiation by ideas about satisfaction of career needs of professional career in the conception of *Career Compass*. According to Wagnerová et al (2011) the *Career Compass* can be applied on situations of professional choice and professional change. In our research, the *Career Compass* conceptualizes motivational structures' profiles of selected Y generation university students, who are students of the Silesian University, Faculty of Business Administration in Karviná (SU OPF). It contains comparison of preferences in satisfaction of their career needs according to eight motivational scales.

## **1.1. Motivational Scales**

With reference to selected motivational theories of labour and organization psychology the *Career Compass* formulates clear visions as ideas about satisfaction of career needs of selected Y generation university students according to motivational scales of *finances and remuneration, personal development, career advancement, cooperation with others, successful results, acknowledgement and praise and responsibility and powers*. The motivational scales combine particular career needs as motivating factors and demotivating factors, which the selected Y generation university students prefer.

### **I. Finances and remuneration**

An option of profit sharing in an organization, linking of remuneration to effort, work commitment, outcomes and success rate, satisfactory financial evaluation and benefits are important motivating factors to satisfy the selected Y generation university students.

Demotivating factors include lack of benefits, personally unsatisfactory or fixed stagnating salary, impossibility to get remuneration and bonuses, including impossibility to affect personal outcomes. According to Herzberg (2003) it concerns external motivation within the meaning of the double-factor motivation theory.

## **II. Work Content**

Personally interesting, diverse and creative work with a space for realization of ideas, exteriorization with the work content and meaningful tasks are important motivating factors to satisfy the selected Y generation university students. Demotivating factors include boring stereotype activities, formal tasks, work without a clear meaning, purpose and benefit, undue bureaucracy and value inconsistency with performed work. According to Sultan (2012) types of tasks and jobs are strong external stimuli that affect work motivation and satisfaction of an individual in long-term horizon.

## **III. Personal development**

New experiences and knowledge, education, deepening of expertness, development of skills and abilities, sense of growth and self-fulfilment are important motivating factors for satisfaction of selected Y generation university students. Demotivating factors include lack of personal development and growth, stagnating professional knowledge and skills, insufficient new stimuli and impulses. According to Maslow (1943) an inner motivation with the theoretical anchoring on the pyramid top of needs of self-updating and self-fulfilment is concerned.

## **IV. Career advancement**

Important motivating factors for satisfaction of selected Y generation university students include a possibility of career advancement, opportunity to satisfy personal ambitions, possibility to reach prestige and important position within an organization. Demotivating factors include absence of a career plan, perspectives of further career advancement and unimportant character of job. From view of the expectation theory according to Lee (2007) we get the need to achieve prestige and control in compliance with happenings within an organization.

## **V. Cooperation with others**

Important motivating factors for satisfaction of selected Y generation university students include functional cooperation, good relationships, atmosphere of trust in a team, support in cooperation with management, interest and support from colleagues including superiors. Demotivating factors are tense relations, rivalry, unfriendly atmosphere in a team, unwillingness to cooperate, looking for excuses, lack of tolerance, lack of interests of others and conflicts. According to the Daroliovs and Kumari (2010) cooperation with others and support from organization are significant preconditions for work performance.

## **VI. Successful outcomes**

Important motivating factors for satisfaction of selected Y generation university students include comparison with others, opportunities to excel, utilization of personal preconditions, personal contribution to organization's success, above-standard performances, demanding targets and clear results. Demotivating factors are poor outcomes, repeated lack of success, impossibility of comparison, non-fulfilled objectives and absence of good results. According to

Milovic and Dingus (2014) it is possible with repeated planning and implementation to achieve excellent outcomes through engagement in various competitions.

### **VII. Acknowledgement and Praise**

Important motivating factors for satisfaction of selected Y generation university students include respect, admiration, appreciation from others, acknowledgement for good work, positive feedback and praise. Demotivating factors are unconcern from others, sense of poor appreciation, undue criticism and lack of interest from superiors. According to Ulmas (2006) appreciation rebuilds energy and results in good personal feeling, high work performance and better work outcomes.

### **VIII. Responsibility and Powers**

Important motivating factors for satisfaction of selected Y generation university students include confided trust, competence, authority, effect on organization's operations, independence in the decision-making process, freedom and independence. Demotivating factors are lack of powers, absence of control over situation, impossibility to affect development in an organization, dependence, undue supervision, control and dependence on decision of others. According to Bandura (1997) responsibility and powers of an individual, who has managerial skills, strengthen his/her personal efficiency.

## **2. Models and Data Specification**

It is useful to monitor effect of satisfaction of career needs, as motivating and demotivating factors, on the formation of clear visions of professional career in case of European Y generation university students. As it results from the research study performed by Manpower Group and Reputation Leaders (2016) they are optimistic. They perceive immediate outlooks of their employment positively. They believe that if they lose their source of livelihood, they can find an equal source of livelihood or even a better one. They regard their future as promising and with successful professional career ahead of them. They are aware of the fact that they will work longer than the older generation, after 65 - 70 years of age. However, a significant number of European Y generation university students still expect retirement before 65 years of age. Time will show, whether they are realists, optimists or naive. (Howe and Strauss, 2000) Out of accord with the label as lazybones the European Y generation university students work equally hard, since they have two or more employments. By these reasons they expect higher diversity of work activities and the option to slow down sometimes. They plan longer breaks in their professional career and confirm that career waves will replace the career ladder of previous generations. When they have to choose, where and how to work, they follow satisfaction of three career needs: money, certainty and leisure time. They want to be remunerated for their effort and have certainty and freedom in their employment, so that they can sometimes stop and "recharge batteries". They long for working with excellent people, enjoy their time spent at work together with the option to work flexibly and gain new skills.

European Y generation university students regard purpose of work and socially-responsible employer as important. Accord between value orientation of their employer and their own values is no less important. Meaningful performed work is their priority. The European Y generation university students prefer development of skills to remain employable in a longer time horizon. They are interested in lifelong development and willing to fully devote to employment. An opportunity to learn new skills is the main factor for choosing their

employment. The manner of thinking mentioned assumes that the European Y generation university students perceive employment as a level of self-improvement rather than as a place of final job. (Myers and Sadaghiani, 2010) From the mentioned it results that they redefined the certainty of employment as a certainty of professional career - their life path. Respondents, who participated in the motivational research submitted, were not the usual population of Y generation university students. With enrolling for the optional study subject of Professional consultancy at SU OPF in Karviná they expressed their committed interest in the determined research topic. Following the objective, the motivational research was realized as a case study with the application of research method of focus groups.

## 2.1. Focus Groups as a significant method of case study

Morgan (1997) describes focus groups as a research method to gain qualitative empirical data with the application of group interaction at discussion by a topic determined by researcher. The researcher determines orientation of discussion and also focus that is derived from the research objective and research questions to respondents. Focus can be defined more freely as a thematic area or as a phenomenon that is the subject of research. It must be delimited and comprehensible to all respondents at the group discussion. Record of respondents' actions is linked to the environment, where the focus group takes place and consists of interactions ongoing within discussion. Focus groups are created and managed by a researcher, who after delimitation of a focus moderates the content and course of acquiring empirical data directly. Besides coping with basic communication strategies and skills the researcher must be able to work with group dynamics. According to Calderon, Baker and Wolf (2000) in connection with the group dynamics the focus groups contribute to collective meaning of language, values, wishes and opinions of a particular target group. So, it is useful to know, how we can affect the delimited focus by group phenomena. *In our case the research focus is effect of motivational structures' profile on formation of clear visions of professional career at selected Y generation university students and the group phenomenon is satisfaction of their career needs according to motivational scales of the concept of Career compass. What is the impact of satisfaction of career needs on the formation of clear visions of professional career of selected Y generation university students according to motivational scales of the Career Compass?*

In our case we worked with *structured focus groups*, where questions were asked to all respondents in the ongoing focus groups. They knew thematic area and sequence of asked questions. The researcher acted here as a discussion presenter playing a role as a group examiner in the *question-answer* mode. *Satisfaction of career needs of selected Y generation university students for formation of clear visions of their professional career according to motivational scales of the Career Compass was a group factor of structured focus groups.* The structured focus groups took place in the same environment with fixed time frame lasting 45 minutes. Their advantage was a high level of standardness, since we came from identical source material. Time and thematic limitation of the structured focus groups brought consistent empirical data to the basic thematic areas that included:

- a. Effect of satisfaction of career needs according to the motivational scale of *finances and remuneration*
- b. Effect of satisfaction of career needs according to the motivational scale of *work content*

- c. Effect of satisfaction of career needs according to the motivational scale of *personal development*
- d. Effect of satisfaction of career needs according to the motivational scale of *career advancement*
- e. Effect of satisfaction of career needs according to the motivational scale of *cooperation with others*
- f. Effect of satisfaction of career needs according to the motivational scale of *successful outcomes*
- g. Effect of satisfaction of career needs according to the motivational scale of *acknowledgement and praise*
- h. Effect of satisfaction of career needs according to the motivational scale of *responsibility and control*

Respondents knew what they were expected to do and they had the same space to express their answer. The researcher had a list of participating respondents to address them and thematic areas in a form facilitating quick orientation. Each respondent was provided with a sheet to write their notes when it was the turn of area, for which they prepared their notes. The structured focus groups took place at four stages. *The first stage* was opening, when it was necessary to delimit a position of researcher and other respondents. Before "drawing" of respondents into group discussion the basic rules were determined in the manner that only one person could speak, side discussions between respondents were not allowed, all respondents participated in the group discussion, nobody had a dominant position and everyone could present his/her own opinions, including possibility to give his/her opinion on opinion of another participant, they could refuse answering when it was embarrassing, stop answer when respondent did not want to continue, terminate participation in the group out of his/her own will, obtained information did not belong to other persons, they were addressed with their names and records were used only for research purposes, including personal data protection.

*The second stage* was introductory discussion and motivational work with respondents. Group discussion on delimited focus, which was *the effect of motivational structures on formation of clear visions of professional career of selected Y generation university students*, took place. In the process we applied the strategy of *a funnel* in order to narrow the topic. We explained to respondents that effect of profiles of motivational structures has to be used for the formation of clear visions of professional career after completion of university study. *The third stage* was making progress towards the core of the structured focus group, which was the centre of attention in the case study. The target of researcher's communication strategy consisted in timing of questions, so as respondents of the full-time form of study and respondents of the combined form of study of Y generation in the structured focus groups understood the meaning of *satisfied career needs for clarification of their own visions of professional career according to motivational scales of the Career Compass*. Some respondents were able to join common discussion faster. However, the researcher guided their group dynamics at the course of discussion, so as nobody dominates. He/she kept the group discussion vital until expiration of the time limit when all respondents brought relevant and consistent empirical data for evaluation of focus topic.

*The fourth stage* was termination of the structured focus group, when we let the discussed focus topic *finish* and we verified, where respondents stood after the group discussion. They were provided with space to express their opinion on the topic as they wish and made a short run allowing for feedback to the researcher and also to other participants. In this manner

respondents realized, wherein satisfaction of career needs is useful for formation of clear visions of professional career according to motivational scales of the *Career Compass*. The number of respondents in the structured focus groups was dependent on the technical-organizational possibilities of case study. The structured focus groups comprised of 10-15 participants and that is why position and role of an observer was determined. The number of structured focus groups was affected by the need to complete results of case study and provide interpretation of results for conceptualization of profiles of motivational structures of selected Y generation university students. Two selection sets were created for the case study with *intentional selection*. According to defined groups of the basic set we selected a number of respondents for each selection set separately from groups of students based on enrolment in the study subject of *Professional consultancy*. According to Miovský (2009) application of intentional selection is conditioned by description of differentiation criterion, by which groups of the basic set are distinguished. In our case the differentiation criterion was *form of university study* (Table 1).

**Tab. 1: Basic set of university students of the Y Generation at SU OPF 2017/2018**

Form of university study			
Total	1 286		100%
Bachelor's degree programme	Full-time study	759	59,02%
	Combined study	527	40,98%

Source: Slezská univerzita Obchodně podnikatelská fakulta, 2018. Studium. Slezská univerzita Obchodně podnikatelská fakulta. [online]. [2018-02-10]. Available from: [www://stag.slu.cz/portal/studium/prohlizeni.html/](http://www://stag.slu.cz/portal/studium/prohlizeni.html/)

With reference to fulfilment of the differentiation criterion structured focus groups were determined for selection of a number of respondents from registered students. Our objective was to create selection sets, so as they could provide qualitative empirical data used for conceptualization of profiles of motivational structures of selected Y generation university students, who enrolled in the Bachelor's study programme at SU OPF in Karviná in the academic years 2017/2018. That is why selection sets consisted of university students in the Bachelor's study programme, who enrolled in the study subject of *Professional consultancy* in the winter semester 2017/2018. 80 (100.00%) respondents were acquired into selection sets by form of university study. From the total number, there were 46 (57.50%) respondents of the full-time Bachelor's study programme and 34 (42.50%) respondents of the combined Bachelor's study programme, who provided qualitative empirical data for conceptualization of profiles of motivational structures of selected Y generation university students for the formation of clear visions of professional career (Table 2).

**Tab. 2: Selection set of university students of the Y Generation at SU OPF 2017/2018**

Form of university study			
Total	80		100%
Bachelor's degree programme	Full-time study	46	57,50%
	Combined study	34	42,50%

Source: own research

### 3. Analysis and Findings

Conceptualization of profiles of motivational structures of selected Y generation university students from structured focus groups for formation of clear visions of professional career comes from demanding character of satisfaction of their career needs according to motivational scales of the *Career Compass*. *How can selected Y generation university students verify demanding character of satisfaction of career needs for formation of clear visions of their professional career?* Respondents registered for motivational scales through distribution of points among submitted career needs. They expressed the demanding character of satisfaction of career needs with the level of preference to a particular career need on the scale from 1.00 to 10.00 points, where 1.00 was the lowest and 10.00 the highest level of preference for a respondent personally. *How can the selected Y generation university students find out, which profile of motivational structure affects formation of clear visions of their professional career the most and which one hinders it?* Results emerged from preferences of career needs of respondents according to motivational scales, which were used as a base for *four profiles of motivational structures* of selected Y generation university students (manager, businessman, expert, team player). Each one of four profiles of motivational structures was delimited by two dominant motivational scales, characterized in the *Career Compass*:

- I. Manager's profile – career advancement and responsibility with powers
- II. Businessman's profile – successful outcomes and finances with remuneration
- III. Expert's profile – personal development and work content
- IV. Team player's profile – cooperation with others and acknowledgement with praise

Arithmetic average  $\bar{x}$  of point evaluation of career needs of selected Y generation respondents according to motivational scales was applied for calculation of individual profiles of motivational structures in the manner as a sum of all values divided by their number.

$$\bar{x} = (x_1+x_2+x_3+\dots+x_n)/n \quad (1)$$

Profiles of motivational structures represent for selected Y generation university students four typical visions of professional career that can be compared mutually. Clear visions of dynamic professional career of *manager, businessman, expert and team player* are concerned, where various career needs are being satisfied. Dynamical professional career of selected Y generation university students is characterized by a *career wave* and a replaced traditional *career ladder*. *What are differences at formation of clear visions of professional career of manager, businessman, expert and team player in case of selected Y generation university students by form of university study?* Calculations with the ranking of visions of respondents of full-time study programme and respondents of combined study programme at SU OPF of Y generation are displayed by profiles of motivational structures. (Tables 3 and 4)

**Tab. 3: Visions of professional career of respondents of full-time study programme at SU OPF according to profiles of motivational structures**

Visions by motivational profiles	$\bar{x}$	Ranking	Motivational scales	$\bar{x}$
Expert	5,68	1.	Personal development	5,72
			Work content	5,63
Team player	5,63	2.	Cooperation	5,56
			Acknowledgement	5,70
Businessman	5,56	3.	Successful outcomes	5,58
			Finances	5,54
Manager	5,04	4.	Career advancement	4,56
			Responsibility	5,52

Source: own research

**Tab. 4: Visions of professional career of respondents of combined study programme at SU OPF by profiles of motivational structures**

Visions by motivational profiles	$\bar{x}$	Ranking	Motivational scales	$\bar{x}$
Businessman	5,85	1.	Successful outcomes	5,79
			Finances	5,94
Expert	5,63	2.	Personal development	5,76
			Work content	5,50
Manager	5,59	3.	Career advancement	5,44
			Responsibility	5,74
Team player	5,56	4.	Cooperation	5,58
			Acknowledgement	5,53

Source: own research

## Conclusion

Conceptualization of profiles of motivational structures with the use of *Career Compass* confirms differences among selected Y generation university students at SU OPF in Karviná. But we have not studied differences of motivational structures according to gender. This factor was not important for us because of the support of application of measures eliminating horizontal and vertical segregation. We also wanted to eliminate gender stereotypes with regard to support of equal chances for women and men at labor market. A certain profile of personal motivational structure is typical for them by form of university study. Specific division of career needs contributes to its cognition. Different preferences of respondents confirmed different demanding character of their satisfaction. However, according to the *Career Compass* (Pustina and Daňková, 2015) it is necessary to interpret conclusions from the case study with caution. In this case is possible to see limits of this qualitative method in generalization of vision of professional career according to profiles of motivational structures only for respondents SU OPF, not for European university students of generation Y as a target group. By these reasons conclusions were formulated only for respondents, who underwent the structured focus groups. On the other hand outcomes of the case study are understandable according to motivational scales of *Career compass*. Selected university students realized through conceptualization of profiles of motivational structures significance of satisfaction of career needs. *Why do we work only with bachelor students of SU OPF program, when generation Y is way wider?* Mentioned target group on SU OPF in Karviná has a subject called *Professional consultancy* and we have realized our case study with group interaction face to face during this class. The goal of researchers communication strategy was to time the questions, so students of generation Y of attendant and combined studies in

structured focus groups could understand the meaning of *satisfaction of career needs according to scales of Career compass for clarify their own visions of professional career*. Satisfied career needs should help selected university students of generation Y to form their own clear and real visions of professional career. Satisfied career needs contribute to realistic approach at formulation of clear visions of professional career. It can be recommended in the profile of personal motivational structure to direct future professional career towards preferred career needs. At the same time variability of the profile of personal motivational structure in the course of time must be taken into account. Preferences of career needs change together with age and experiences and following changes on the labor market.

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