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THE EMERGENCE OF GENERATION Y WORKFORCE IN LEBANON: MOTIVATION FACTORS AND THE WORK ENVIRONMENT

by
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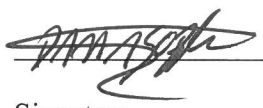

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AN ABSTRACT OF THE THESIS OF

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By the year 2020, half of the workforce will consist of Generation Y employees (people born between the year 1980 and 1999). However, little knowledge is available about Generation Y professionals in the Middle East. This study examines the motivation factors of Generation Y residing in Lebanon.

The Five Motivational Dimension model developed by Twenge et al. was used to evaluate the importance of work preferences. Quantitative and qualitative methods were used. A survey was conducted to analyze the work motivation factors of Generation Y, and interview data were gathered to understand the perspective of Generation Y in Lebanon.

The results were compared with similar studies and it was clear that culture influenced motivation factors. In addition, Generation Y's motivation factors were utilized to provide suggestions for the effective recruitment and retention of Generation Y professionals

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CHAPTER I

INTRODUCTION

Companies worldwide are facing a major change in the workforce with the entry of Generation Y (people born between the year 1980 – 1999). Thus, the success of a company will depend on its ability to recruit, integrate, and retain generation Y in its workforce. The retention of generation Y will rely on their work motivation factors. Despite the fact that previous research has discussed Generation Y, there is little knowledge about that generation in the Middle East; and Lebanon is no exception. This study aims to examine what are the motivation factors of Generation Y professionals in Lebanon. The findings will provide a better understanding of this cohort which is crucial for the region's future.

CHAPTER II

LITERATURE REVIEW

A. Generation Cohorts

According to Strauss and Howe (1991), a generation is a group of people who fall in the same span of a phase of life and have similar peer personality. Peer personality is a generational image determined by mutual age location (Cole, Smith, & Lucas, 2002). Thus, a generation is individuals belonging to an age group and are linked to each other through shared behavior, history, and social experiences.

1. Who Are Generation Y?

Generation Y - also known as Millennials - are individuals born between the years 1980 and 1999. Most of Generation Y come from high educational backgrounds and have gained a university or college degree (Wan Fauziah Wan Yusoff & Tan Shen Kian, 2013). They are confident, have high self-esteem, and are eager to learn and seek professional development (Dogan Gursoy, Thomas A. Maier, & Christina G. Chi, 2008). Millennials have shown to favor teamwork and are considered to be great collaborators. Moreover, they are capable of grasping information quickly and focusing on several things at a time, making them better at multitasking than previous generations (Dogan Gursoy et al., 2008). Generation Y is the first generation to be born with high technology available and at affordable prices; which has made them very comfortable with the rapid technological advancements (Tan Shen Kian, Wan Fauziah Wan Yusoff, & Sivan Rajah, 2013). Technology has played a major role in shaping

Millennials because they were exposed to digital technology since birth; this lead to them having great expectations (Leslie A. Goldgehn, 2004). They consider family and friends to be their top priority unlike other generations that favor work; they seek to have a work-life balance (Dogan Gursoy et al., 2008).

Previous research has been done describing Generation Y. The table below summarizes characteristics and personality traits of Millennials:

Table 1 Summary of Characteristics of Generation Y

Characteristics	Source
Optimistic	(Dogan Gursoy et al., 2008) (Cole et al., 2002) (Wan Fauziah Wan Yusoff & Tan Shen Kian, 2013)
High Educational Background/Training	(Leslie A. Goldgehn, 2004) (Wan Fauziah Wan Yusoff & Tan Shen Kian, 2013)
Pro-Diversity	(Leslie A. Goldgehn, 2004) (Wan Fauziah Wan Yusoff & Tan Shen Kian, 2013)
Team Player	(Leslie A. Goldgehn, 2004) (Wan Fauziah Wan Yusoff & Tan Shen Kian, 2013) (Cole et al., 2002)
Value Feedback	(Wan Fauziah Wan Yusoff & Tan Shen Kian, 2013)
Technology Savvy	(Leslie A. Goldgehn, 2004) (Wan Fauziah Wan Yusoff & Tan Shen Kian, 2013)
Work-Life Balance	(Cole et al., 2002) (Leslie A. Goldgehn, 2004)
Fun Work Environment	(Cole et al., 2002)

2. Generation Y Demographics

According to a study done by PricewaterhouseCoopers, the Millennial generation is currently entering the workforce in vast numbers. They currently constitute 25% of the workforce worldwide, and by 2020, that number is expected to reach 50% (PricewaterhouseCoopers, 2013).

There is little information about the population of millennials in the Middle East. However, according to Hwee Ling Lim (2013), for the year 2015, Generation Y in KSA is estimated to be 50% of the population, whereas it is estimated as 45% of the

population in the UAE. This shows that generation Y is the single largest group of the population (Hwee Lim, 2013).

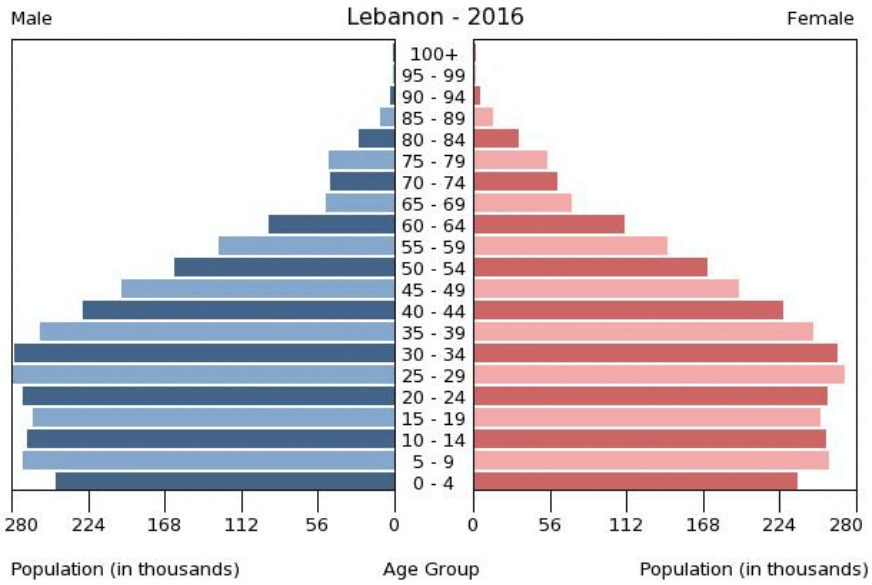

Figure 1 Lebanon age structure (Index Mundi, 2016)

As for Lebanon, according to Figure 1, the shape of the population pyramid changes according to the age group. Thus, showing that Millennials (who are currently between the age of 18 and 37) is the most concentrated age category; making them the biggest population group in Lebanon at the moment. Yet, this generation cohort has not been studied in Lebanon and no information has been identified about their characteristics and traits.

These findings confirm our interest in researching this particular generation of the population as they have started entering the workplace.

B. Motivation Theories

Motivation is difficult to define and analyze. Some of the definitions that have been stated over the years are that motivation describes the forces acting on or within an individual to initiate and direct behavior (Gibson, Ivancevich, Donnelly, & Konopaske, 2012). Wregner and Miller (2003) have defined motivation as something which energizes individuals to take action. Moreover, according to Fuller et al. (2008), it is the person's willingness, direction, and persistence of efforts towards achieving a certain goal. Thus, motivation is the mental desire to achieve something, followed by physical actions to obtain what is desired (Tan Shen Kian et al., 2013).

Motivation is one of the significant factors that affect human behavior and performance. When it comes to the workplace, work motivators are external and internal elements that affect the productivity of employees (Hwee Lim, 2013). According to productivity surveys performed by DeMarco and Lister (1999), the absence of productivity is a major cause of a project's failure. Employees may have excellent technical skills, but motivation is crucial for good performance (Stefan Seiler, Bogdan Lent, Malgorzata Pinkowska, & Melanie Pinazza, 2012).

There is not a single motivation approach that works for everyone. Motivation theories have suggested that desired rewards and methodologies to satisfy needs differ from one individual to another (Gibson et al., 2012). There have been many popular motivation theories; which include: Abraham Maslow's Theory of Needs, Alderfer's Existence, Relatedness, and Growth (ERG) Theory, Murray's Needs Theory, Herzberg's Motivation-Hygiene Theory (Two-Factor Theory), & Twenge et al.'s Five Motivational Dimensions for Measuring Work Preferences. In the section below, a

summary has been compiled of those motivation theories while pointing out their relationships with one another.

1. Abraham Maslow's (1987) Theory of Needs

According to Maslow (1987), human needs can be structured as a hierarchy made of five needs. The first 4 (bottom to top) are considered to be deficiency needs, whereas the self-actualization is considered to be growth needs. Deficiency needs motivate behavior, while growth needs fuel one's desire to become more a self-actualizing person (Christine N. Winston, 2016).

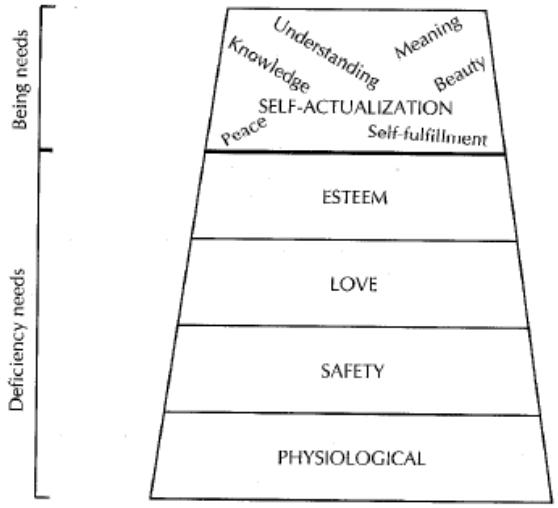

Figure 2 Abraham Maslow's Hierarchy of Needs (Em Griffin, 2014)

In Figure 2, Maslow's Hierarchy of Needs is portrayed in the form of a pyramid having the fundamental needs at the bottom. Once the necessary and foundational needs are met, an individual will focus on moving to the higher-level needs.

Physiological needs are the basic needs required for the preservation of the body and are vital for survival. **Safety needs** are those directed at keeping individuals

safe from harm and having stability in their lives away from chaos. **Social needs** are those related to individual's tribal nature and belonging to a community. **Esteem needs** are those related to individual satisfaction and the feeling of self-worth. **Self-Actualization** is concerned with individuals reaching their full potentials (Abraham H. Maslow, 1987).

Table 2 Abraham Maslow's Theory of Needs

Maslow Theory	
Physiological Needs	Food, water, warmth, rest…etc.
Safety Needs	Security, safety, work environment, working conditions, employment guarantee, affiliation to union,
Social Needs	Family, friendships, belonging, relationships with co-workers
Esteem Needs	Recognition, participation in decisions, social status
Self-Actualization	Personal achievements, self-growth and development

2. Alderfer's (1969) Existence, Relatedness, and Growth (ERG) Theory

Alderfer's theory builds on Maslow's theory by arguing that Maslow's needs overlap and have a vague line of separation. Alderfer assumes in his theory that an individual has three fundamental needs that he aims to achieve- existence, relatedness, and growth. In Alderfer's theory, what people want is usually in the form of complex goals which may incorporate more than one basic needs. **Existence needs** include obtaining the material an individual requires for his existence; these needs could be material desires or physiological ones. **Relatedness needs** include relationships of individuals with other noteworthy people in their lives. These connections will create acceptance, understanding, and influence, which in return will satisfy the relatedness needs. Moreover, these relationships do not have to be positive ones; they could be anger, feeling distance, or even lack of connectedness. **Growth needs** include activities

a person makes that affect himself and the environment in a way that the work done would be meaningful, efficient, and of high quality. These problems a person is engaging in would require him to use his full capacities and might even have to develop others (Clayton P. Alderfer, 1969).

Maslow Categories	ERG Categories
Physiological	Existence
Safety – material	
Safety – interpersonal	Relatedness
Belongingness (social)	
Esteem – interpersonal	
Esteem – self-confirmed	Growth
Self-actualization	

Figure 3 Alderfer's ERG Theory Compared with Maslow's (Benjamin Schneider & Clayton P. Alderfer, 1973)

Figure 3 demonstrates Alderfer's ERG needs in comparison with Maslow's needs. Alderfer has demonstrated in his paper that Maslow's needs can be combined and categorized into 3 needs that focus on obtaining needs required for our existence, conserving social relatedness, and seeking opportunities that lead to personal growth and development.

Table 3 Alderfer's ERG Theory of Needs

Alderfer's ERG Theory	
Existence Needs	Working conditions, good pay, fringe benefits,
Relationship	Respect from co-workers, respect from supervisor, sense of

Needs	belonging
Growth Needs	Sense of achievement, recognition, work title, job description, opportunity for development and growth

3. Herzberg's (1968) Motivation-Hygiene Theory (Two-Factor Theory)

According to Frederick Herzberg (1968), the two-factor theory explains how the components of a job that cause satisfaction (motivation) are separate and distinct than those that cause dissatisfaction. Unlike what is thought, the opposite of job satisfaction is not dissatisfaction, but in fact is "no job satisfaction," whereas the opposite of dissatisfaction is "no job dissatisfaction." The Two-Factory theory includes Intrinsic & Extrinsic factors:

Motivating and Growing Factors (Intrinsic Factors): Intangible rewards and are innate to a job, such as: achievement, recognition for achievements, responsibility, growth and advancement, and the work itself. Their presence increases motivation and leads to better job performance; however, their absence may not result in dissatisfaction.

Dissatisfaction Factors (Extrinsic Factors): Tangible and extrinsic to a job (not part of a job's nature), such as: salary, status, company policy and administration, supervision, interpersonal relationships, working conditions, and security. Their presence does not necessarily increase motivation; however. their absence would lead to dissatisfaction.

A survey was done on 1685 employees from different backgrounds and the result obtained indicated that motivating factors (motivators) were the main reason behind satisfaction, and the demotivating factors (hygiene) were the main cause behind unhappiness (Frederick Herzberg, 1968).

Thus, to motivate employees, management must adopt a two-stage process where it provides both extrinsic motivators to eliminate dissatisfaction and intrinsic motivators to create job satisfaction.

Table 4 Herzberg's Two-Factor Theory (Frederick Herzberg, 1968)

Herzberg's Two-Factor Theory	
Intrinsic	Achievement, recognition, responsibility, Growth, advancement, work itself
Extrinsic	Company policies, supervision, relationship with supervisor, relationship with peers, work conditions, salary, status, security

4. Twenge et al.'s (2010) Five Motivational Dimensions for Measuring Work Preference

Based on the understanding of Herzberg's Two-Factory theory, Twenge et al.'s, have created a model that is used to measure work preferences based on five motivational dimensions (Twenge, Campbell, Hoffman, & Lance, 2010). There are the **Extrinsic Rewards**, which are the primary factors that motivate employees such as pay, status, and material possessions. **Intrinsic Rewards** are those inherent in a job such as the work itself, the responsibilities and challenges, and the feeling that the work being done by an employee is significant. **Altruistic Rewards** are those accompanied by helping others and contributing to the society. **Social Rewards** are emotional rewards that satisfy the need to be connected such as interpersonal relationships co-workers and supervisor. Last but not least**, Leisure Rewards** are work motivators that allow employees to have work-life balance such as flexible work hours, vacation, and freedom from supervision (Twenge et al., 2010).

Table 5 Five Motivational Dimensions (Twenge et al., 2010)

Five Motivational Dimensions	
Intrinsic	Interest in the work, learning potential, opportunity to be creative
Extrinsic	Income, advancement opportunities, and status
Altruistic	Helping others or contributing to the society
Social	Interpersonal relationships at work
Leisure	Work-life balance, flexible work hours, vacation, and freedom from supervision

C. Work Motivators from Previous Studies

There are limited formal studies on Generation Y in the Middle East. Most of the studies performed are not inclusive of a large number of countries in the Middle East, but rather focus on one or two. However, a lot of research has shown motivation factors and job expectations from a range of other countries. These countries include Australia (Gerry Treuren & Kathryn Anderson, 2010) – the study was a survey of what Australian university students expect when they are employed, US (Patrick J. Montana & Francis Petit, 2011) - the study examined factors that motivated generations in the workplace, the UAE (Abdulla, Djebarni, & Mellahi, 2011) – the study examined factors affecting job satisfaction among Generation Y police forces, the UAE (Shatat, El-Baz, & Hariga, 2010) – the study resulted in job expectations of generation Y engineers, Saudi Arabia (H. L. Lim, 2012) – the study concluded what are the work preferences of Generation Y engineers and business administrators, and the UAE (H. Lim, 2013b) – where the study ranked work motivators of Generation Y engineer.

Table 6 Work Motivators from Previous Studies (Listed by importance) (Hwee Ling Lim, 2014)

Employees Expectations (Gerry Treuren & Kathryn Anderson, 2010) **– Australia**	
Intrinsic	(1) Job Satisfaction/Interest
Extrinsic	(2) Ongoing Training / Development
Leisure	(2) High Salary
	(2) Work-Life Balance
	(3) Flexible Working Arrangement

Work Motivators (Patrick J. Montana & Francis Petit, 2011) - **US**	
Social-Affiliation	(1) Respect for me as a person
Extrinsic	(2) Good pay
Intrinsic	(3) Opportunity to do interesting work
	(4) Self-development and improvement
	(5) Freedom on the job
	(6) Feeling the job is important

Employee Satisfaction (Jassem Abdulla et al., 2011) - **UAE**	
Extrinsic	(1) High salary
Intrinsic	(2) Nature of the work
Social-Affiliation	(3) Organization policy
	(4) Supervision
	(5) Relationship with co-workers
	(6) Promotion opportunities

Employee Expectations (Anas Shatat et al., 2010) - **UAE**	
Intrinsic	(1) Clarity of objectives/goals
Leisure	(2) Opportunities for Development & Learning
Extrinsic	(3) Work-life balance
	(4) Flexibility and Freedom
	(5) Rewards and Compensation

Work Preferences (Hwee Ling Lim, 2012) - **Saudi**	**Work Preferences** (Hwee Lim, 2013) - **UAE**
Intrinsic	Extrinsic
Extrinsic	Intrinsic
Social	Leisure
Leisure	Social
Altruistic	Altruistic

CHAPTER III

RESEARCH METHODOLOGY

A. Instrument

According to Cooper & Schindler (2014), good research is done through conducting practices that generate reliable data and can be depended on for decision-making. Such research will follow the scientific method of having a systematic empirical approach, which leads to replicable results. (Donald R. Cooper & Pamela S. Schindler, 2014) Empirical methods include:

1. Quantitative Research

Quantitative research involves methods that use statistical data to systematically investigate a social phenomenon. The research is deductive; it starts with measurement of data, followed by analysis and then a conclusion (Roger Watson, 2015).

Quantitative research is split into two broad categories; experimental and survey. An experimental research design focuses on studying the effect of independent variables on dependent ones. Whereas a survey is used to describe the sample tested (Roger Watson, 2015). Survey research quantitatively defines certain aspects of a given population (Priscilla A. Glasow, 2005). A cross-sectional survey is selected for this study since the objective is to collect large amounts of data to describe Generation Y population in Lebanon.

The general structure for the survey consists of two parts; demographic related questions as well as work preferences questions. The demographic data was not used in

data analysis, but to make sure that the participant was eligible for the research. The demographic section included the year of birth, gender, nationality, country of work, and the highest level of education.

As for the motivation factors, previous literature review used Twenge et al.'s Five Motivational Dimensions survey in their studies. Twenge at al (2010) have done a survey that was derived from Clayton Alderfer's survey but edited to fit the Five Dimensions Model. They argue that security and influence factors have poor levels of internal consistency reliability and have omitted them from the survey (Twenge et al., 2010).

For the survey instrument used in this study, the formulation and development of some of the questions were considered from the previously designed questionnaire by Twenge et al. (2010). However, the survey was modified in a way that some factors were omitted from it, and others added.

To derive motivation factors, a revision was done to previous studies related to Maslow's Hierarchy of Needs, Alderfer's Existence Relatedness & Growth (ERG) Needs theory, Herzberg's Two-Factor theory (Motivation-Hygiene theory), and Twenge et al.'s Five Motivational Dimensions (Sangyong Kim, Jin-Dong Kim, Yoonseok Shin, & Gwang-Hee Kim, 2015). After excluding redundant motivation factors mentioned in the previous theories and studies, 25 productivity factors associated with motivation were derived for the study. The factors attained were categorized as 6 extrinsic factors, 8 intrinsic factors, 5 leisure factors, 4 social factors, and 2 altruistic factors.

Table 7 Derived Motivation Factors

Extrinsic	High salary, opportunity for advancements and promotions, high status and prestige, a job people look up to and respect, job security and steady

	employment, good company reputation
Intrinsic	Sense of responsibility, participation in decision making, interesting and challenging job, seeing the results of what you do, feeling the job is important and adds value, acquire new skills, have the chance to be creative, good physical work environment (facilities & tools)
Leisure	Plenty of vacation days, work-life balance, easy-paced job / work slowly, free of supervision by others, flexible work hours
Social	Relationship with co-workers, sense of belonging, relationships with supervisors, chance to make friendships, contact with a lot of people, working in effective teams.
Altruistic	Opportunity to be directly helpful to others, contributing to benefiting the society.

The survey was designed in a way that those filling it will have to specify the level of importance of certain job factors. These aspects have been assigned with mathematical numbers ranging from 1 to 5 which stand for *"not important at all", "Of little importance", "Of average importance", "Very important", and "Absolutely essential"* respectively (Sorrel Brown, 2010). Responses were recorded in the Five-point Likert Scale. The Five-Point Likert Scale was selected as it has enough points of discrimination and would generate unique responses as well as have the results reliable and validated. Also, a balanced rating scale was selected for accurate mapping. (Peter V. Marsden & James D. Wright, 2010). The formulation of the statements in the survey was derived from the motivation factors.

Procedure: The survey was created using an online platform- Google Documents, and shared on social media platforms using a certain link. The survey was designed to take up to 10 minutes.

Refer to Appendix for the survey.

2. Qualitative Research

Qualitative research studies how people perceive themselves and others; as well as how they examine their daily life (Joop J. Hox & Hennie R. Boeije, 2005). Techniques are used to describe and give meaning to natural occurrences in the social world. Qualitative research aims to obtain an understanding of situations drawn from personal experiences and behavioral observations of participants (Donald R. Cooper & Pamela S. Schindler, 2014).

Interviews were used in this research to analyze the perspective of Generation Y in Lebanon. There are several approaches for interviews; "*informal conversational interview*", "*interview guide*", and "*the standardized open-ended interview*." The *standardized open-ended interview* was used in this research since it includes a set of questions with each respondent going through the same sequence in order to minimize variation in the questions posed to interviewees (Michael Quinn Patton, 2002). Thus, eliminating variations in the collected data. These interviews were *semi-structured interviews*, where the collection of data had a style of a somewhat conversation and the researcher had discretion about the order of the questions that was asked. This allowed the researcher to delve deeper into the topic and obtain a thorough understanding of the answers provided (Margaret C. Harrell & Melissa A. Bradley, 2009).

The questions for the interviews were based on Twenge et al.'s (2010) five motivational dimensions for work preferences. The questions created were around the themes "Extrinsic", "Intrinsic", "Altruistic", "Social" and "Leisure". They were framed around the question of: "What motivates you at work?" (Lars Göran Wallgren, 2011).

Procedure: The interviewer explained the purpose of the study to the interviewee, informed him/her that their participation was voluntary, and handed interviewee the informed consent document to collect signature. Once the consent form was signed, the questioning began. The interviews were informal 30 to 60-minute conversations. The interviewer had the freedom to ask non-scripted questions to either clarify or expand on a specific point mentioned by the interviewee. At the end, interview respondents were asked to suggest strategies that managers could adopt to retain Generation Y in the workforce.

Refer to Appendix for interview questions.

3. Triangulation of data

There are different methods available to obtain data for a certain research. Depending on the topic of research, the approach can either be quantitative or qualitative. Due to the differences between each method and the strengths and weaknesses of each approach, some might consider one type of research superior to the other. However, triangulation of data can be implemented, where the two methods are combined in a way that they're complimentary of one another (Uwe Flick, 2009).

Triangulation of data was used in this research to create a broader approach than what is provided by a single approach. Also, triangulation allows the validation of the findings obtained from the previously mentioned methods (Uwe Flick, 2009).

B. Sampling and Respondent Profile

More often than not, research includes selecting a number of people to answer a question. Choosing a specific sample results in ecological validity in quantitative

research and dependability in qualitative data (Virginia Wilson, 2014). Purposive non-probability critical sampling was done in this study since the sample was selected based on the researchers' knowledge of the population and the purpose of the study. Also, snowball sampling was used so that recommendations would fasten the process of finding eligible people whose participation would bring credible results to the study (Virginia Wilson, 2014).

1. Survey

An online survey was used to gather data from a purposive sample of Generation Y who reside in Lebanon. Characteristics of participants included: Lebanese; Millennials (born between 1980 – 1999); both genders; holders of at least a bachelor degree or current undergraduate students (Patrick J. Montana & Francis Petit, 2011) (Hwee Ling Lim, 2014). Survey participants were reached through spreading the link online on social media platforms.

2. Interviews

Face-to-face semi-structured standardized interviews were conducted from a purposive sample of Generation Y business leaders who reside in Lebanon. Characteristics of participants include: Lebanese; both genders; a minimum of five years' experience in management. (Sangyong Kim et al., 2015). Interview participants were recruited through personal relationships and recommendations.

C. Ethical Issues and Protection of Participants

Ethics are an important aspect of research as they ensure that no one involved suffers or is harmed from research activities (Donald R. Cooper & Pamela S. Schindler, 2014). The research was submitted to an Institutional Review Board to ensure that the data was acquired in a way that people could not be identified. Moreover, an informed consent was included in the survey and interview, which explained the question proposed in the study and the assurance that participants could withdraw from the study at any moment. All participants had to select "agree" in the online survey before proceeding to the questions, and all interviewees had to sign the consent form at the start of the interview.

Refer to Appendix for consent forms.

The survey and interviews conducted were anonymous and all information was confidential. The results were reported in the aggregate form only and could not be identified individually. In the survey, participants were only filling out certain information related to demographical data (year of birth, gender, nationality, country of work, and highest level of education). The demographical data was not used in data analysis, but to identify that the participant was eligible for the research.

The data collected from the survey and interviews was stored on a laptop protected by a password. The data was only accessed by the Principal Investigator as well as the co-investigator. Data will be kept for 10 years and then destroyed.

The survey and interview had no risk on those participating more than risks of daily life. Moreover, participants had no direct benefit from the study. The findings however will help managers in shaping the workforce to fit this cohort.

D. Data Analysis and Disposition of Data

For the survey, results collected were analyzed to check which motivation factors are relatively more important. The quantitative data was evaluated through descriptive statistics to describe the basic features of Generation Y (Kimberly N. Sloman, 2010). SPSS was used for the statistical analysis.

For the interviews, notes were taken and later analyzed and categorized according to the five motivational dimensions that capture the interviewee's attitude and opinion towards his/her work motivation factors (Hwee Ling Lim, 2014).

E. Testing the Survey and Interview Questions

The survey was tested on 10 people to see if it was effective and that there was a variation in the data. There was a noticeable difference between all the results collected, however, two things were edited. The demographic data was made *required* to answer, since any missing demographic information could lead to having an invalid participant. Also, in the question of "What is the highest level of education completed?" the response "Undergraduate" was changed to "Undergraduate student" since some participants were confused between the two terms "Undergraduate" and "Bachelor Degree", and found them to be similar without recognizing an option specific for students who are currently still taking courses to acquire their Bachelor's degree.

An initial interview was conducted to test the questions that were formulated. The format of some questions was edited along with adding questions that were thought to be relevant.

CHAPTER IV

FINDINGS AND RESULTS

The survey had a total of 305 respondents, however 15 were discarded due to not meeting the eligibility when it came to demographical needs. A total of 290 surveys were accepted. As for the qualitative data, a total of 10 interviews were conducted.

A. Test of Reliability

A reliability test was conducted on the variables found in the survey. The score of $\alpha = 0.899$ (> 0.7), this indicates that the instrument used was very reliable and fit for the purpose of the study.

Table 8 Reliability Score

Cronbach's Alpha	N of Items
.899	26

B. Frequency Analysis

1. Age

Table 9 Age Distribution

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1980 - 1990	39	13.4	13.4	13.4
	1991 - 1999	251	86.6	86.6	100.0
	Total	290	100.0	100.0	

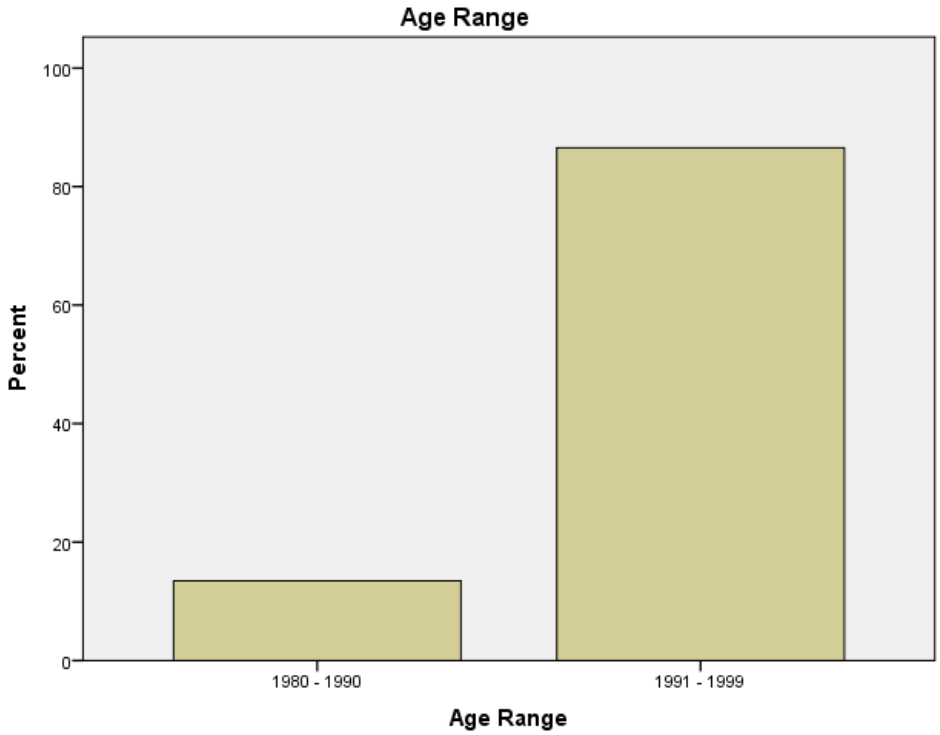

Figure 4 Age Distribution

As shown in Table 9 and Figure 4, 13.4% of participants were born between the years 1980 and 1990, whereas 86.6% of participants were born between 1991 – 1999.

2. Gender

Table 10 Gender Distribution

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Female	144	49.7	49.7	49.7
	Male	146	50.3	50.3	100.0
	Total	290	100.0	100.0	

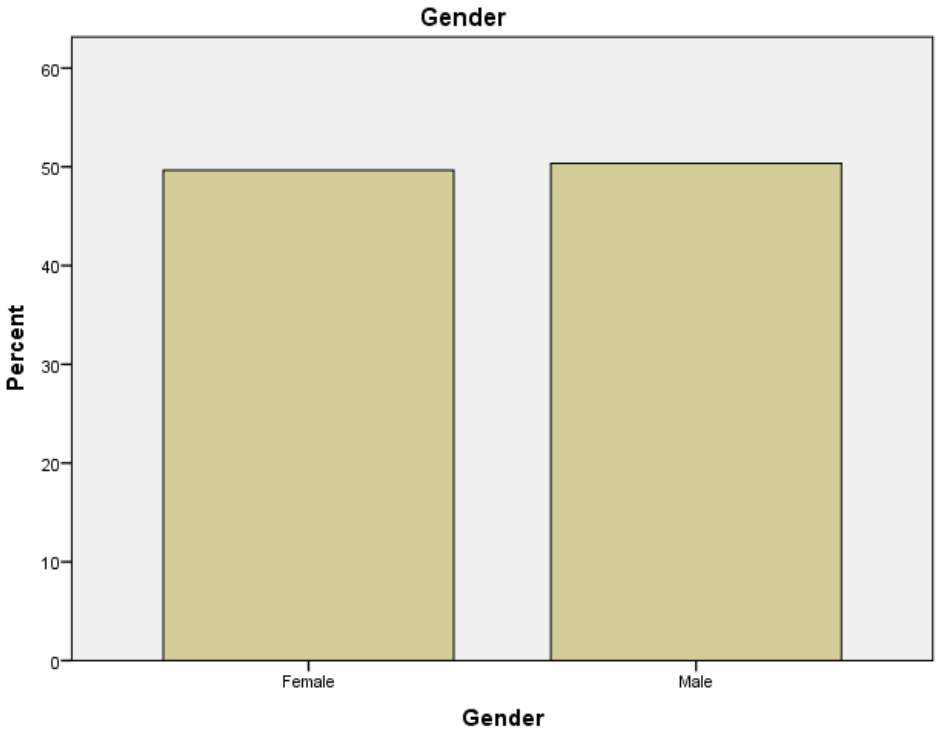

Figure 5 Gender Distribution

As shown in Table 10 and Figure 5, the sample consisted of almost equal numbers of males and females. The sample constituted of 49.7% females (144) and 50.3% males (146).

3. Level of Education

Table 11 Level of Education

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Undergraduate Student	153	52.8	52.8	52.8
	Bachelor's Degree	101	34.8	34.8	87.6
	Master's Degree	34	11.7	11.7	99.3
	PHD	2	.7	.7	100.0
	Total	290	100.0	100.0	

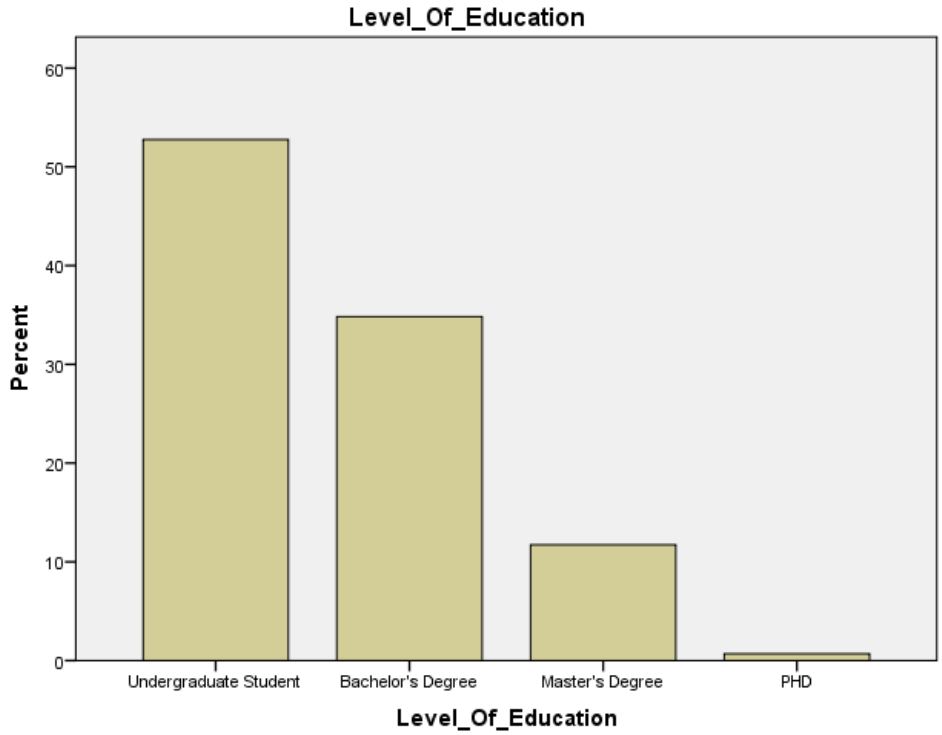

Figure 6 Level of Education

When it comes to the highest level of education, according to Table 11 and Figure 6, 52.8% of participants were undergraduate students working towards a Bachelor's degree, 34.8% have obtained their Bachelor's degree, 11.7% had their Master's degree and 0.7% had their PhD.

C. Factor Analysis

The KMO measure and the Bartlett's test of sphericity indicated the suitability of using the factor analysis for the data. The KMO measure of Sampling Adequacy turned out to have a score of 0.868. Since the measure is greater than the threshold (0.6), this indicates the data is adequate for factor analysis.

As for the Bartlett's test, it turned out to have a very high significance (0.000). This demonstrates that all factors were significantly different from each other.

Table 12 KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.868
Bartlett's Test of Sphericity	Approx. Chi-Square	3403.171
	df	325
	Sig.	.000

Table 13 Varimax Rotation-Pattern Matrix

	Component				
	1	2	3	4	5
I_See Results of What You Do	.775				
I_Feeling the Work You Do Adds Value	.736				
I_Challenging	.728				
I_Learn New Things	.713				
I_Chance to be Creative	.698				
I_Participate in Decision Making	.677				
I_Sense of Responsibility	.665				
S_Contact with A Lot of People		.769			
S_Sense of Belonging to the Company		.747			
S_Chance to Make Friends		.734			
S_Work in Effective Teams		.652			
A_Directly Helpful to Others		.644			
A_Contibute to Benefiting the Society		.636			
E_High Status			.815		
E_People Look Up To			.745		
E_Company with Good Reputation			.606		
E_High Salary			.507		
E_Promotion Opportunities					
L_Free of Supervision				.821	
L_Flexible Work Hours				.801	
L_Easy Pace				.635	
L_2 Weeks' Vacation				.595	
L_Work-Life Balance				.539	
I_Workspace is Comfortable					.609
E_Security & Steady Employment					.561

Extraction Method: Principal Component Analysis.

Rotation Method: Varimax with Kaiser Normalization.

a. Rotation converged in 6 iterations.

As shows in Table 13, the Varimax Rotation-Pattern Matrix grouped the most correlated variables into 5 main components. However, there was some minor differences between that and the grouping that was done using the literature review. All the factors related to Intrinsic motivation factors were grouped together, and the same applies to Extrinsic and Leisure factors. However, "Security and Steady employment" and "Having a Comfortable workspace" which belong to Extrinsic and Intrinsic respectively, were grouped as a 5^{th} component. This is a minor difference since the motivation factors are very similar to one another. Also, Social and Altruistic motivation factors were grouped together as one component. According to the derivation done in the literature review, they are different. But, it is an insignificant difference since the motivation components are somewhat similar and are both related to the relationship between an employee and other people.

D. Motivation Factors Statistics

The motivation factors in the work place were ranked based on the choices for point 5 (Absolutely essential) of the 5-point Likert scale. Through that, the 10 work motivation factors with the highest percentage of participants are presented in Table 14.

Table 14 Absolutely Essential Motivation Factors

Motivation Factors	Percentage of Participants
(1) Promotion Opportunities	50%
(2) Learn New Things	49.3%
(3) Feel the Work You Do Adds Value	45.5%
(4) See Results of What You Do	42.8%
(5) Steady and Security Employment	41%
(6) Workplace is Comfortable	39.3%
(7) Chance to be Creative	37.2%
(8) Contribute to Benefiting the Society	33.4%
(9) Participate in Decision Making	32%
(10) Work in Effective Teams	31.7%

*Based on choices for point 5 (Absolutely essential) of scale

Findings from the study have showed that “Promotion Opportunities” ranked as the highest factor with 50% of the participants filling that it is “Absolutely essential.” A t-test was conducted to see if there were any differences between gender’s work preferences. The work motivation factors were the same across both genders; except when it came to “Contribute to Benefiting the Society” where a significance was found ($p = 0.021 < 0.05$). The latter was more important to females than to males.

Moreover, there was no significant difference between motivation factors and the age range. Generation Y who were born between 1980 and 1990 showed the same preference in work motivation factors as those who were born between 1991 and 1999. In addition, there was no significant difference between motivation factors and the level of education.

From the results above, from the top 10 motivation factors- based on the choices for point 5 of the scale- 6 of those belonged to the Intrinsic dimension.

E. Motivation Dimensions Statistics

Based on Twenge et al.’s model, the work motivation factors in the study were categorized into 5 dimensions. The results for central tendency are shown below.

Table 15 Motivation Dimensions Frequency Analysis

	N	Mean	Std. Deviation	Variance
Extrinsic	290	3.8221	0.62244	0.387
Intrinsic	290	4.1353	0.57990	0.336
Leisure	290	3.3908	0.72110	0.520

Altruistic	290	3.8660	0.90331	0.816
Social	290	3.7316	0.81206	0.659
Valid N (listwise)	290			

Table 15 shows the mean and standard deviation for each one of the five motivation dimensions. The mean and standard deviation differ from one dimension to another. The coefficient of variance for the Extrinsic, Intrinsic, Leisure, Altruistic, and Social dimensions are 16.2%, 14.02%, 21.2%, 23.3%, and 21.7% respectively. This indicates that Intrinsic dimension has the least variation relative to its mean.

By using @Risk, the histogram for the Intrinsic dimension was fitted into a Triangular Distribution. As seen in Figure 7, Intrinsic distribution is skewed to the 4 and 5 points of the score. Whereas for the Extrinsic dimension, it also fitted into a Triangular Distribution. However, the results were less skewed than that of the Intrinsic rewards. As for the rest of the histograms, they were all fitted to Uniform distributions.

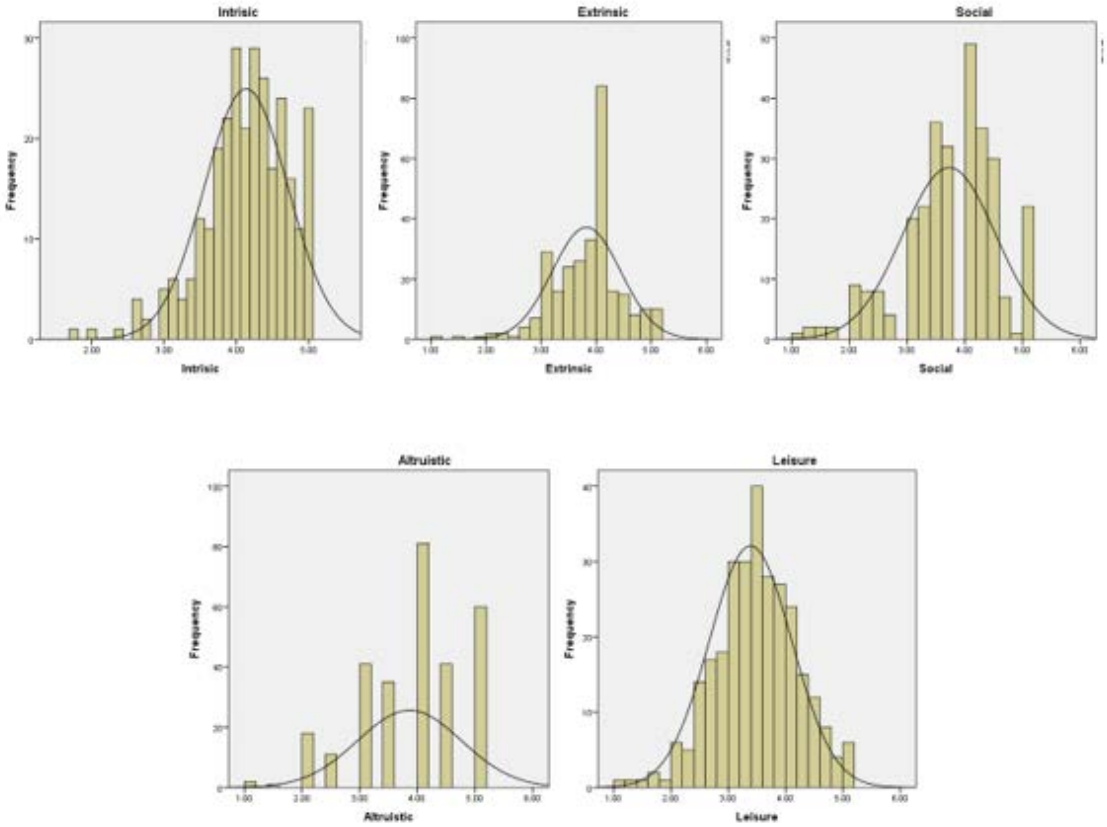

Figure 7 Histograms for Five Motivation Dimensions

A t-test was conducted to see if there were any differences between gender's preferences towards the five motivation dimensions. The motivation dimensions were the same across both genders; except when it came to "Altruistic" were a significance was found ($p = 0.033 < 0.05$). The latter was more important to females than to males. This is compatible with the results obtained from testing significance of individual factors.

Moreover, there was no significant difference between motivation dimensions preferences and age range and the level of education.

CHAPTER V

DISCUSSION AND RECOMMENDATIONS

A. Work Motivation Preferences

According to the results obtained in Table 14, for short-term motivation, promotion opportunities would drive motivation the most. However, motivation factors related to the Intrinsic dimension make up 6 of the 10 motivation factors with the highest preference. Whereas when it comes to long-term motivation, according to Table 15, Intrinsic rewards are best in motivating Millennials in Lebanon.

The semi-structured interviews included questions targeting the 5 motivation dimensions. The answers to those questions were transcribed and then inspected for certain key words that were associated with the 5 motivation dimensions. Based on that, Millennials in Lebanon are mostly motivated by Intrinsic factors. Generation Y are driven most by constant learning and jobs that are of interest to them. Salary is only a temporary motivator; keeping in mind that the salary must be sufficient. Although Altruistic motivation factors are important to Generation Y, however; it was concluded that it does not have to be done through the job itself. Giving back to the community is crucial but can be done outside the job.

B. Comparison with Different Studies

Table 16 presents the ranking of motivation dimensions in five different countries. This shows that motivation factors differ from one country to another. This contrast can be attributed to economic, geographic, political, culture or other factors.

Table 16 Motivation Dimensions Ranked: Comparison with Literature Review (Hwee Ling Lim, 2014)

Lebanon* (This Study)	**UAE**	**Saudi Arabia**	**Australia**	**US**
Intrinsic	Extrinsic	Intrinsic	Intrinsic	Extrinsic
Extrinsic	Intrinsic	Extrinsic	Extrinsic	Social
Social	Leisure	Social	Leisure	Intrinsic
Altruistic	Social	Leisure		
Leisure	Altruistic	Altruistic		

*Based on the mean

Based on the semi-structured interviews, participants focused on the fact that the work culture in Lebanon negatively affects the motivation of Millennials. Generation Y are mostly driven by Extrinsic and Intrinsic rewards. However, Generation Y finds themselves entering jobs out of the need for financial income alone while neglecting their intrinsic needs. The unemployment rate in Lebanon reaches 6.7% (“Lebanon Unemployment Rate,” 2017); it is not surprising to find “Promotion Opportunities” and “Steady Employment” among the highest preferred motivation factors. Yet, it is alarming because it can lead to higher turnovers once a better job opportunity is available.

C. Strategies for Generation Y Recruitment and Retention

The results for this study showed that Generation Y in Lebanon are mostly motivated by the Intrinsic dimension. From the research done and the semi-structured interviews, the following recommendations on increasing motivation through the Intrinsic dimension have been compiled:

- Allow Generation Y to have a "Passion Project." Employees work 80% of the time on a project assigned to them by the company, and 20% of the time on a project of their choice that would benefit the company. This allows the chance for employees to unleash their creativity.
- Provide tuition assistance for Generation Y who want to seek higher degrees or certificates in a certain field. Moreover, learning can be initiated from within the company where an in-house training can take place every week or two weeks. This would drive constant learning and in return keep Generation Y motivated.
- Give recognition to employees that have achieved certain goals; recognition can be monetary or symbolic. This could happen through an end of the year award ceremony where employees' achievements can be celebrated. Managers can mention employee's accomplishments in newsletters. Recognition in the workplace would result in motivation.
- Create a relaxed work environment. This could be achieved by giving the employees the option to work remotely. Moreover, having a comfortable workspace with good lighting and furniture plays a role in reducing stress and increasing motivation.

The semi-structured interviews included open ended questions regarding strategies to motivate Generation Y employees in the workplace as well as recruitment and retention strategies. The answers were rephrased to better structure the sentences. Moreover, in compliance with research ethics, actual names were replaced with codes and identifying details removed. The respondents included several retention strategies including:

- "Give Generation Y a purpose. Whether a bigger cause or a bigger goal to attain." (A04_M*)
- "Identify what kind of tasks and responsibilities your employees would like to work on or things they would like to learn. Try as much as possible to incorporate their learning interests with their role and part of the work." (A06_M*)
- "Let your employees see the end goal and have them engaged while still having their own autonomy to come up with decisions." (A07_F*)
- "Manage your employees by objective and turn it into a challenging game. Set short-term goals and let them know it is worth challenging ourselves to reach them. (A08_F*)
- "Give Millennials ownership and autonomy in making decisions. Empower them to plan how to reach a common goal while at the same time giving them the tasks they are interested in doing." (A09_M*)

(*M=Male respondent; F=Female respondent)

It is worth noting that managers that belonged to different generations had different perspective towards Millennials in the workplace. Managers who belonged to

Generation X (people born between 1960 and 1979) did not agree that having a “family-like” environment to be suitable in the workplace; whereas managers who belonged to Generation Y felt that it was crucial to have strong friendships in the workplace where the relationship is not restricted to the workplace alone.

CHAPTER VI

CONCLUSIONS AND FURTHER IMPROVEMENTS

This study examined the work motivation factors of Generation Y in Lebanon. It found that Millennials overall are driven by Intrinsic rewards; those that are innate in a job. These factors include learning new things, feeling the work you do adds value, and seeing the results of what you do. Extrinsic rewards, are also important; as promotion opportunities and steady employment are crucial for this generation. Short-term motivation can be achieved by financial gains, but for long-term motivation, Altruistic rewards are the most important. These findings have implications and should be taken into consideration when managing the human capital found in organizations and projects. Human management strategies should take into account different generations present in their workforce and refine their strategies as such. Motivation drives productivity, and productivity leads to the success or the fail of a project. Thus, practical measures should be conducted to ensure good project performance.

To further understand Generation Y in Lebanon and the factors affecting their work motivation, a diverse sample distribution is recommended. This study had the majority of its sample constituted of undergraduate students and individuals born between 1991 and 1999. Though no significant difference was found, a bigger sample for people born between 1980 and 1990 might give different results. Moreover, each generation has its own characteristics and work preferences; and it was noticed in this study that employers from each Generation felt differently towards motivation factors. A comparison between Generation X, Generation Y, and the upcoming Generation Z in Lebanon would allow more insights into the differences between these generations in

the workplace. In addition, further studies could delve deeper into culture or other factors that could be behind the difference between the motivation dimensions ranked across diverse countries.

APPENDIX

1. Data Collection Form

Motivation Factors of Generation Y in Lebanon

I am Dana Sobh, a graduate student conducting my Master's studies in the Maroun Semaan faculty of Engineering and Architecture at the American University of Beirut in the Engineering Management program. As part of my thesis, I am conducting a research study about understanding what motivates generation Y (people born between 1980 and 1999) in Lebanon. The survey will allow the gathering of data that would help understand the motivation factors associated with Generation Y. The results will then be examined and compared with similar studies to analyze the effect of culture; in addition to providing suggestions for the effective recruitment and retention of Generation Y professionals.

Before your participation, I would like you to approve and be aware of the following:

- You are born between 1980 and 1999.
- You have a university degree or are conducting studies to obtain one.
- You are aware that this participation will not require more than 10 minutes of your time.
- You are aware that your participation is totally anonymous, and researchers will not be disclosed any information about your identity.
- You are allowed to skip any questions you are not comfortable answering, and this will not affect the validity of your participation.

If you have inquiries about this research subject or your participation, please feel free

to email me at dns12@mail.aub.edu.

1. **Do you agree to the above terms? By clicking "Yes", you consent that you have read the terms above. ***

○ Yes. I agree.

2. Year of Birth*

_____

3. Gender*

○ Female
○ Male

4. Nationality*

○ Lebanese
○ Other_____

5. Country of Work*

○ Lebanon
○ Other_____

6. What is the highest level of education completed? *

○ High School Diploma

○ Undergraduate Student

○ Bachelor's Degree

○ Master's Degree

○ Others: _____

7. Rank the following factors from (Not at all important) to (Absolutely essential):

	Not at all important	Of little importance	Of average importance	Very important	Absolutely essential
A job that provides a high salary.	○	○	○	○	○
A job where the chances for advancement and promotion are good.	○	○	○	○	○
A job that has high status and prestige.	○	○	○	○	○
A job that most people look up to and respect.	○	○	○	○	○
A job that provides security and steady employment.	○	○	○	○	○
A job at a company that has a good reputation.	○	○	○	○	○

8. Rank the following factors from (Not at all important) to (Absolutely essential):

	Not at all important	Of little importance	Of average importance	Very important	Absolutely essential
A job where you have a sense of responsibility.	○	○	○	○	○
A job where you can participate in decision making.	○	○	○	○	○
A job that is challenging.	○	○	○	○	○

A job where you can see the results of what you do.	○	○	○	○	○
A job that is important- you feel the work you're doing is adding value.	○	○	○	○	○
A job where you can learn new things, learn new skills.	○	○	○	○	○
A job where you have the chance to be creative.	○	○	○	○	○
A job that has a good physical work environment- the workspace is comfortable.	○	○	○	○	○

9. Rank the following factors from (Not at all important) to (Absolutely essential):

	Not at all important	**Of little importance**	**Of average importance**	**Very important**	**Absolutely essential**
A job where you have more than 2 weeks' vacation.	○	○	○	○	○
A job that leaves a lot of time for other things in life; work-life balance.	○	○	○	○	○
A job with an easy pace that lets you work slowly.	○	○	○	○	○
A job that leaves you mostly free of supervision by	○	○	○	○	○

others.					
A job that has flexible work hours.	○	○	○	○	○

10. Rank the following factors from (Not at all important) to (Absolutely essential):

	Not at all important	**Of little importance**	**Of average importance**	**Very important**	**Absolutely essential**
A job that gives you a chance to make friends.	○	○	○	○	○
A job that promises contact with a lot of people.	○	○	○	○	○
A job that provides a sense of belonging to the company.	○	○	○	○	○
A job that allows you to work in effective teams.	○	○	○	○	○

11. Rank the following factors from (Not at all important) to (Absolutely essential):

	Not at all important	**Of little importance**	**Of average importance**	**Very important**	**Absolutely essential**
A job that gives you an opportunity to be directly helpful to others.	○	○	○	○	○

A job that contributes to benefiting the society.	○	○	○	○	○

II. Formulated Questions for the Interview

The questions for the interview were centered around the question of: "What motivates you at work?"

What is the first thing you consider when you look for a job?

To what extent does a company's reputation matter to you?

If you had the option to choose between a company that is small but teaches you a lot VS a company that's large but you'd have a minor role; which one would you choose and why?

What is your willingness to work at a small company but has a high learning curve?

How do you feel about working at a job you don't like but pays well? And Why? Have you ever worked at a job that you liked and left? Why?

How important is it for you to have a challenging job? What are the challenges that you look for?

What can you tell me in working in teams, what kind of challenges you would face? How do you feel about working in teams?

How important is it to have friendships in the workplace? Family-like atmosphere vs professional relationships?

To what extent are you willing to sacrifice your personal life for your professional life?

How essential is it for you to contribute to the society in your job? There's a stereotype that says that Generation Y want to make a difference. Do you notice that among your employees?

How do you feel about project-based jobs? How do you feel about functional jobs?

How do you motivate your own employees?

How do you think the Lebanese culture played a role on the motivation factors mentioned earlier?

What are some strategies you could suggest that could be adopted by companies to retain Generation Y in the workforce?

III. Consent Form for Survey

I am Dana Sobh, a graduate student conducting my Master's studies in the Maroun Semaan faculty of Engineering and Architecture at the American University of Beirut in the Engineering Management program. As part of my thesis, I am conducting a research study about understanding what motivates Generation Y (people born between 1980 and 1999) in Lebanon. The survey will allow the gathering of data that would help understand the motivation factors associated with Generation Y which will later on be analyzed and compared to results from other countries.

You were recruited for this study through a link that's shared on social media. Around 250 people will be targeted to fill this survey.

Before your participation, I would like you to approve and be aware of the following:

- You are born between 1980 and 1999.

- You are literate in English.
- You have a university degree or are conducting studies to obtain one.
- You are aware that this participation will not require more than 10 minutes of your time.
- You are aware that your participation is totally anonymous, and researchers will not be disclosed any information about your identity.
- You are allowed to skip any question you are not comfortable answering, and this will not affect the validity of your participation.
- You will be not be subjected to any risks and discomforts associated with participation in this survey that are greater than those ordinarily encountered in daily life.
- You are aware that the data collected will be stored on a laptop that's protected with a password. Only the principal investigator and the co-investigator will have access to the data. The data will be kept for 10 years and then destroyed.
- You are aware that your participation is voluntary and if you wish to not participate or withdrawal from the study, there will be no loss of benefits to which you are otherwise entitled nor, will it affect your relationship with AUB.

If you have any questions about your right as a participant or if you have any complaints about the study, you can contact the IRB office at AUB: Gefinor block B 5th floor, phone number 01-35000, extension 5445.

If you have inquiries about this research subject or your participation, please feel free to email the principal investigator Dr. Selim Hani, sh170@aub.edu.lb.

1. **Do you agree to the above terms? By clicking "Yes", you consent that you have**

read the terms above.*

○ Yes. I agree.

IV. Consent Form for Interview

I am Dana Sobh, a graduate student conducting my Master's studies in the Maroun Semaan faculty of Engineering and Architecture at the American University of Beirut in the Engineering Management program. As part of my thesis, I am conducting a research study about understanding what motivates Generation Y (people born between 1980 and 1999) in Lebanon. The interview will allow the gathering of data that would help understand the motivation factors associated with Generation Y which will later be analyzed and compared to results from other countries.
You were recruited for this study through email. A total of twenty people will be recruited to participate in these interviews.

Before your participation, I would like you to approve and be aware of the following:

- You have a university degree.
- You have 5+ years of experience as a manager.
- You are literate in English.
- You are aware that this participation will require around 30 - 60 minutes.
- You are aware that your participation is totally anonymous, and researchers will not be disclosed any information about your identity.
- You are allowed to skip any question you are not comfortable answering, and this will not affect the validity of your participation.
- You will be not be subjected to any risks and discomforts associated with participation in this survey that are greater than those ordinarily encountered in daily life.
- You are aware that the data collected will be stored on a laptop that's protected with a password. Only the principal investigator and the co-investigator will have access to the data. The data will be kept for 10 years and then destroyed.

- You are aware that your participation is voluntary and if you wish to not participate or withdrawal from the study, there will be no loss of benefits to which you are otherwise entitled nor will it affect your relationship with AUB.

If you have any questions about your right as a participant or if you have any complaints about the study, you can contact the IRB office at AUB: Gefinor block B 5th floor, phone number 01-35000, extension 5445.

If you have inquiries about this research subject or your participation, please feel free to email the principal investigator Dr. Selim Hani, sh170@aub.edu.lb.

Do you agree to the above terms? By signing below, you consent that you have read the terms above.

Researcher's Name: _____ Participant'sName: _____

Researcher's Signature: _____ Participant'sSignature: _____

Date: _____ Date: _____

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