

MBA Human Resource Management

Dissertation

(LCMB7020)

Generational Perspective
on
Employee Motivation in the Workplace

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Abstract

Employee motivation forms the core of productivity at the workplace. With the dynamics of the workplaces constantly changing, most workplaces are now characterised by employees from different generations. It is worth noting that different generations of employees relate to different realities relevant to their eras, which consequently influence their perceptions and motivations at the workplace. Workplace core values may form a junction point for employees from different generations, but individual priorities and value systems differ significantly and contribute to factors determining their motivation. This study employed a systematic review to take a deep dive into the nuances of employee motivation as established by recent research. The study evaluated 40 research studies to come up with crucial foundational information for accommodating workplace policies. The research conducted an in-depth literature review, systematic data collection, synthesis of research findings, and analysis to conclude and identify gaps in the subject. This study aims to form the basis for transformative leadership and human resource systems by synthesising and collating various research study findings. Findings about Baby boomers, generation X, and millennials will help modern workplace managers know how to motivate the multiple generations interacting in workplaces.

The findings from the selected studies in this systematic review reveal that employee motivation is generally widely researched, with the millennial generation the most studied, followed by Generation X and baby boomers. Generation Z employees are new to the workplace and have received less research attention. A large number of non-reviewed studies, however, on the motivation of Generation Z implies that scholars are keen on expanding the research to include Generation Z. The findings from the review consistently suggested that motivation across generations varied widely and that various generations hold diverse perspectives on employee motivation. Their views depend on the generation in which they were born.

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DECLARATION

I declare that this dissertation has been written solely by myself and that it has not been submitted, in whole or in part, in any previous application for a degree in this university or any other institutions. In addition, I have acknowledged all main source/s-author/s appropriately in parts of this dissertation where I have quoted work from others.

Singed: Juthsna Begum / Date: 11/01/2024

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CHAPTER I: PROBLEM STATEMENT

1.1. Introduction

Throughout history, age difference has proven an essential factor in the workplace because it goes a long way in determining the behaviour and personality of individuals. According to Eragani & Gamage (2019), individuals living through different times experience diverse social, cultural, historical, and technological experiences that go into determining their unique motivational drivers. Since the most crucial resource in the business world is human resources, the link between age or generation gap and performance helps attract and retain the best talent from each cohort by tapping into the knowledge of the unique motivational drivers of each population. Besides, determining how age influences the unique drivers of motivation is also crucial in helping organisations motivate their employees accordingly by addressing their most valuable needs for maximum output.

1.2. Background Study and Problem Statement

1.2.1. Background of Study

The modern workplace is characterised by a diverse workforce comprising individuals from different generations. Unlike workplaces of the past generations that largely comprised homogeneous cohorts, contemporary workplaces are experiencing an influx of younger generations joining the workforce. Each of the workforce's diverse generations has unique experiences, values, and expectations to which its motivation is pegged. Modern organisations still have a minute understanding of how divergent generational values affect the motivational needs of each generation and hence need an in-depth knowledge of the best motivational strategies for each generation. Understanding motivation is essential in the pursuit of organisational excellence because then organisations can optimise performance.

As organisations strive to enhance the motivation of their employees, it is crucial to understand how generational differences influence or even affect motivation. The desire to create this understanding is the motivating factor behind this study. Using a systematic review methodology, the dissertation explores the relationship between generational cohorts and employee motivation in the workplace. By examining the motivations of different generations, we can gain insights into practical strategies that can help modern organisations manage and engage employees across the generational spectrum.

1.2.2. Problem Statement

In the current competitive corporate world, compelling employee motivation is critical to the success of any organisation. Particularly where the modern workplace is characterised by a rich tapestry of generational cohorts, including Baby Boomers, Generation X, and Millennials (Generation Y), in such a workforce, the motivation of employees usually goes beyond the normal monetary reward because each generation brings distinct values, attitudes, and life experiences that influence their work-related motivations. However, more research has yet to explore in depth how these generational differences impact employee motivation and how managers can effectively address each generation's varying needs and expectations.

The baby boomers, for instance, represent a generation of individuals born shortly after World War II or those born 1946 to 1964. The period during which they grew was characterised by distinct characteristics, including the prosperity that accompanied the period after the war. The formative years of the baby boomer generation were laced with economic stability, loyalty, and individuals revered as well as respected hierarchical constructs during these times. As a result, these notions were transferred into the behaviours and perceptions of individuals whose formative years followed the period shortly after World War II (Brennan, 2019; Parry & Urwin, 2011). This generation of individuals tends to derive intrinsic motivation from job security, the hierarchical structure of an organisation, and recognition, as Eragani & Gamage (2019) explain. They also tend to prefer organisations where the career advancement path to the top is clear and well-defined, similar to their formative years.

Generation X, on the other hand, includes individuals born from 1965 up to 1980. Similar to the baby boomers, this generation lived through a period characterised by different characteristics, and this played into the things in which they placed value. Generation X's formative years they have experienced bouts of advanced technological transformations. The period also saw the rise and growth of dual income families. The period in which Generation X existed was marked by a tendency towards a more individualistic culture. The idea of dual incomes also brought to the fore the issue of balance between work and life. The period's features played into the characteristics and values of Generation X, where they elevated the desire for autonomy. It also influenced their preference for balancing work and life (Twenge, Campbell, & Freeman, 2012). Generation X values outcomes based on values, self-direction, and flexibility, which appear to be the factors that motivate them even in workplaces.

From an organisational perspective, Generation X is crucial to the workplace as it helps organisations recognise and capitalise on some values and preferences intrinsic to motivation. However, it is noteworthy that organisations can have Generation X performing optimally once they recognise and capitalise on the values and preferences of these age of

individuals. For instance, failure to provide Generation X cohorts with opportunities for work and life balance and autonomy can cause them to be disengaged and frustrated. That way, their organisational contributions are undermined (Dixon, Hayes, & Hall, 2018). Therefore, understanding the nuanced motivational drivers of Generation X is pivotal for crafting motivational strategies that resonate with this cohort's values and expectations.

Millennials, composed of individuals born between 1981 and 1996, lived their formative years equally through a period with unique social-cultural, technological, and historical contexts that shaped their habits. Besides habit, the generation also shaped their unique motivational values. Millennials grew up during periods of rapid advancement in technology and are characterised by tech-savviness. They also tend to be inclined toward a collaborative, inclusive, and purpose-driven work environment (Lyons & Kuron, 2014; Ng, Schweitzer, & Lyons, 2010). This cohort also derived their workplace motivation from innovation and adaptation. Millennials' full potential can be leveraged fully in workplaces by recognising and tapping their tech-savvy nature and providing opportunities for skill development, meaningful engagement, and avenues for contribution to the society or organisation's goals (Twenge & Campbell, 2018). Responding to the motivational needs of millennials in workplaces increases an organisation's chances of tapping the valuable perspectives and ideas of millennials.

Generation Z, which started in the late 1990s, has unique characteristics influenced by their period of existence. For instance, this cohort possesses unique expectations illustrated by a strong entrepreneurial spirit, a preference for purposeful work, and a need for instant gratification. Given their upbringing in a digital native world, Generation Z is tech-comfortable compared to earlier generations, and they integrate this into their work approach and communication style (Seemiller & Grace, 2016; Taylor & Keeter, 2019). Generation Z, therefore, values transience and innovativeness, which drive work motivation.

The challenge for organisations lies in aligning their motivational strategies with the unique characteristics and expectations of Generation Z. Failure to provide opportunities for creative expression, rapid skill development, and a sense of purpose may make this

generation feel disconnected and unfulfilled within the organisational context. Understanding and catering to the motivational drivers of Generation Z is, therefore, imperative for organisations seeking to cultivate a productive and engaged workforce.

For long, organisational motivation strategies have always been designed to respond to the motivational desires of the baby boomer generation. Modern organisations seeking optimal performance in their workforce must align with each cohort's motivational values. While baby boomers face the challenge of possessing different motivational values from Generation X, millennials, and Generation Z, their needs must be taken care of as much as those of other generations for as long as they last in the workplace. This study aims to evaluate research studies that have evaluated diversity in the motivational needs of each cohort to help workplaces create an environment where individuals from each generation are motivated to function optimally.

On the other hand, trying to create a balance between the needs of each generation results in a workplace characterised by flatter structures, which then creates a discrepancy between the motivational expectations of each cohort. The misalignment in the motivational needs and values of each generation in workplaces commonly impedes the employees' source of intrinsic motivation and sense of purpose, leading to disengagement and dissatisfaction. That often causes organisations to end up with workplaces that are unattractive to all generations due to feelings of dissatisfaction and dissonance (Martin, 2019). In the long, the organisation's performance suffers great damage.

The generation gap in the study of generational perspective on employee motivation in the workplace refers to the differences in motivational factors and expectations among different generational cohorts. It explores how each generation's values, attitudes, and life experiences shape their motivations and work-related behaviors. It also evaluates how organisations can effectively engage and motivate their diverse workforce by understanding and addressing generational differences. The generation gap provides a focus for study and analysis to bridge the gap and create plans that address the requirements of each generation, thereby promoting a peaceful and effective work environment.

1.3. Research Aim

This research investigates the impact of generational differences on employee motivation in the workplace. By examining the motivational factors that vary across different generations, this study provides organisations with valuable insights to develop tailored approaches for enhancing employee motivation.

1.4. Research Objectives

1. To understand how generational differences affect employee motivation in the workplace.
1. To explore and define the generational cohorts within the workforce in the workplace.
2. To identify the differences in motivation among employees of different generations.

1.6. Research Questions

1. What are the distinct generational cohorts that exist within the workplace, and how do they differ from one another?
2. What are the key motivational factors for employees from different generational cohorts?
3. How do the differences in generational cohorts impact employee motivation in the workplace?

1.7. Brief Research Methodology

To achieve the research objectives, the study reviewed a comprehensive literature to establish a theoretical foundation for understanding generational differences and their impact on employee motivation. Then, qualitative research using a systematic literature review was conducted to gather data on motivational factors and generational cohorts. The systematic review methodology's first step involved a structured and rigorous process of identifying, evaluating, and synthesising existing academic research on this specific subject matter. It began by comprehensively searching for various academic databases using judiciously selected keywords and inclusion criteria. This step aimed to retrieve relevant and peer-reviewed studies. The studies identified were then subjected to an in-depth screening process to ascertain that they met the quality and relevance criteria. Data extraction then involved systematically extracting key information from each selected study, such as

research methodologies, sample characteristics, and findings related to employee motivation across different generations. The collected data was then analysed and synthesized, allowing for the identification of common trends, patterns, and disparities in the literature. The rest of the report will have a literature review section, methodology, findings, discussion, and conclusion sections. Each section will play a critical role.

1.8. Project management of the research

Gantt chart

Week 3 To Week 5- Submit the Proposal/Ethics Form.

Week 6- Introduction

Week 7 – Chapter 1 -Review

Week 8-9 – Chapter 2: Literature Review

Week 10- Chapter 2: Literature Review

Week 11- Chapter 3: Research Methodology

Week 12- chapter 4: findings/results, analysis, and discussion

Week 13- Review - chapter 4: findings/results, analysis, and discussion

Week 14- chapter 5: conclusions and recommendations

Week 15-Review and Update

Week 16- Submission

Potential Risks

Several challenges and potential issues can arise when conducting systematic research. Some of the common problems may include inadequate or outdated sources. Often the available research studies can be incomplete or outdated. This risk can, however, be mitigated by selecting reputable and relevant sources, such as reputable academic journals, databases, and scholarly publications, to mitigate this. Recent journals and publications must be prioritised to ensure up-to-date information is utilised.

The risk of biased or conflicting information can also arise. Secondary sources may contain biased or contradictory information from the authors' perspectives or agendas.

Therefore, was essential to evaluate the credibility and objectivity of the sources critically.

Comparing multiple sources and seeking consensus can help identify and mitigate biases or conflicting information.

Other unforeseen circumstances that are uncontrollable can also happen. An example is an accidental damage to the computer. In such a case, a backup of work must be saved to the cloud, a desktop, and a memory stick.

1.9. conclusion

The chapter introduced the study before proceeding to give a background and state the problem necessitating the review. The systematic review's aims included creating an understanding of generational differences between the employees currently in the workforce. By doing so, the research can help managers better attract, train, motivate, retain, and reward diverse employees within their organisations, thereby increasing performance and by extension profits. The review further broke down the study's objectives, highlighted the research questions, and described the research methodology and the rest of the project briefly. Discussed in this chapter is also the project's time management plan, and potential risks. Generally, the problem seems to arise from the presence of diverse generations in the workplace whose intrinsic source of motivation is pegged to different values, which is a source of problems for most organisations.

CHAPTER 2: LITERATURE REVIEW

2.1. Introduction

This chapter thoroughly explores the available literature on work concerning the generational perspective on employee encouragement in the workplace. Its goal is to investigate and synthesise significant research domains and subjects, critically assessing the condition of expertise in this realm. We will delve into distinct generation cohorts, pinpointing the incentive elements that fluctuate among various generations. The repercussions of motivating factors and the theoretical framework of the investigation will be discussed, and the chapter wraps up with an overview of the present research state.

2.2. Different Generation Cohorts and their Motivational Factors

Generational cohorts in the workplace refer to sets of individuals born in particular eras, each sporting distinct features and principles. The four main generations within the contemporary professional realm encompass the Baby Boomers, Generation X, Millennials (Generation Y), and Generation Z (Barford & Hester, 2011; Heyns et al., 2018). The stimuli guiding conduct at the workplace are not universally applicable; they fluctuate amongst diverse generations due to unique values, occurrences, and aspirations (Lewis & Wescott, 2017; Dwyer & Azevedo, 2016). For the effective management and inspiration of a multifaceted labor force, it's indispensable to apprehend the singular motivating forces inherent to each generation. Within this discourse, we shall delve into the disparities in motivational triggers amid ages and offer insights into refining motivational methodologies to amplify employee involvement and contentment.

2.1.1. Baby Boomers

The Baby Boomer generation, born between 1955 and 1964, following World War II and during an era of significant societal transformation, displays distinct motivational elements (Parment, 2013; Okros & Okros, 2020). They are predominantly driven by recognition and job contentment, pursuing validation for their diligent labour and commitment while embracing positive feedback and acknowledging their contributions (Heyns, 2018; Johns, 2017; Kolarova et al., 2016). Baby Boomers also attach significant importance to

career progression, aiming to ascend the corporate hierarchy and establish a lasting legacy within the organisation. They find motivation in the prospect of achieving senior positions.

Additionally, this generation tends to favour structured and hierarchical work environments, often less inclined to embrace rapid technological changes or unconventional work styles, and instead, they prefer well-defined roles and responsibilities (Vuokko, 2016; Fry, 2016). Mahmoud (2021) adds that financial incentives, such as bonuses and retirement benefits, are essential motivators for many Baby Boomers, as they place high importance on securing their financial future and appreciate organisations offering competitive compensation packages.

2.2.2 Generation X

Generation X, born between 1965 and 1980, often referred to as the "Latchkey Generation" due to their experiences of independence and adaptability, has distinct motivational factors. They highly prioritise work-life balance, valuing autonomy and flexibility in their work arrangements to effectively harmonise their professional and personal lives (Kian & Yusoff, 2012; Acar, 2014). Autonomy and independence in their roles are also crucial for Generation X; they prefer self-reliance and the freedom to make decisions and work in a self-directed manner. Brown-Crowder (2017) argues that skill development and personal growth opportunities are strong motivators, with a preference for organisations that invest in their professional development and provide avenues for acquiring new skills. Ruff's (2022) study shows that many Generation X employees find motivation in meaningful work that aligns with their values, seeking a clear understanding of the purpose behind their tasks and desiring to witness their impact on the organisation and society.

2.2.3 Millennials and Generation Z

Millennials (born between 1981-1996) and Generation Z (born between 1997-2012), the younger generations in today's workforce, exhibit distinct motivational factors that set them apart from their older counterparts (Gabrielova & Buchko, 2021; Nabahani & Riyanto, 2020). They are highly motivated by innovation and creativity, seeking opportunities to contribute fresh ideas, develop creative solutions, and challenge the status quo within the

workplace. Skill development holds significant importance for both generations, and they highly appreciate organisations that offer continuous learning opportunities, training programs, and mentorship to help them acquire new skills.

Seamon's (2022) study shows that their motivation is primarily derived from purpose-driven work; they desire to be part of organisations that positively impact society and the environment, seeking alignment with the company's values and mission. Flexible work arrangements are valued, allowing them to adapt to changing circumstances and achieve a better work-life balance, with comfort in remote work and digital communication tools (Maravilla, 2021; Hernaus & Pološki Vokic, 2014; Jonck et al., 2016). Regular recognition and feedback are crucial for these generations, with an appreciation for frequent acknowledgement of their contributions and constructive feedback to help them improve and grow in their roles. Their native familiarity with the digital world leads them to expect and appreciate technology integration in the workplace, thriving in environments where technology is leveraged to streamline processes and enhance productivity.

2.3. The Impact of Generational Differences on Employee Motivation

Generational differences in the workplace can have significant impacts on employee motivation. These differences arise from varying values, expectations, and communication styles across different age groups (Crowe, 2016; Schullery, 2013). Understanding these generational variations is crucial for employers as it can influence how they manage and motivate their diverse workforce. Generational variances have the potential to influence workplace dynamics. For example, elderly generations might regard younger staff members as entitled because they yearn for swift progression. Conversely, newer generations could construe their more senior peers as hesitant in the face of alteration (Yost, 2013; Jones, 2016). These impressions could result in miscommunication and disputes, subsequently influencing the collective motivation.

According to Groen and Lub (2015), communication patterns also exhibit generational disparities. Baby Boomers could lean toward in-person or telephonic dialogues,

while Millennials and Generation Z could opt for messaging or electronic mail (Ngotngamwong, 2019; Fishman, 2016). Recognising these inclinations proves crucial for proficient communication, as it may influence how feedback is delivered, data is disseminated, and responsibilities are allocated, thereby shaping employee motivation.

Moreover, technology assumes a substantial role in disparities across generations. Younger generations adapt more quickly to new tools expeditiously and exhibit comfort with telecommuting, a feature that can serve as a source of motivation for them (Delgado, 2020; Bannon et al., 2011; Lissitsa & Laor, 2021). Nonetheless, elderly employees might encounter these shifts as formidable and may necessitate supplementary instruction or assistance to sustain their motivation within a technology-driven setting. Andert (2011) postulates that managers should tailor their leadership methods to accommodate these generational disparities. They must manifest adaptability in their approach, acknowledging that what encourages one generation may not motivate another. Offering individualised growth strategies and mentorship initiatives can facilitate the bridging of the generational chasm and sustain employee motivation.

Furthermore, organisations celebrating variety and inclusiveness often possess a more energised and engaged labour force. Promoting team members from diverse generations to gain wisdom from each other might generate a feeling of cohesion and shared admiration (Amuzu, 2017; Jones et al., 2019). Inter-generational coaching initiatives can be exceptionally potent in cultivating drive, as they offer openings for wisdom transmission and rapport establishment.

2.4. Summary of Gaps in the Literature

After thoroughly examining the existing literature, it is apparent that while much valuable information has been collected, notable gaps still need to be addressed. These gaps represent areas where our understanding of how generational differences affect employee motivation and its impact on organisations still needs to be completed. Firstly, the existing literature focuses on the characteristics and motivations of different generational

cohorts separately. While this is crucial to acquire insights into every generation's distinctive features, there is a scarcity of thorough investigations that juxtapose these generations to discern shared elements and disparities. Such a comparative strategy might offer a more all-encompassing perspective on generational dynamics in the professional environment.

Secondly, a significant portion of research underscores the influence of generational disparities concerning employee inspiration. Still, it comes up lacking when scrutinising the approaches and measures enterprises can deploy to oversee and inspire a diverse workforce spanning multiple generations competently—however, the body of practical counsel to assist organisations in skillfully traversing these distinctions.

2.5. Strauss-Howe Generational Theory

The Strauss-Howe Generational Theory, crafted by historians William Strauss and Neil Howe, offers a comprehensive framework for grasping the cyclic nature of generations and their effect on society (van Twist & Newcombe, 2021). In line with this theory, generations adhere to a recurrent pattern of four archetypes. Prophets are recognised for their idealism and a strong sense of moral mission. They tend to reach maturity during societal turbulence and are motivated by a desire to usher in transformation and reform. The nomads are distinguished by their adaptability and pragmatism (Kowalski, 2019). They confront the challenges of a crisis era and cultivate resilience, resourcefulness, and a focus on survival. Heroes are celebrated for their collective ethos and willingness to sacrifice for the greater good (Okros & Okros, 2020). They come to the forefront during crises and labor to reconstruct and fortify society. The artists represent a generational archetype emerging in the aftermath of societal upheaval. They cherish individualism, creativity, and self-expression. These archetypes shape how each generation perceives and responds to their surroundings. Utilising the Strauss-Howe Generational Theory in the workplace can give organisations valuable insights into how different generational groups might approach their roles and duties. By acknowledging the generational archetype of each group, organisations can customize their motivational approaches to harmonize with each generation's unique attributes and principles.

2.6. Theory of Cohort

As introduced by sociologist Karl Mannheim, the theory of Cohort centres on the collective experiences and historical context that mould a generation's character and viewpoint. This hypothesis posits that individuals who come of age during the same historical epoch and undergo typical occurrences and trials are inclined to constitute a unified cohort (Okros & Okros, 2020). These mutual experiences would influence their principles, convictions, and attitudes. The theory of Cohort identifies three primary constituents that contribute to the establishment of generational cohorts. One of these components is the birth year, which signifies the year individuals enter the world and is a substantial determinant in shaping their Cohort (Thach et al., 2020). Different birth years expose individuals to distinct historical incidents and cultural transformations.

Furthermore, historical events, such as conflicts, economic downturns, and cultural revolutions, leave an indelible mark on a generation's identity. These occurrences mould their values and perspectives. Moss (2010) further suggests that the cultural milieu in which a generation matures, including music, art, fashion, and societal norms, plays a role in delineating their generational identity. Guerrero et al. (2021) remark that applying the theory of Cohort in the workplace involves comprehending how the shared experiences of each generational Cohort shape their expectations and incentives.

2.7. Selecting the Best Theory for Organizations

The decision amid the Strauss-Howe Generational Hypothesis and the Cohort theory depends on an entity's particular circumstance and the degree of detail required when tackling generational distinctions. Supposing an entity esteems a methodical and prototypical strategy, the Strauss-Howe Generational Hypothesis might be more fitting. On the contrary, if an entity leans toward contemplating the nuanced influence of historical occurrences and cultural milieu, the Cohort Hypothesis could be the superior selection. In practical application, combining both concepts could deliver a comprehensive methodology. Organisations can use the Strauss-Howe Generational Theory as a starting point for

understanding generational archetypes. They can then complement it with insights from the Theory of Cohort to consider the broader historical and cultural context that influences each Cohort.

2.8. Conceptual Framework

In exploring the generational viewpoint concerning employee enthusiasm in the workplace, it's crucial to construct a conceptual framework that steers the investigation and comprehension of the connections between generational groups, motivating elements, and organisational consequences. This conceptual structure offers a systematic method for scrutinising how generational disparities affect employee drive and influence businesses.

At the heart of our conceptual framework lie the generational clusters – Baby Boomers, Generation X, Millennials (Generation Y), and Generation Z (Kleinhans, 2017). These generational groups act as autonomous elements within our framework. Every generational cluster possesses its character and is moulded by distinctive historical, societal, and technological circumstances, impacting their principles, outlooks, and workplace anticipations. The disparities amid these groupings constitute the foundation for examining the motivational elements steering employees from various age groups.

The subsequent structure involves motivational elements, and they are mediating intermediary factors (Banin et al., 2020; Dana et al., 2021). They serve as intermediaries in the connection between generational groups and workforce enthusiasm. We hypothesise that each generational set possesses distinct motivational elements that resonate with them and propel their involvement and efficacy in their professional roles. Grasping these intermediary elements is essential for customising motivational tactics to meet each generation's distinct requirements and anticipations.

The final layer within our conceptual framework encompasses organisational results, regarded as reliant parameters (Harker Martin & MacDonnell, 2012). These results affect the motivational aspects steering employee involvement and efficiency. We maintain the viewpoint that entities adeptly managing the generational disparities in incentives will

encounter advantageous effects, like heightened employee contentment, continuity, efficiency, and originality.

Widén et al. (2014) contend that, in this conceptual framework, interactions and feedback loops exist among generational groups, motivational elements, and outcomes within organisations. These interactions possess a dynamic nature and might fluctuate within distinct organisations and industries. Barrick et al. (2015) elucidate that a corporation that adeptly harmonises its motivational approaches with each age cohort's distinctive attributes and anticipations might establish a virtuous circle of heightened employee involvement, job contentment, and enhanced organisational effectiveness.

This framework shall guide our investigation into comprehending the function of generational outlooks concerning workforce drive and its repercussions on institutions. Through investigating how generational variances shape motivating elements and corporate consequences, we strive to offer valuable understandings into fashioning custom strategies for boosting workforce enthusiasm among diverse generational groups, consequently cultivating a more prolific and absorbed workforce. The ensuing chapters shall plunge into the approach and factual research that shall assist in substantiating and honing this conceptual framework.

2.5. Conclusion

This exhaustive literature review sheds light on the intricate dynamics of generational viewpoints concerning employee inspiration within the workplace. We delved into how generational clans, from Baby Boomers to Generation Z, manifest distinct values, mindsets, and anticipations influenced by their specific historical, societal, and technological milieus. These generational disparities profoundly impact the motivating elements propelling each faction, underscoring the necessity for bespoke motivational approaches. Moreover, our review illustrated that institutions should acknowledge the repercussions of these generational variations on employee drive to accomplish favorable organizational outcomes. Supervising multigenerational staff, harnessing technology, and nurturing an all-

encompassing corporate atmosphere are indispensable considerations. The conceptual framework supporting our study emphasises the crucial role of generational viewpoints in influencing motivation, which subsequently impacts organisational performance. By comprehending and tackling these generational disparities, entities can enhance their strategies, nurture a more involved workforce, and ultimately thrive in today's varied and ever-evolving professional environment.

CHAPTER III: RESEARCH METHODS

3.1. Introduction

3.1.1. Background on Employee Motivation

Employee motivation is a multifaceted concept that refers to the internal and external factors that drive employees to initiate, sustain, and direct their work-related efforts. It is critical to organisational success and individual job satisfaction (Zboja et al. 2020). According to Lloyd and Mertens (2018, p. 24), motivated employees are more likely to be engaged, productive, and committed to their roles, leading to increased overall performance and achievement of organisational goals. This is the primary reason organisations must seek to increase the satisfaction levels of their employees. Similarly, Anderson (2020) shares Lloyd and Mertens's perspective when he states that rewards make employees feel recognised. Mainly, they feel as if their contributions are being noticed positively. The critical components of employee motivation include intrinsic motivation that comes from within an individual and is often related to the individual pursuing tasks that offer them inherent satisfaction and pleasure (Morris et al. 2022; Fischer et al. 2019). Intrinsically motivated employees derive fulfilment and joy from the work that they do, which is driven by a sense of personal growth and accomplishment (Forson et al., 2021). Some employees similarly derive motivation from external factors such as bonuses, public acknowledgement, and promotions (Spotts 2015). Punishments, recognition, and rewards are among the core bases of external factors that drive extrinsic motivation.

Studying employee motivation is crucial because it helps organisations increase their employees' job satisfaction or a positive emotional state that arises from an individual's assessment of their overall working environment and job experiences. Abraham Maslow's hierarchy of needs also provides that human beings have a variety of needs that must be met in a certain order ranging from physiological needs as hunger or thirst to other higher-level needs such as self-actualization (Bowen 2021; Dar & Sakthivel 2022; Alasousi & Alajmi 2017). By studying employee motivation, organizations get to understand and address the various needs of their employees according to the specified order, which results in a more

motivated employee base (Kenrick et al. 2010). Overall, studies on employee motivation are crucial because motivated employees enhance the performance of organisations and reduce turnover rates. Employee motivation also increases job satisfaction, innovation, creativity, and adaptability to change employees, ensuring the organisation drives quickly toward the attainment of its goals (Rožman et al. 2017; Anderson 2019). Understanding these factors is essential for organisations seeking to develop a positive and motivating work environment, leading to increased employee satisfaction and organisational success.

3.2. Research Philosophies and Assumptions

The research into the generational theory perspective is based on various assumptions and research philosophies to understand various motivations, preferences, and diversity in needs for various age groups in contemporary workplaces (Newman & Gough 2019). One of these theories is the generational theory, which posits that the era into which one is born affects one's development and consequently decides one's behaviour and worldview. It further posits that an individual's value systems are shaped mainly by the first decade of their lifetime, their families, communities, friends, the general era one is born in, and the significant events of those times.

Although some researchers contest this assumption, organisational behaviour researchers indeed verify that people from certain generations tend to have similarities in behaviour as opposed to individuals from other generations, and it is this belief that guided this research. As Rudolph et al. (2020), observe generations are highly deterministic. Besides, an individual's life stage has much to do with the individual's behavior in society and the workforce at large. For instance, individuals in their mid-life ages between 30 and 40 years tend to show more excellent stability, organisation, and loyalty than those in their twenties. That observation is mainly because at this stage individuals have born children and have a range of commitments to meet. Individuals in their 50s are equally not as workaholics as the preceding generation because they want to wind down their careers. Rudolph et al.'s finding justifies the generational theory. Each new generation entering a definite life stage tends to redefine it by changing it drastically or subtly depending on the prevailing world

conditions. For the generational theory, the study explored the impact of events such as economic downturns and technological advances on the impact motivation of particular generations.

The social identity theory also directs that individuals categorise themselves into groups socially, and identity within these groups influences their behaviours and attitudes (King 2003, p. 625). Regarding this finding, the study examined how identity within generations impacts communication, motivation, and collaboration, which are all precursors to motivation for employees from diverse age groups. Additionally, employees act motivated to take specific actions based on the anticipation that their actions will result in particular desired outcomes (Zabel et al. 2016). For this reason, the research established the perceptions of diverse generations on the relationships between effort, rewards, and performance and their effects on motivation.

The employee engagement model also provided a framework for understanding multigenerational perspectives on employee motivation. The model assumes that engaged employees are more likely to contribute to the success of organisations. Studies confirm that models such as work-life balance desire, need for recognition, and career development aspiration differ between generations (Stiglbauer et al. 2022; Chawla et al. 2017). Therefore, the employee engagement model was one of the philosophies that guided this research. Generally, the systematic review was necessitated by views and controversies of organisational behaviour research, generational theory, social identity, and the expectancy theory perspectives.

3.3. Objectives of the Systematic Review

The systematic review research aimed at explaining how different generational perspectives influence the motivation of employees in workplaces. The study also sought explanations for differences in likely motivators for various generations and how diverse workplace practices impact motivation across generations. For this reason, the systematic review's objectives included synthesising existing literature on generational perspectives on employee motivation, identifying patterns, gaps, and trends in the existing knowledge, and

providing insights to help practitioners and researchers understand and manage employee motivation across various generations.

3.4. Research Design

The research conducted a systematic literature review study design using the guidelines for the Preferred Reporting Items for Systematic Reviews and Meta-analysis (PRISMA). The design entailed reviewing and combining the findings from published and unpublished research studies on the topic or key questions related to generational perspectives on employee motivation. The design reviewed and brought together different information from various types of research to tell one cohesive story (Tawfik et al. 2019; Owens 2021). Particularly, A qualitative or narrative synthesis was used for this research. The design is beneficial because it not only minimises bias, but it also establishes reliable findings that help researchers arrive at meaningful conclusions (Snyder 2019; Ranganathan & Aggarwal 2020). The research design also helps draw meaningful conclusions that can lead to good decisions. Mallett et al. (2012) establish that the systematic review design produces the most reliable and comprehensive information.

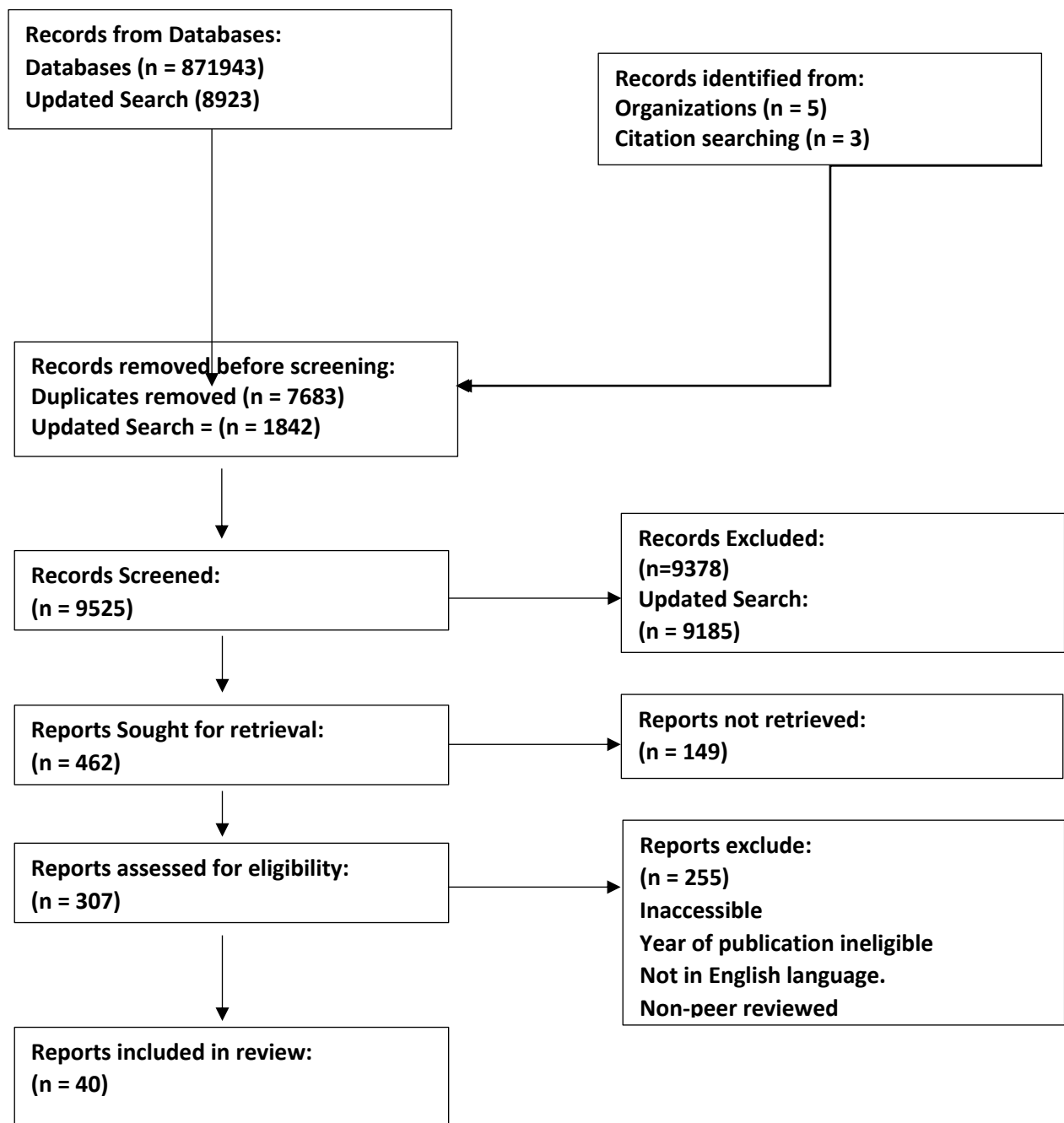


Figure 1: PRISMA

3.5. Research Approaches

3.5.1. Inclusion and Exclusion Criteria

3.5.1.1. Inclusion Criteria

Studies in the current study included those published in the last ten years in major research journals. Empirical studies were conducted over the same period to explore the

differences in employee motivation across various generations, and research was conducted in multiple sectors and industries. Only research published in popular and reputable journals was included. Peer-reviewed research publications were considered first. The studies had to be published in English to be considered for inclusion in the research study. Academic conference proceedings relevant to the topic and search phrases were also included in the study.

3.5.1.2. *Exclusion Criteria*

Some of the research that met the inclusion criteria were still included in the study. The exclusion criteria for research included those unavailable in the English language. Similarly, research studies that needed more clear relevance to the topic were also excluded from the research study. Non-peer-reviewed sources were also not included in the research study.

3.5.2. Search Strategy

A robust search strategy is necessary to ensure relevant and comprehensive literature is retrieved on the topic "Generational Perspective on Employee Motivation in the Workplace." Firstly, the search strategy involved the identification of key academic databases where the search was to be conducted. The database's inclusion strategy included reputation, popularity, and ease of access. The databases had to be academic for them to qualify. Pubmed Central, PsychInfo, PyschNet, Google Scholar, and the directory of Open Access journals are among the journals that were included in this paper.

The next step involved identifying relevant keywords to be used in the search. The keywords "generational perspective," "workplace," "multigenerational workforce," "generational differences," and "multigenerational" were used to refine searches. Boolean operators (AND, OR, and NOT) were equally used to refine the searches. The search period was also specified as being from January 2018 to 2023. Supplementary searches were done by hand searching key conference proceedings, hand searching in key conference proceedings, and contacting experts in the fields for more references. Grey literature was also explored for unpublished studies and relevant reports.

Generally, the search strategy involved the identification of key concepts, combining those key concepts with Boolean operators, and using synonyms or related terms such as generation and age groups as well as generational perspective and multigenerational workforce. The search strategy also conducted a phrase search where quotation marks were used for exact phrases. The other part of the search strategy entailed truncating terms such as using an asterisk (*) to capture variations of a word: Motivat* (captures motivate, motivation, motivating). The use of operator NOT to exclude irrelevant terms was employed as part of the strategy.

The selected databases included PubMed, which primarily has health-related and psychological perspectives, PsycINFO for psychological and behavioural aspects of employee motivation; Google Scholar for a comprehensive multidisciplinary database covering a wide range of disciplines; and the Business Sources Complete for insights into organisational behaviour regarding business and management aspects, providing.

3.5.2.1. Search Period Considerations

The timeliness of the search must be specified to achieve relevant and current research information. The current study limited the search period to between January 2012 and July 2023. Limiting the search to give a timeline ensured that only relevant actionable insights were collected and analysed.

The additional considerations made for this study included the language. Only articles published in English were included to ensure accessibility. The publication type included only peer-reviewed journals, books, and conference proceedings in the study. For a more comprehensive view, grey literature was also considered. Studies and reports from reputable organisations were also considered for review. Although this strategy was in place, it had to be adapted to the specific and diverse requirements of the databases to refine the search as appropriate during the actual search. Additionally, the searched database terms used in the search and any filters applied to ensure transparency and reproducibility of the search were documented.

3.5.3. Study Selection

The study selection entailed a screening process where two independent reviews were conducted to screen the titles and abstracts. Once this was done, the full texts of potentially relevant titles were accessed and reviewed further. To extract information from the studies, a data extraction form was used to gather relevant information (Büchter et al. 2020). Data on the study designs, characteristics of the samples used in the studies, key findings established in each study, and the methodology used in each study were recorded.

3.5.4. Quality Assessment

To assess the quality of each research study selected, the Critical Appraisal Skills Program CASP checklist tool was used. The CASP tool lists ten questions designed to help the researcher think about issues systematically. The first two questions are for screening purposes and are answered quickly with a “yes” or “no” response. A “yes” response to the first two questions implies that the researcher can continue assessing the study further using the remaining questions. Most of the ten questions ask the researcher to record whether their response to that question is a “yes,” “no,” or a “can’t tell” response. Several italicised prompts are given beside every question, meant as a reminder as to why each question is essential. The reasons for each answer are usually recorded in the provided spaces.

When making a quality assessment of each study, considerations were also made about the study design, size of the sample, and the methodology. Interrater reliability was also used to ensure consistency in quality. That was achieved by ensuring there was consistency in the inter-rater reliability checks.

3.6. Data Collection Methods

Data synthesis was carried out through narrative synthesis. Narrative synthesis is an approach to synthesising findings in a systematic review of data from numerous sources, which relies primarily on using words and text to summarise and explain the findings of a synthesis (Schwarz et al. 2019; Snilstveit et al. 2012). Xiao & Watson (2017) explain that narrative synthesis was used to summarise key findings from individual research studies before identifying common patterns and themes.

3.7. Ethical Considerations

The process of conducting this study made it imperative to engage reflexively with various ethical issues. The major ones handled in this research included conflict of interest and representation of the research participants, which in this case were the research studies selected for inclusion (Suri 2019). The other ethical consideration made for this study was informed consent (Schucan Bird et al. 2023). Although consent may have been sought while conducting the original research, it did not necessarily mean the validity of consent extended to the current systematic literature review (Vergnes et al. 2010). Permission was obtained when using data or information that required the consent of the participants.

3.7.1. Addressing Bias

A systematic review aims to identify appropriate data that helps answer the research question. However, as Drucker et al. (2016) mention, bias sometimes undermines this goal. Bias occurs at any phase of the research process, ranging from the planning, data collection, data analysis, and publication stages (Pannucci & Wilkins 2010; Califf et al. 2013). The research study addressed bias by carrying out funnel plots and some statistical tests to identify publication bias (Parekh-Bhurke et al. 2011). Other instances of bias were taken care of during the selection of the studies to include in the systematic review (Drucker et al. 2016; Frampton et al. 2022). By making the selection criteria clear, the tendency of the research to be biased in selection is eliminated. The paper also took care of bias by implementing an ethical review. A post-research review by the ethics board was expected to improve the ethics of the study and, hence, its reliability.

Additionally, the study adjusted for potential biases in interpreting the results. Only studies adhering to research ethics were included to remove risks of bias. The current research also ensured compliance with ethical standards and guidelines (The APA 2017; Almeida & Goulart 2017). Triangulation was carried out during research selection to ensure bias was eliminated. Still, the most notable method of eliminating bias was using technology such as text mining, as Millard et al. (2015) propose through their study. The other measure

taken to contain bias was the declaration of a conflict of interest (Coble et al. 2009; Jackson & Kuriyama 2017).

3.7.2. Reporting results

Reporting of the systematic review findings followed the PRISMA guidelines for reporting the systematic reviews. A flow diagram illustrating the study selection process was provided. The study also ensured a transparent reporting of data synthesis and quality assessments.

CHAPTER IV: FINDINGS / RESULTS, ANALYSIS AND DISCUSSION

4.1. Summary / Presentation of Findings / Results

This chapter details the key findings from the systematic review of the generational perspective of employee motivation in the workplace. According to a study finding by the (American Management Association (2019), Modern workplaces have between four and five different generations of workers doing work together within organisations, and each of the organisations has its distinct characteristics, attitudes, and values toward work, depending on their different life experiences. The Management Association lists these generations as the silent baby boomers, generation X, generation Y, and generation Z. The birth dates of each of these generations vary from 1925 to 2012.

An article search in the specified databases yielded as many as 871,943 journal results. Each study had unique characteristics that qualified or disqualified it for inclusion or exclusion from the current study. This section is critical because it reports the findings of the search performed in the previous chapter. Besides descriptively reporting what was established after analysing the study data, this section also attempts to answer the research questions and hypotheses proposed in the introduction. The synthesis of the selected studies sheds light on the diverse factors influencing employee motivation across different generations working together in modern workplaces.

Although this study established several literature publications related to the topic, very few study concepts related to generational differences and teams. The studies narrowed down to motivation are even lesser in number implying that the knowledge area in the study area chosen for this paper is currently underdeveloped. Nevertheless, the past few years have experienced an increase in the number of publications related to the topic spanning several publications and in different nations. That implies that this research area will most likely develop in the near future. Most of the studies related to commitment, leadership, conflicts, work environment, wages, and team dynamic differences across the various generations in the workforce.

4.2. Analysis of results

Table 4.1 provides an overview of the characteristics of the included studies.

Table 1: Characteristics of Included Studies

Author (s) and Year	Generational Focus	Methodology	Key Findings	Study Limitations
Chawla et al., 2018	Indian senior generation, generation X and generation Y	Quantitative online questionnaire	There is a significant difference in career preferences and a significant difference exists in work engagement among the three studied generations. The three generations studied have no significant difference in reward preferences.	Small Sample size and difficult generalizability due to the study's focus on the Indian population only.
Burton et al. (2019)	Veterans/Traditionalists, Baby Boomers, Generation X, and	Systematic synthesis of research studies.	Key themes identified in the current literature	Only seven database platforms

Author (s) and Year	Generational Focus	Methodology	Key Findings	Study Limitations
	Generation Y/Millennials) c		relate to leadership, commitment, conflict, team dynamics, work environment, and wages. These are some of the defining factors where each generation's perspectives seem to diverge or converge.	were included in the review. The study used two search tags only, more search tags could have possibly yielded more results.
Deb & Carlos Tasso (2016)	Baby Boomers, Generation X, and Generation Y	Personality assessments	Baby Boomers have fewer job mobility behaviors than X-generation and Millennial employees. They also established that Generation Y tends to be	Not all generations are studied. The sample is also small which affects the generalizability of the results.

Author (s) and Year	Generational Focus	Methodology	Key Findings	Study Limitations
			impatient with manual work processes	
Demirbilek & Keser (2022)	Generation Z	Focus Group interviews using semi-structured questions	The leadership expectations of Generation Z teachers in the behavior sub-theme of inclusivity involved sincerity, flexibility, warm communication, consistent behavior, and supportive behavior. Motivating and problem-solving were also mentioned. In the sub-theme of competencies, Gen-Z focused	Small sample size and the research narrowed down to teachers only hence findings may be challenging to generalize.

Author (s) and Year	Generational Focus	Methodology	Key Findings	Study Limitations
			on innovations, communication skills, technological competence, mentoring, competence in the field, being solution-oriented, being a researcher, taking initiative, financial management skills, and entrepreneurship competencies.	
Eragani & Gamage (2019)	X and Y generation	Structured questionnaire	The X and Y generations differ in factors that motivate each. X-generation employees prefer Achievement motivation	Limited interpretation and comparison between current and past studies concerning X

Author (s) and Year	Generational Focus	Methodology	Key Findings	Study Limitations
			whereas Generation Y employees value Job-related motivation	and Y Generation employees' motivation due to difficulty in gaining relevant articles, particularly those related to the motivation of Generation X and Y employees. The study excludes other working generations in Sri Lanka making, the results do not apply to the

Author (s) and Year	Generational Focus	Methodology	Key Findings	Study Limitations
				entire workforce. Findings are limited to the Sri Lankan population and cannot be generalized to other countries.
Favero & Heath (2012)	All generations	Focus groups discussions	Women's Struggle to Balance Work and Life Centers around two issues that organize the way people think about work. These include settling one's dues and face- time.	The sample is not representativ e of the population hence results may prove difficult to generalize. Since the quality of the discussion and its

Author (s) and Year	Generational Focus	Methodology	Key Findings	Study Limitations
				usefulness depends on the skill of the moderator, their bias will also comprise the reliability of the study.
Fischer et al. (2019)	Nonspecific to one generation.	Exploratory factor analyses	Findings showed the higher the perceived probability of receiving relational rewards and the higher the intrinsic motivation, the greater the positive effect on creative/innovative outcomes. Results supported the hypothesis that	Results are non-specific to any one generation. They however give good insight into what the current study should expect when studying motivation among the diverse generations.

Author (s) and Year	Generational Focus	Methodology	Key Findings	Study Limitations
			the extrinsic motivator, relational rewards, moderated the relationship between intrinsic motivation and creativity/innovation performance significantly and positively.	
Forson et al. (2021)	Nonspecific.	Questionnaires	The compensation package, job design, environment, and performance management system significantly determine the teacher's motivation; thus, these motivation	Narrow sampling frame A small sample may not be representative of the whole population, which hinders the generalizability

Author (s) and Year	Generational Focus	Methodology	Key Findings	Study Limitations
			factors are significant predictors of performance.	y of research findings.
Heyns & Kerr (2018)	All generational cohorts	A cross-sectional survey approach	Unlike the popular notion, generational cohorts do not differ significantly from each other in terms of diverging intrinsic and extrinsic motivational preferences influencing their behaviors at work. Regarding the degrees of satisfaction of the basic psychological needs that drive autonomous,	Used a relatively small sample size. The sampling procedure never ensured a proportional representation of each cohort which limits the generalization of findings to a larger population. The study also applied the too-simplistic age

Author (s) and Year	Generational Focus	Methodology	Key Findings	Study Limitations
			intrinsically motivated behavior, the study similarly found no significant differences. However, Gen-X and Y differed significantly in the indicated degree of satisfaction with the psychological need for autonomy between cohorts.	categorizations accepted widely around the globe and presented by the literature.
Kovačević & Blagojević (2022)	Multi-generational	anonymous survey	Statistically significant differences exist in the influence of motivational factors on motivation across different	The study used a non-civilian sample, the Serbian army, hence findings may be difficult to

Author (s) and Year	Generational Focus	Methodology	Key Findings	Study Limitations
			subpopulations of respondents. The impact size of the motivational factors on motivation for work grows bigger with postgraduate training.	generalize to the whole population.
Mahmoud et al. (2020)	Millennials vs older generations	Gagné et al.'s Multidimensional Work Motivational Scale (MWMS)	Both extrinsic regulation–material and identified regulation are valued more by millennials compared to older generations, while extrinsic regulation–social and introjected regulation is valued less by	The study used employees/staff in the services sector therefore it is difficult to generalize the findings to employees in other sectors.

Author (s) and Year	Generational Focus	Methodology	Key Findings	Study Limitations
			millennials compared to older generations.	
Morris et al. (2022)	Nonspecific	Schematic framework for parsing motivated action.	Intrinsic motivation is driven more by proactive factors as opposed to the more reactive domain of extrinsic motivation	The study reviews published research on the topic hence its reliability is questionable. A high likelihood of bias due to the method of study used.
Ng et al. (2022)	Millennial generation	Mixed-method Approach	The study demonstrates that work values among Millennials are not as homogeneous as	The study limited participants to Swiss and Russian nationalities assuming the

Author (s) and Year	Generational Focus	Methodology	Key Findings	Study Limitations
			often assumed and this can make generational comparisons problematic.	nationality influence on the research. Data was collected via self-reporting, which is likely to give rise to response-set biases and social desirability.
Rudolph et al. (2020)	All cohorts	social constructionist and lifespan perspective analyses	There is more than the generational perspective of understanding how age and aging influence work	The methodology used is hard to study because it never provides formalized predictions
Rožman et al. (2017)	Millennials and Baby Boomers	Mann-Whitney U test	Motivation and satisfaction change as	Limited to employees from a given

Author (s) and Year	Generational Focus	Methodology	Key Findings	Study Limitations
			employees grow older. As a result, Older employees are more motivated by flexible working hours, autonomy, and excellent interpersonal relationships, the possibility of working at their own pace, respect between employees, and fair treatment, regardless of age.	field and a specific country, Slovenia. Lack of systematic and comprehensive supporting literature. Most of the studies are based on theoretical knowledge of the management of various age groups.
Sakdiyakorn & Wattanacharoensil (2017)	Baby Boomers, Generation X, and Y	Systematic content analysis of peer-reviewed articles.	Baby Boomers show higher job satisfaction, and commitment, and they spend more time on the job	The study compares three generations and gives

Author (s) and Year	Generational Focus	Methodology	Key Findings	Study Limitations
			than Gen Y and X. Gen-Y shows higher turnover rates, and they value organizational Citizenship behavior.	scanty information on the other generations despite there being about 5 generations in the workplace.
Sánchez-Hernández et al. (2019)	Millennials and Generation Z	Qualitative and content analyses.	These generations are pressuring human resource departments to fluidly fit work and personal life. The new generations are demanding work-life Balance more often, but modern organizations are not offering these opportunities as much.	The study partially relied on secondary data and information self-reported by the sample organizations being researched, which increases the chances of bias.

Author (s) and Year	Generational Focus	Methodology	Key Findings	Study Limitations
Stiglbauer et al. (2022)	All generations	Online questionnaire of the New Work Values rating scale.	Work values related to sustainable organizational development and basic needs were largely similar across generations. Younger and older generations only differed significantly about how much they valued money, clarity, stimulation, and career development, which are all highly possible from a lifecycle perspective.	The study used the NWVS scale which is newly developed and requires further research to prove its validity. Data collection happened during COVID-19 when the labor market was most affected.

Author (s) and Year	Generational Focus	Methodology	Key Findings	Study Limitations
Zboja et al. (2020)	Non-specific	Emailed surveys	Social reasons in addition to doing good and relationships within the group are among the motivating factors for most volunteers.	Self-reporting measures are more prone to biases such as the social desirability bias. A likely non-response bias is indicated by a low response rate from the sample.

4.3. Discussion of Results

The findings from the review indicate that numerous scholars have given attention to motivating various generations' existent workplaces. From the analysis, the millennial generation is the most studied, followed by Generation X and baby boomers. Generation Z is new to the workplace, and less attention has been dedicated to it. However, many non-reviewed studies indicate that scholars are keen on the subject. Broadly, the studies included in this review spanned the period from 2017 till the present. Although the review included studies conducted in different geographical regions, the majority were from North America, followed by publications from Europe, which implies that the findings could be more applicable to these two regions than other regions.

Findings from the review consistently suggested that motivation across generations is a widely studied variable and that various generations harbor diverse perspectives about it. The baby boomers were found to possess distinct perspectives on financial security and stability, determining their generational perspective on employee motivation in the workplace. This generation tends to derive motivation from money, financial rewards, and perks that afford them the financial security and stability that they desire so much. Similarly, recognition and experience, work-life balance early in their careers, continuous learning, and a clear path to career development are among the factors that shape the baby boomers' perspective on employee motivation.

Generation X's perspective on employee motivation in workplaces is indicated by a high value on autonomy and work-life balance, emphasising flexibility and control in both their personal and professional lives, which largely results from the characteristic nature of their formative years or period of birth. For Generation X, employee motivation in the workplace entails offering opportunities for professional growth and development, recognition, and a demand for high-quality work. A motivating workplace for Generation X must also recognise and reward their entrepreneurial spirit.

The review also established that the era during which millennials grew up shaped their perspective on employee motivation. According to the millennials, a motivating

workplace offers flexibility in work arrangements, remote opportunities, and the pursuit of personal interests. These play key roles in fostering a motivated and engaged millennial workforce (Mahmoud et al., 2020). Employers accommodating these needs stand to harness the full potential of this generation. Additionally, millennials' perspectives entail an inclination towards continuous learning and professional development. Technology and connectivity are other factors that motivate the millennial cohorts. They also place a premium value on diversity and inclusion.

CHAPTER IV: CONCLUSIONS AND RECOMMENDATIONS

5.1. Summary of Main Findings

5.1.1. Motivational Factors across Generations

5.1.1.1. Baby Boomers

The Baby Boomer generation, born and experienced their formative years between 1946 and 1964, has significantly influenced the present world. As they traverse different life stages, they pick and understand distinct motivational factors, which form a unique generational perspective about motivation. The motivation perspective of baby boomers is crucial both for employers, policymakers, and individuals (Patterson & Balderas-Cejudo, 2022). The synthesis above established the findings as shown below.

Firstly, baby boomers exhibit a distinct perspective on financial Security and Stability, which also feeds into their generational perspective on motivation. Given this generation's exposure to economic ups and downs, financial security tops their priority list. It is often a paramount motivator for Baby Boomers born during periods of economic prosperity, yet witnessing subsequent recessions, these individuals prioritise and derive motivation from job security, pension plans, and a stable financial foundation. Employers offering retirement benefits and financial planning resources can effectively motivate and retain this cohort (Çelik & Gürcüoğlu, 2016). Offering related financial rewards and packages can also help motivate individuals from this generation effortlessly.

Another factor topping the priority list of Baby boomers is recognition and experience and their perspective on employee motivation in workplaces based on this belief. With decades of experience, Baby Boomers evolved to seek recognition for their substantial contributions to the workplace. Acknowledging their wealth of knowledge, expertise, and dedication is a key motivating factor. Employers seeking to motivate these cohorts must target to foster a positive work environment for Baby Boomers by providing opportunities for mentorship, and leadership roles, and acknowledging the significant impact they've made throughout their careers (Bejtkovský, 2016).

Although a balance between work-life balance may have been less emphasised earlier in their careers, Baby Boomers now prioritise a balanced lifestyle as they approach retirement. Flexibility in work arrangements, such as part-time or remote work options, can be highly motivating as they give these generations time to spend with their families as they prepare for retirement (Stewart et al., 2017). Employers who recognise and accommodate the diverse life stages of baby boomers can create a motivating and supportive work environment.

Baby Boomers contemplate and value the legacy and impact they will leave behind, more importantly, as they approach retirement. They are always more motivated to leave a lasting impression. Employers and organisations can tap into this motivation by providing opportunities for Baby Boomers to mentor younger generations, share their experiences, and contribute to meaningful projects that align with their values (Patterson & Balderas-Cejudo, 2022). Encouraging intergenerational collaboration fulfils the intrinsic need for impact and creates a knowledge-sharing environment benefiting both Baby Boomers and younger colleagues (Cox, 2016).

Contrary to stereotypes, Baby Boomers are enthusiastic and motivated by continuous learning and personal development opportunities. This motivation is driven by a desire to stay relevant in a rapidly evolving world (Gilley et al., 2015). Employers who invest in professional development programs and provide opportunities for skill enhancement can keep Baby Boomers engaged and motivated in their roles. This not only benefits the individuals but also contributes to the overall adaptability and resilience of the organisation.

For baby boomers, their motivational factors are multifaceted, with each reflecting their unique historical context and experiences. Nevertheless, recognising and addressing this generation's desire for financial security, recognition, work-life balance, legacy, and continuous learning, can help employers create environments that not only value the contributions of Baby Boomers but also provide meaningful opportunities for them to thrive in their post-career phase (Patterson & Balderas-Cejudo, 2022). Primarily, that is what comprises their generational perspective on motivation at workplaces.

5.1.1.2. Generation X

The born between the mid-1960s and early 1980s are often called Generation X. These cohorts occupy a characteristic space between the Baby Boomer and Millennial generations. This generation's identity is intricately shaped by the confluence of economic challenges, rapid technological advancements, and the ever-evolving landscape of social dynamics, which are also reflected in their employee motivation perspectives (Kuron et al., 2015). The experiences of Generation X are characterised by navigating through economic recessions, adapting to transformative technological shifts, and witnessing the changing social fabric. This unique historical context has moulded the values and motivations of Generation X, making them a cohort with a pragmatic approach to work and life and emphasising a desire for autonomy, entrepreneurial spirit, professional growth, and recognition in the contemporary workplace. Understanding and responding to these distinctive factors are essential for employers seeking to cultivate a motivating environment and effectively leverage the strengths of Generation X in today's diverse and evolving workforce.

Generation X places a high value on autonomy and work-life balance, emphasising the importance of flexibility and control in both their personal and professional lives. This cohort actively seeks employers that understand and accommodate these priorities, making flexible work arrangements and a commitment to work-life balance, which are critical factors in motivating and retaining Generation X employees (Pasla et al., 2021). By aligning workplace practices with the preferences of this generation, employers not only enhance job satisfaction and motivation but also contribute to the overall well-being and productivity of their workforce.

Generation X is resourceful and often characterised by an entrepreneurial spirit. The Entrepreneurial Spirit perspective of this generation is often driven by their desire for self-reliance (Arkorful et al., 2022). Generation X members often seek opportunities to innovate and contribute meaningfully in workplaces. Employers fostering an entrepreneurial culture and supporting intrapreneurship can tap into this motivation.

Generation X also places a strong emphasis on professional growth and development. Having navigated economic recessions and technological shifts, ongoing learning and skill enhancement are valued. Employers investing in training programs and career development opportunities will most likely inspire and engage Generation X in the workplace (Nelson & Duxbury, 2021). Their loyalty when provided with these opportunities is also unquestionable.

Recognition and Work Quality are also foundational in Generation X's view on workplace motivation. Generation X often actively seeks recognition for their expertise and contributions, placing significant value on acknowledgement and rewards for the quality of their work. This cohort is motivated by opportunities that allow them to take on leadership roles and apply their skills effectively in the workplace (Stewart et al., 2017). Employers who understand the importance of acknowledging the individual accomplishments of Generation X, providing avenues for leadership, and facilitating skill application not only enhance motivation but also foster an environment where this generation feels valued and empowered. Recognition becomes a crucial component in the overall job satisfaction and engagement of Generation X within the contemporary workforce.

Generally, Generation X's motivational factors are influenced by their pragmatic approach, life experiences, and a desire for balance and independence, which contribute to a unique set of values in the workplace. Autonomy, entrepreneurial spirit, professional growth, and recognition are pivotal drivers shaping their motivations. Understanding and responding to these factors are essential for employers seeking to create a motivating environment and leverage the unique strengths of Generation X in today's diverse and evolving workforce (Kuron et al., 2015).

5.1.2. Millennials

Motivation is a dynamic force propelling individuals toward goals, and its determinants vary across generations due to societal shifts, technological advancements, and cultural changes (Calk & Patrick, 2017). Millennials, born between 1981 and 1996, exhibit unique motivational factors that deviate significantly from their predecessors

(Mahmoud et al., 2020). Employers, educators, and individuals must comprehend these distinct motivators to tap into the full potential of this generation. From the synthesis above, this unique group tends to be motivated by various factors.

From the synthesised studies, it is clear that the factors motivating millennials are diverse and often reflect their era's socio-cultural and technological landscape. Purpose, meaning, work-life balance, professional development, technology, diversity, and inclusion are key drivers shaping their aspirations and behaviours. Recognising and addressing these factors is usually essential for unlocking the full potential of millennials and fostering environments that nudge them to thrive. As the workforce evolves, understanding and adapting to the motivational factors of each generation become imperative for cultivating a dynamic and resilient society.

5.1. Conclusion

The findings from the selected studies and this systematic review reveal that employee motivation is generally a widely researched area. Millennials are the most studied, followed by Generation X and the baby boomers. Generation Z employees are new to the workplace and have received less research and attention. However, the large number of non-reviewed studies on the motivation of Generation Z implies that scholars are keen on the topic, and it will soon have enough literature. Findings from the review consistently suggested that motivation across generations varies widely and that various generations hold diverse perspectives depending on the generation in which they were born.

The baby boomers possess distinct perspectives on employee motivation, anchored on financial security and stability. As employees, this generation tends to view motivation from the standpoint of money, financial rewards, and perks that afford them the financial security and stability they desire. Similarly, they view employee motivation from the perspectives of recognition and experience, work-life balance early in their careers, continuous learning, and a clear path to career development. Generation X's perspective approaches employee motivation in workplaces from autonomy and work-life-related balance, where they emphasise flexibility and control in both their personal and professional

lives. For Generation X, employee motivation in the workplace entails offering opportunities for professional growth and development, recognition, and a demand for high-quality work. A motivating Workplace for Generation X must also recognise and reward their entrepreneurship spirit.

According to the millennials' view, a motivating workplace is one that offers flexibility in work arrangements, remote opportunities, and the pursuit of personal interests. Additionally, millennials' perspectives entail an inclination towards continuous learning and professional development; technology and connectivity are other factors that motivate the millennial cohorts. They also place a premium value on diversity and inclusion. Employers that accommodate the diverse needs each generation stands a chance of harnessing the full potential of each generation.

5.2. Recommendations

The modern workplace is mainly composed of four generations. From this review, each generation has distinct perspectives. In light of those findings, some of the notable changes that can be implemented to increase employee motivation across generations include implementing leadership styles that rhyme with the requirements and preferences of each generation. Organisations must explore and develop leadership styles that resonate with each cohort. Usually, which can be achieved by incorporating collaboration and open communication within the organisations. With exemplary leadership in place, every employee's strengths are more likely to be utilised and hence, workplace motivation is maintained at the highest levels.

Organisations should institute the use of technology in the work environments. Technology plays a massive role in the workplaces, particularly on employee motivation. Instituting technology will for instance automate repetitive tasks and motivate the workplace for generation z and millennials who value remote work. Technology also gives employees more control and autonomy, which is preferred by generation X. generally, technology responds to the needs of most generations and implementing it in workplaces will make the workplace more motivating for all.

Establishing a research and development department dedicated to studying and recommending the best career training and development programs that respond to the diverse needs of each age group is highly recommended. The research and development departments will be responsible for tailoring professional development and training programs to the diverse motivational needs of each generation in the workplace.

5.3. Limitations of Research

While these findings provide valuable insights, it is essential to acknowledge the methodological diversity across the studies. The reliance on self-report measures, the limited geographic scope, and the potential for bias are among the identified limitations. A more comprehensive understanding of the generational perspective on employee motivation would benefit from future research addressing these methodological gaps.

5.4. Recommendation for Future Work

Although this review synthesised research studies from numerous geographical regions worldwide, the majority were from North America and Europe. Future researches should ascertain whether the findings established here are unique or general to each generation from other geographical regions of the world. Doing so will make the study findings more generalisable or not. The study also conducted a systematic review that synthesised numerous research studies on the topic of interest; future research should investigate these findings using other research approaches and, more importantly, primary research. Most research studies also used small sample populations from specific regions. The future researchers need to aim their focus at using a more comprehensive population from a variety of geographical regions.

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Appendix 1



PG2 / E1 FORM

APPLICATION FOR ETHICAL APPROVAL

In order for research to result in benefit and minimise risk of harm, it must be conducted ethically. A researcher may not be covered by the University's insurance if ethical approval has not been obtained prior to commencement.

The University follows the OECD Frascati manual definition of **research activity**: "creative work undertaken on a systematic basis in order to increase the stock of knowledge, including knowledge of man, culture and society, and the use of this stock of knowledge to devise new applications". As such this covers activities undertaken by members of staff, postgraduate research students, and both taught postgraduate and undergraduate students working on dissertations/projects.

The individual undertaking the research activity is known as the "principal researcher".

Ethical approval is not required for routine audits, performance reviews, quality assurance studies, testing within normal educational requirements, and literary or artistic criticism.

Please read the notes for guidance before completing ALL sections of the form.

This form must be completed and approved prior to undertaking any research activity. Please see Checklist for details of process for different categories of application.

SECTION A: About You (Principal Researcher)

1	Full Name:	Juthsna Begum			
2	Tick all boxes that apply:	Member of staff:	☐	Honorary research fellow:	☐
	Undergraduate Student	☐	Taught Postgraduate Student	☐	Postgraduate Research Student ☒
3	Institute/Academic Discipline/Centre:	UWTSD			
4	Campus:	Birmingham			
5	E-mail address:	1907009@student.uwtsd.ac.uk			
6	Contact Telephone Number:	07557122410			
For students:					
7	Student Number:	1907009			
8	Programme of Study:	MBA Human Resource Management			
9	Director of Studies/Supervisor:	Dennis Pepple			

SECTION B: Approval for Research Activity

1	Has the research activity received approval in principle? (please check the Guidance Notes as to the appropriate approval process for different levels of research by different categories of individual)	YES	☒	NO	☐
					Date
2	If <u>Yes</u> , please indicate source of approval (and date where known): Approval in principle must be obtained from the relevant source prior to seeking ethical approval	Research Degrees Committee	☐		
Institute Research Committee		☐			
Other (write in)		☒	Secondary research only- approved by supervisor Prof Dennis Pepple.		

SECTION C: Internal and External Ethical Guidance Materials

Please list the core ethical guidance documents that have been referred to during the completion of this form (including any discipline-specific codes of research ethics, location-specific codes of research ethics, and also any specific ethical guidance relating to the proposed methodology). Please tick to confirm that your research proposal adheres to these codes and guidelines. You may add rows to this table if needed.	
1	UWTSD Research Ethics & Integrity Code of Practice ☒
2	UWTSD Research Data Management Policy ☒
3	[List any other relevant documents here] ☐

SECTION D: External Collaborative Research Activity :- N/A

If there are external collaborators then you should gain consent from the contact persons to share their personal data with the university. If there are no external collaborators then leave this section blank and continue to section E.

1	Institution					
2	Contact person name					
3	Contact person e-mail address					
4	Is your research externally funded?	YES	☐	NO	☐	
5	Are you in receipt of a KESS scholarship?	YES	☐	NO	☐	
6	Are you specifically employed to undertake this research in either a paid or voluntary capacity?	Voluntary	YES	☐	NO	☐
7		Employed	YES	☐	NO	☐
8	Is the research being undertaken within an existing UWTSD Athrofa Professional Learning Partnership (APLP)?	If <u>YES</u> then the permission question below does not need to be answered.	YES	☐	NO	☐
9	Has permission to undertake the research has been provided by the partner organisation?	(If YES attach copy) If NO the application cannot continue	YES	☐	NO	☐

Where research activity is carried out in collaboration with an external organisation

10	Does this organisation have its own ethics approval system?	YES	☐	NO	☐
If <u>Yes</u> , please attach a copy of any final approval (or interim approval) from the organisation (this may be a copy of an email if appropriate).					

SECTION E: Details of Research Activity



1	Indicative title:	A Generational Perspective on Employee Motivation in the Workplace		
2	Proposed start date:	26 th October 2023	Proposed end date:	
Introduction to the Research (maximum 300 words per section)				

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PG2 Ethical Approval Form



Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

PG2 / E1 FORM

	Ensure that you write for a <u>Non-Specialist Audience</u> when outlining your response to the points below: <i>Purpose of Research Activity</i> <i>Proposed Research Question</i> <i>Aims of Research Activity</i> <i>Objectives of Research Activity</i> Demonstrate, briefly, how Existing Research has informed the proposed activity and explain <i>What the research activity will add to the body of knowledge</i> <i>How it addresses an area of importance.</i>
3	Purpose of Research Activity This research aims to contribute to the existing literature on employee motivation by providing a generational perspective. Organisations can develop targeted strategies to enhance employee engagement and satisfaction by identifying the unique motivational factors among different generational cohorts. The findings of this study will serve as a valuable resource for HR professionals, managers, and organisational leaders seeking to create a motivating work environment for employees of all generations. (this box should expand as you type)

4	Research Question 1. What are the distinct generational cohorts that exist within the workplace, and how do they differ from one another? 2. What are the key motivational factors for employees from different generational cohorts? 3. How do the differences in generational cohort's impact employee motivation in the workplace? (this box should expand as you type)
5	Aims of Research Activity This research aims to investigate the impact of generational differences on employee motivation in the workplace. By examining the motivational factors that vary across different generations, this study provides organisations with valuable insights to develop tailored approaches for enhancing employee motivation. (this box should expand as you type)
6	Objectives of Research Activity 1. To explore and define the generational cohorts within the workforce in the workplace. 2. To identify the differences in motivation among employees of different generations. 3. To understand how generational differences affect employee motivation in the workplace. (this box should expand as you type)
	Proposed methods (maximum 600 words) Provide a brief summary of all the methods that may be used in the research activity, making it clear what specific techniques may be used. If methods other than those listed in this section are deemed appropriate later, additional ethical approval for those methods will be needed. You do not need to justify the methods <u>here</u>, <u>but</u> should instead describe how you intend to collect the data necessary for you to complete your project.
7	To achieve the research objectives, the study will begin with a comprehensive literature review to establish a theoretical foundation for understanding generational differences and their impact on employee motivation. Then, qualitative research using a systematic literature review will be administered to gather data on motivational factors and generational cohorts. (this box should expand as you type)

	Location of research activity Identify all locations where research activity will take place.
8	Online, Articles and books (this box should expand as you type)
	Research activity outside of the UK If research activity will take place overseas, you are responsible for ensuring that local ethical considerations are complied with and that the relevant permissions are sought. Specify any local guidelines (e.g. from local professional associations/learned societies/universities) that exist and whether these involve any ethical stipulations beyond those usual in the UK (provide details of any licenses or permissions required). Also specify whether there are any specific ethical issues raised by the local context in which the research activity is taking place, for example, particular cultural and/or legal sensitivities or vulnerabilities of participants. If you live in the country where you will do the research then please state this.
9	N/A (this box should expand as you type)

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PG2 / E1 FORM

10	Use of documentation not in the public domain: Are any documents NOT publicly available?	NO	☒
		YES	☐
11	If Yes , please provide details here of how you will gain access to specific documentation that is not in the public domain and that this is in accordance with the current data protection law of the country in question and that of England and Wales. (this box should expand as you type)		

	Does your research relate to one or more of the seven aims of the Well-being of Future Generations (Wales) Act 2015?	YES	NO
12	A prosperous Wales	☐	☒
13	A resilient Wales	☐	☒
14	A healthier Wales	☐	☒
15	A more equal Wales	☐	☒
16	A Wales of cohesive communities	☐	☒
17	A Wales of vibrant culture and thriving Welsh language	☐	☒
18	A globally responsible Wales	☐	☒
19	If YES to any of the above, please give details: (this box should expand as you type)		

SECTION F: Scope of Research Activity

	Will the research activity include:	YES	NO
1	Use of a questionnaire or similar research instrument?	☐	☒
2	Use of interviews?	☐	☒
3	Use of focus groups?	☐	☒
4	Use of participant diaries?	☐	☒
5	Use of video or audio recording?	☐	☒
6	Use of computer-generated log files?	☐	☒
7	Participant observation with their knowledge?	☐	☒
8	Participant observation without their knowledge?	☐	☒
9	Access to personal or confidential information without the participants' specific consent?	☐	☒
10	Administration of any questions, test stimuli, presentation that may be experienced as physically, <u>mentally</u> or emotionally harmful / offensive?	☐	☒
11	Performance of any acts which may cause embarrassment or affect self-esteem?	☐	☒
12	Investigation of participants involved in illegal activities?	☐	☒
13	Use of procedures that involve deception?	☐	☒
14	Administration of any substance, <u>agent</u> or placebo?	☐	☒
15	Working with live vertebrate animals?	☐	☒

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**PG2 / E1 FORM**

16	Procedures that may have a negative impact on the environment?	☐	☒
17	Other primary data collection methods. Please indicate the type of data collection method(s) below.	☐	☒
	Details of any other primary data collection method: No Primary research conducted; only conducted Secondary Research: Articles, books and online. (this box should expand as you type)		

If NO to every question, then the research activity is (ethically) low risk and **may** be exempt from **some** of the following sections (please refer to Guidance Notes).

If YES to any question, then no research activity should be undertaken until full ethical approval has been obtained.

SECTION G: Intended Participants ; N/A

If there are no participants then do not complete this section, but go directly to section H.

Who are the intended participants:		YES	NO
1	Students or staff at the University?	☐	☐
2	Adults (over the age of 18 and competent to give consent)?	☐	☐
3	Vulnerable adults?	☐	☐
4	Children and Young People under the age of 18? (Consent from Parent, Carer or Guardian will be required)	☐	☐
5	Prisoners?	☐	☐
6	Young offenders?	☐	☐
7	Those who could be considered to have a particularly dependent relationship with the investigator or a gatekeeper?	☐	☐
8	People engaged in illegal activities?	☐	☐
9	Others. Please indicate the participants below, and specifically any group who may be unable to give consent.	☐	☐
	Details of any other participant groups: (this box should expand as you type)		

Participant numbers and source Provide an estimate of the expected number of participants. How will you identify participants and how will they be recruited?	
10	How many participants are expected? (this box should expand as you type)
11	Who will the participants be? (this box should expand as you type)
12	How will you identify the participants? (this box should expand as you type)

Information for participants:		YES	NO	N/A
13	Will you describe the main research procedures to participants in advance, so that they are informed about what to expect?	☐	☐	☐
14	Will you tell participants that their participation is voluntary?	☐	☐	☐
15	Will you obtain written consent for participation?	☐	☐	☐
16	Will you explain to participants that refusal to participate in the research will not affect their treatment or education (if relevant)?	☐	☐	☐
17	If the research is observational, will you ask participants for their consent to being observed?	☐	☐	☐

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18	Will you tell participants that they may withdraw from the research at any time and for any reason?	☐	☐	☐
19	With questionnaires, will you give participants the option of omitting questions they do not want to answer?	☐	☐	☐
20	Will you tell participants that their data will be treated with full confidentiality and that, if published, it will not be identifiable as theirs?	☐	☐	☐
21	Will you debrief participants at the end of their participation, in a way appropriate to the type of research undertaken?	☐	☐	☐
22	If NO to any of above questions, please give an explanation			
	(this box should expand as you type)			

Information for participants:		YES	NO	N/A
24	Will participants be paid?	☐	☐	☐
25	Is specialist electrical or other equipment to be used with participants?	☐	☐	☐
26	Are there any financial or other interests to the investigator or University arising from this study?	☐	☐	☐
27	Will the research activity involve deliberately misleading participants in any way, or the partial or full concealment of the specific study aims?	☐	☐	☐
28	If YES to any question, please provide full details			
(this box should expand as you type)				

SECTION H: Anticipated Risks



Outline any anticipated risks that may adversely affect any of the participants, the researchers and/or the University, and the steps that will be taken to address them. If you have completed a full risk assessment (for example as required by a laboratory, or external research collaborator) you may append that to this form.						
1	Full risk assessment completed and appended?	<table border="1"> <tr> <td>Yes</td> <td>☐</td> </tr> <tr> <td>No</td> <td>☒</td> </tr> </table>	Yes	☐	No	☒
Yes	☐					
No	☒					
2	Risks to participants For example: sector-specific health & safety, emotional distress, financial disclosure, physical harm, transfer of personal data, sensitive organisational information					
	Risk to participants: No Primary research conducted therefore no participants <u>involved</u> <i>(this box should expand as you type)</i>	How you will mitigate the risk to participants: N/A <i>(this box should expand as you type)</i>				
3	If research activity may include sensitive, embarrassing or upsetting topics (e.g. sexual activity, drug use) or issues likely to disclose information requiring further action (e.g. criminal activity), give details of the procedures to deal with these issues, including any support/advice (e.g. helpline numbers) to be offered to participants. Note that where applicable, consent procedures should make it clear that if something potentially or actually illegal is discovered in the course of a project, it may need to be disclosed to the proper authorities					
	N/A <i>(this box should expand as you type)</i>					
4	Risks to the investigator For example: personal health & safety, physical harm, emotional distress, risk of accusation of harm/impropriety, conflict of interest					
	Risk to the investigator: Conflict of interest and emotional distress <i>(this box should expand as you type)</i>	How you will mitigate the risk to the investigator: Control search topics words when searching. Avoid writing any conflict of interest and anything that may come across as emotional distress on secondary data. <i>(this box should expand as you type)</i>				
5	University/institutional risks For example: adverse publicity, financial loss, data protection					
	Risk to the University: Data Protection <i>(this box should expand as you type)</i>	How you will mitigate the risk to the University: Obtain consent for any personal data I add about the University and reference work accordingly. <i>(this box should expand as you type)</i>				
6	Environmental risks					

For example: accidental spillage of pollutants, damage to local ecosystems	
Risk to the environment: N/A <i>(this box should expand as you type)</i>	How you will mitigate the risk to environment: N/A <i>(this box should expand as you type)</i>



Disclosure and Barring Service				
	If the research activity involves children or vulnerable adults, a Disclosure and Barring Service (DBS) certificate must be obtained before any contact with such participants.	YES	NO	N/A
7	Does your research require you to hold a current DBS Certificate?	☐	☐	☒
8	If YES, please give the certificate number. If the certificate number is not available please write "Pending"; in this case any ethical approval will be subject to providing the appropriate certificate number.			

SECTION I: Feedback, Consent and Confidentiality

1	Feedback What de-briefing and feedback will be provided to participants, how will this be done and when?
	No Participants were involved. (<u>Secondary</u> research only) <i>(this box should expand as you type)</i>
2	Informed consent Describe the arrangements to inform potential participants, before providing consent, of what is involved in participating. Describe the arrangements for participants to provide full consent before data collection begins. If gaining consent in this way is inappropriate, explain how consent will be obtained and recorded in accordance with prevailing data protection legislation.
	N/A <i>(this box should expand as you type)</i>
3	Confidentiality / Anonymity Set out how anonymity of participants and confidentiality will be ensured in any outputs. If anonymity is not being offered, explain why this is the case.
	N/A <i>(this box should expand as you type)</i>

SECTION II: Data Management

SECTION J: Data Protection and Storage

	Does the research activity involve personal data (as defined by the General Data Protection Regulation 2016 "GDPR" and the Data Protection Act 2018 "DPA")?	YES	NO
1	"Personal data" means any information relating to an identified or identifiable natural person ('data subject'). An identifiable natural person is one who can be identified, directly or indirectly, in particular by reference to an identifier such as a name, an identification number, location data, an online identifier or to one or more factors specific to the physical, physiological, genetic, mental, economic, cultural or social identity of that natural person. Any video or audio recordings of participants <u>is considered to be</u> personal data.	☐	X ☐
	If YES, provide a description of the data and explain why this data needs to be collected:		
2	(this box should expand as you type)		
	Does it involve special category data (as defined by the GDPR)?	YES	NO
3	"Special category data" means sensitive personal data consisting of information as to the data subjects' – (a) racial or ethnic origin, (b) political opinions, (c) religious beliefs or other beliefs of a similar nature, (d) membership of a trade union (within the meaning of the Trade Union and Labour Relations (Consolidation) Act 1992), (e) physical or mental health or condition, (f) sexual life, (g) genetics, (h) biometric data (as used for ID purposes),	☐	X ☐
	If YES, provide a description of the special category data and explain why this data needs to be collected:		
4	(this box should expand as you type)		

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	Will data from the research activity (collected data, drafts of the thesis, or materials for publication) be stored in any of the following ways?	YES	NO
5	Manual files (i.e. in paper form)?	☐	☒
6	University computers?	☐	☒
7	Private company computers?	☐	☒
8	Home or other personal computers?	☐	☒
9	Laptop computers/ CDs/ Portable disk-drives/ memory sticks?	☒	☐
10	"Cloud" storage or websites?	☐	☒
11	Other – specify:	☐	☒
12	For all stored data, explain the measures in place to ensure the security of the data collected, data confidentiality, including details of backup procedures, password protection, encryption, anonymisation and pseudonymisation:		
	To be stored on my memory stick/ Desktop (this box should expand as you type)		

Data Protection			
	Will the research activity involve any of the following activities:	YES	NO
13	Electronic transfer of data in any form?	☐	☒
14	Sharing of data with others at the University outside of the immediate research team?	☐	☒
15	Sharing of data with other organisations?	☐	☒
16	Export of data outside the UK or importing of data from outside the UK?	☐	☒
17	Use of personal addresses, postcodes, faxes, <u>emails</u> or telephone numbers?	☐	☒
18	Publication of data that might allow identification of individuals?	☐	☒
19	Use of data management system?	☐	☒
20	Data archiving?	☐	☒
21	If YES to any question, please provide full details, explaining how this will be conducted in accordance with the GDPR and Data Protection Act (2018) (and any international equivalents, where appropriate):		
	<i>(this box should expand as you type)</i>		
22	List all who will have access to the data generated by the research activity:		
	Only me <i>(this box should expand as you type)</i>		
23	List who will have control of, and act as custodian(s) for, data generated by the research activity:		
	Only me <i>(this box should expand as you type)</i>		

23	List who will have control of, and act as custodian(s) for, data generated by the research activity:
	Only me <i>(this box should expand as you type)</i>
24	Give details of data storage arrangements, including security measures in place to protect the data, where data will be stored, how long for, and in what form. Will data be archived – if so how and if not <u>why not</u> .
	N/A <i>(this box should expand as you type)</i>
25	Please indicate if your data will be stored in the UWTSD Research Data Repository (see https://researchdata.uwtsd.ac.uk/). If <u>so</u> please explain. <i>(Most relevant to academic staff)</i>
	N/A

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	<i>(this box should expand as you type)</i>		
26	Confirm that you have read the UWTSD guidance on data management (see https://www.uwtsd.ac.uk/library/research-data-management/)	YES	☒
27	Confirm that you are aware that you need to keep all data until after your research has completed or the end of your funding	YES	☒

SECTION K: Declaration

	The information which I have provided is correct and complete to the best of my knowledge. I have attempted to identify any risks and issues related to the research activity and acknowledge my obligations and the rights of the participants.	
	In submitting this application I hereby confirm that I undertake to ensure that the above named research activity will meet the University's Research Ethics and Integrity Code of Practice which is published on the website: https://www.uwtsd.ac.uk/research/research-ethics/	
1	Signature of applicant:	J Begum Date: 20/10/23

+ For STUDENT Submissions:

2	Director of Studies/Supervisor:	Dennis Pepple	Date: 21/10/2023
3	Signature:	DGP	

For STAFF Submissions:

4	Academic Director/ Assistant Dean:		Date:
5	Signature:		

Checklist: Please complete the checklist below to ensure that you have completed the form according to the guidelines and attached any required documentation:

☒	I have read the guidance notes supplied before completing the form.
☒	I have completed ALL RELEVANT sections of the form in full.
☒	I confirm that the research activity has received approval in principle
☐	I have attached a copy of final/interim approval from external organisation (where appropriate)
☐	I have attached a full risk assessment (where appropriate) ONLY TICK IF YOU HAVE ATTACHED A FULL RISK ASSESSMENT
☒	I understand that it is my responsibility to ensure that the <u>above named</u> research activity will meet the University's Research Ethics and Integrity Code of Practice.
☒	I understand that before commencing data collection all documents aimed at respondents (including information sheets, consent forms, questionnaires, interview schedules etc.) must be confirmed by the DoS/Supervisor, module tutor or Academic Director.

RESEARCH STUDENTS AND STAFF ONLY

All communications relating to this application during its processing must be in writing and emailed to pgresearch@uwtsd.ac.uk, with the title 'Ethical Approval' followed by your name. You will be informed of the outcome of your claim by email; therefore it is important that you check your University and personal email accounts regularly.

STUDENTS ON UNDERGRADUATE OR TAUGHT MASTERS PROGRAMMES should submit this form (and receive the outcome) via systems explained to you by the supervisor/module leader.

This form is available electronically from the Academic Office web pages:
<https://www.uwtsd.ac.uk/academic-office/appendices-and-forms/>

