

Motivating Multigenerational Employees: Is There a Difference?

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Today, organizations are faced with a diverse multi-generational workforce that may require different strategies for motivating employees to be engaged in their job and increase job satisfaction. These challenges may be the result of several factors, including trust with management, lack of job recognition, opportunities based on skills, positive relationships, and lack of compensation for their efforts. By evaluating motivational theories, employee's needs, and behaviors, organizations can develop and implement programs tailored specifically to increase motivation and drive performance. Motivational theories were developed in the 1940's, 1950's, and 1960's and the concepts and principles were applicable to Baby Boomers and previous generations, i.e., Traditionalists or Silent Generation born prior to 1945. The premise of this paper is to further explore the application of motivational theories in all generations. This paper will provide a variety of strategies developed and implemented to motivate employees based on their individual differences. The strategies will take into consideration key factors, including intrinsic (internal) rewards, extrinsic (external) rewards, individual needs, behaviors, personal factors, and organizational factors. Can the findings conclude whether motivation needs are the same or different for the multigenerational workforce? Further research may be needed to explore the application of motivational theories and motivation programs with generation's post 1960's.

INTRODUCTION ON MOTIVATING EMPLOYEES

Did you know that the Bureau of Labor Statistics (BLS) estimated that the civilian labor force with grow 5% to 164 million workers from 2014 to 2024? Based on the growth, the 55 and older workers will be the fastest growing age group, 25 to 44-year olds will increase slightly, and 16 to 24 will have minimal increase in their group (BLS, 2015).

Did you know that today's organizations, have between four and five generations working together? For example, Silent Generation are born between 1925 - 1945, Baby Boomers are born between 1946 - 1964, Generation X are born between 1965 -1980, Millennials (Generation Y) are born 1981 – 1995, and the last group are the Generation Z born 1996 – 2012 (AMA, 2019).

Motivating employees has been a challenge for organizations with multigenerational workforces resulting in a continual search for approaches to alleviating this problem. To develop and implement strategies, what is motivation and does it work? The definition of motivation and how it affects employees can be the result of an individual's work (persistence), how hard a person works (intensity), and what a person does (direction) towards achieving a result or goal directed behavior (Steer, Mowday, & Shapiro, 2004; Robbins, 2003).

According to research performed over the last decade, some of the key essential factors that have been studied include 44 aspects of job satisfaction and 38 factors related to employee engagement (SHRM, 2017; SHRM, 2015; SHRM, 2013; and SHRM, 2012). In the time period from 2005 to 2009, SHRM surveys found “86% of U.S. employees were “somewhat satisfied” or “very satisfied” with their job” (2018). In 2012 and 2013, the numbers slumped to 81% for both rankings due to the 2008-2009 recession (SHRM, 2018). Based on the trend, employees experiencing a lack of enthusiasm and engagement at work can inhibit organizations from achieving specific goals and objectives. However, attitudes towards work and job satisfaction have ignited an upward trend in recent years.

In a 2017 Society of Human Resource Management (SHRM) Survey, statistics indicated 89% of employees were very satisfied with their jobs in 2017, respondents indicated the following key findings, including treating employees respectfully at all levels regardless of their title or role was a contributor towards job satisfaction, benefit packages, trust between employees and management, opportunities based on skills, and positive relationship with the boss (SHRM, 2017). One key finding that changed was compensation and pay changed from 44% to 35% due to decrease in bonus payout while yearly raises were consistent with previous years. Although job satisfaction scores were high, employees will be seeking opportunities outside their organization due to compensation and pay (SHRM, 2017).

Based on the survey results, organizations are developing strategies to provide additional pay incentives and better benefits to improve employee job satisfaction, motivation, and productivity (SHRM, 2017). Other than the basic benefit packages, organizations are learning to cater to the needs of the multigenerational needs of their employees. In the next section, motivational factors (personal and contextual), intrinsic/extrinsic rewards, and a model for motivating employees.

MOTIVATIONAL FACTORS, REWARDS, AND MODEL

What must be realized is that not all multi-generational employees are motivated for the same reasons due to demographic differences creating challenges for organizations. Things to consider are personal/contextual factors, intrinsic/extrinsic rewards, and the motivation model.

Personality Factors

Why are personal and contextual factors important in the motivation process? Personal factors are individual differences brought to the workplace which may include:

1. Personality traits and behaviors impact how employees act within the organization (McAdams & Pals, 2006),
2. Attitudes is a learned predisposition towards an object and directly influences our behavior (Jung, 1971),
3. Values are abstract ideals that underlie how we think at work (Schwartz, 2012), and
4. According to Maslow (1943), needs can be a psychological or physiological deficiency that can drive attitude and behaviors, i.e., job satisfaction, job stability, recognition, or compensation/benefits. The needs will vary among employees.

Organizational Contextual Factors

Organizations contextual factors influence individuals attitude and behaviors, include:

1. An organizational culture is based on the following characteristics, including internal (company) or external (environment) focus, flexibility (organic) or stability (control). Depending on the mix of the different characteristics, internal focuses on the employees while external focuses on customers and shareholders to help organizations achieve goals and objectives (Cameron, Quinn, DeGraff, & Thakor, 2006),
2. Values are the underlying beliefs and attitudes that define an organization,
3. Rewards and Reinforcement can be provided in the form of salary, benefits, rewards, bonuses, and commissions to increase motivation and desired results in employees,
4. Team norms are the informal guidelines and code of conduct followed by employees, and

5. Interpersonal relationships with colleagues and management is an important part of the motivation process (Hellriegel & Slocum, 2011).

Effective leaders are influential for both personal and organizational contextual factors in motivating employees to help achieve organizational goals and objectives, impact on employee's level of motivation, and commitment at work (Kinicki & Williams, 2018).

Intrinsic and Extrinsic Rewards

Managers use both intrinsic and extrinsic rewards to motivate employees by encouraging increased work performance. Intrinsic rewards is an internal reward provides employees a feeling of satisfaction or sense of recognition for performing a particular task. Some examples of intrinsic rewards can be meaningfulness (purpose for your contribution), recognition for a job well done, credit for a job well done, and autonomy in making decisions. Extrinsic rewards is an external reward for completing a particular task. Some examples of extrinsic rewards can be pay for achieving a company goal, bonus or commission provide value for profits or sales, comfortable workspace, promotion, stock options, and company car. For employees motivation needs, it may be a combination of both intrinsic and extrinsic rewards (Ryan & Deci, 2000).

Motivation Model

Organizations must adapt and tailor jobs and programs on an individual basis. Furthermore, because employees are willing to exchange effort (work) for some form of compensation, creating specific programs will result in a positive or negative affect on the employee's behavior. A model of motivation is a process with five steps, include: 1.) Employee has an undesired need – a desire is created to fulfill the need, 2.) Employee finds ways to be motivated to meet their desired need, 3.) Employee identifies behaviors that will motivate them to meet desired need, 4.) Two types of rewards will be used, including intrinsic (internal reward completed by yourself) and extrinsic (external reward – pay), and 5.) Feedback will provide positive or negative information on whether the reward was met (Kinicki & Williams, 2018).

Based on the model, employees may have to repeat a particular behavior base on the reinforcement or lack of reinforcement. This behavior will either provide emotional satisfaction or dissatisfaction for the specific job or activity which will influence the outcome of performance. Once organizations can determine how to emotionally charge and motivate employees, it is only a matter of time when employees can reach a desired goal or activity (Robbins, 2005).

Based on the overview of motivating employees, this paper will provide an overview on multigenerational workforce, explain why employees are and aren't motivated, types of motivational theories, what types of motivational theories can be implemented to motivate multigenerational employees, and the beneficial impact to employees. Organizations may ask the following key questions to provide insight on how to identify, develop, and implement successful strategies to increase employee motivation. For example, what are the primary reasons employees are or aren't motivated to do their jobs? What motivation theories can be linked to specific employee programs and practices? What employee programs could be implemented to motivate and increase performance?

SOLUTION TO MOTIVATING EMPLOYEES

Why is motivation so important for both management and employees? A motivated employee is a happy employee, is satisfied and productive at work while influencing other outcomes, including engagement, interaction in groups, absenteeism, and customer service (Kocakulâh, Kelley, Mitchell, and Ruggieri, 2011).

The solution for motivating employees is the combination of using motivation theories and incorporating the following steps. First of all, management must be cognizant of the needs of the employees. Secondly, management will need to energize employee's behaviors using motivational theories that are in line with the desired need (i.e., personal growth) and direct behaviors towards a goal. Thirdly, management can sustain behaviors that offer value to employees based on the rewards. Finally,

management needs to provide feedback that offers direction and energizes the employees to stay on track with goal attainment (Kander, 1990).

If organizations and management utilize these theories in program implementation, the end result will be motivated employees striving to help the organization achieve their goals, while increasing productivity.

In the next section, an explanation of motivational theories and benefits to organizations will discuss the details in the paper. According to Bassett-Jones & Lloyd (2005), stated “Maslow (1954), Herzberg et al. (1959), Vroom (1964), Alderfer (1972), McClelland (1961) and Locke, et al. (1981) were the key contributors of research on motivation” (p. 929). Based on the data studied by these major researchers, motivation theories can be divided into three categories, they are content theories (CT), process theories (PT), and reinforcement theory (RT)/behavior modification (BM) while explaining the correlation between motivation theories and impacting human behavior (Bassett-Jones & Lloyd, 2005). Theories suggest that by changing human behavior, employees are more apt to feel satisfied about their job resulting in an increase in motivation.

MOTIVATIONAL THEORIES

In an effort to motivate employees and achieve organizational goals, researchers have developed a variety of theories focused on motivating employees. Two basic types of theories are known as Content Theories and Process Theories. Content Theories are based on individual needs that can be either psychological (mental) or physiological (physical) and assume individuals are affected by factors that exist within the structure of the organization that can direct, sustain, and arouse one’s behavior. It is important to identify the intrinsic elements that explain this behavior and how they can be prioritized based on importance within individuals (Kini & Hobson, 2002; Bassett-Jones & Lloyd, 2005). An example of content theories would be an employee who is given additional job responsibilities. This can increase responsibility, achievement, and growth which can increase job satisfaction and motivation. Types of Content Theories that will be discussed, include Maslow’s hierarchy of needs, Hertzberg two-factor theory, McClelland’s theory of needs, and McGregor’s theory X and theory Y.

CONTENT THEORIES (CT)

Maslow Hierarchy of Needs

Maslow’s hierarchy of needs (see Table 1) theory is based on a hierarchy of needs that consist of physiological needs (lower needs) - food, sleep, shelter, clothing, safety needs - free from crime, job security, feeling of well-being and healthy, social needs (lower needs) – friendship, belongingness, love, and affection, self-esteem needs (higher order needs) - gaining respect for others, recognition, self-fulfillment, and self-confidence, and self-actualization (higher order needs) - individuals reaching their fullest potential (Maslow, 1943; Robbins, 2003).

TABLE 1
EXAMPLES OF WORK-RELATED NEEDS

Levels of Needs	Examples
Self-Actualization needs	Employees develop a purpose, which translates into sense of being, autonomy, subject matter expert, and challenging work are important for the Baby Boomers, Gen X (lost generation), and Gen Y (Millennials).
Self-esteem	Recognition, rewards, promotions and bonuses would be important for the Baby Boomers, Gen X (lost generation), and Gen Y (Millennials).
Social	Developing friendships with colleagues, relationships with management, retreats, team building activities are important to the Baby Boomer generation
Safety	Job safety rules, job security, health insurance, and retirement would be also important for the Silent generation.
Physiological	Wages tend to be more important for the Silent generation employees focused on safety and security

According to Maslow (1954), the theory developed in 1943 explains that the individual differences in motivation are based on the need or drives that motivate people. Although there is no research evidence to support the theory (Wahba & Bridwell, 1976), it is perceived that once the lower needs is satisfied, the individual moves up the hierarchy of needs to satisfy the next need. Eventually, satisfying the higher order needs, i.e., social (companionship, acceptance, & belonging), self-esteem, and self-actualization (Maslow, 1943; Kini & Hobson, 2002).

Herzberg's Two-Factor Theory

Herzberg's two-factor Theory or motivation-hygiene theory was developed in the 1960's based on two factors which are hygiene factors (lower level needs) are the cause of dissatisfied employees, including working conditions, company policies, pay, relationships with co-workers, and ineffective supervision. On the other hand, motivator factors (higher level needs) will make employees satisfied, include recognition, job responsibility, achievement, and job advancement/promotions (Herzberg, Mausner, & Snyderman, 1959). For the generations, the Silent and Baby Boomer generation have high work ethic and value recognition for their work efforts and job promotions. For Gen X and Gen Y (Millennials) value work-life balance, and value recognition and achievement (Meister & Willyerd, 2010). According to Carter (2006), the theory is also called the motivation-theory because "Herzberg uses the term 'hygiene' in the sense that factors are necessary to avoid dissatisfaction but are not on their own conducive to satisfaction" (p.64).

In the real world, some employees will dislike their jobs and it is important for managers to eliminate the hygiene factors that create dissatisfaction, while making working conditions, salary, company policies, and interaction with supervision reasonable. Examples of positive hygiene factors include offering social media access, pets at work, intramural sports, fitness classes/center, and library with multiple access to videos, books, and videos (Flint, 2011). For Google employees, they provide massages, volleyball/basketball courts, laundry facilities, free transportation, legal aid, college reimbursement, and

free food (Stewart, 2013; D'Onfro & England, 2015). Providing positive hygiene factors can appease to all generations in the organization.

McClelland's Theory of Needs

McClelland's theory of needs or acquired needs theory was developed in the 1960's focused on three needs: (a) achievement need, (b) power need, and (c) affiliation need based on the fulfillment of these three needs, include:

1. Achievement need based on challenging goals, take risks (if needed) to achieve goals, strive to succeed, and tend to work autonomously.
2. Power need based on desire to control and influence others, win arguments, competitive, likes status and recognition.
3. Affiliation need prefers group collaboration instead of competition, does not like risk and uncertainty, favors group decision, and wants to be liked (McClelland, 1976; McClelland, 1985; Ranjan & Hobson, 2002).

Each generation may view the desire for each need differently, i.e., Gen Y (Millennials) multitasking trait focus on excelling at completing tasks, Baby Boomers competitive trait may take on more challenging work, and Gen Xers independent trait may strive to be entrepreneurs (Miner, Smith, & Bracker, 1994). The majority of the research has been on need for achievement, which means needs are not learned and learned through our life experiences. For each employee (regardless of the generation type), each person will have a dominant motivator based on the acquired needs self-assessment. Based on the type of motivator for each employee, develop a strategy that incorporates their strengths that can be applied to teams and the organization (Harvard, 2019).

McGregor's Theory X and Y

McGregor's theory X and theory Y was developed in the 1950 – 60's while working at Massachusetts Institute of Technology (MIT). The theory is based on an assumption (perception) by management that employees are lazy, dislike work, and do not like to perform job responsibilities. Theory X concludes that employees must be pressured or punished to perform. Theory Y is the opposite of theory X assuming employees like to work, seek responsibility, are innovative, and are empowered to be self-directive within their job responsibilities (McGregor, 1960; Kini & Hobson, 2002).

For the multi-generations, why is Theory X and Theory Y important? For managers, their behaviors (direct or supportive) are based on their beliefs about employees. In the past, managers believed employees are inherently lazy and will only be motivated with a task oriented approach (micromanage) to get results, i.e., demotion, performance improvement plan (PIP), or other demotivating tactics. Today, managers use Theory Y to motivate employees and increase job satisfaction. Theory Y is more optimistic and is focused on the human relations perspective, which views employees in a positive light. Managers are more apt to delegate responsibility to employees that have self-direction, self-control, and autonomy in being able to be creative, innovative, and solve problems (McGregor, 1960). This is a win-win for all employees! The next section will discuss Process Theories (PT), including Expectancy Theory (ET), Behavior Modification (BM) or Reinforcement Theory, The Goal Setting (GS) Theory, and Equity Theory.

PROCESS THEORIES (PT)

This section will discuss process theories make and describe how an individual's behavior is directed, energized, and sustained to meet their needs. Unlike content perspectives needs approach, process theories relate to how an individual interprets information (inputs) and what rationale affects the behavior in the decision making process to satisfy their needs (Kini & Hobson, 2002). Process theories will be further explained with examples showing the influence on employee's behavior and the potential impact on increasing motivation.

Expectancy Theory

Expectancy Theory (ET) was developed by Victor Vroom in the 1960's suggests an individual has the propensity to react in a positive way that is based on the strength of the appeal of the desired outcome. In other words, individuals have choices and will make the choice that promises the greatest reward (Vroom, 1965). For individuals to complete an act, the strength of the outcome has to be rewarding enough to put forth an effort. For employees to be motivated, ET is based on three key elements/beliefs, including (a) Expectancy – will employee's put forth the effort for a desired level of performance or performance expectancy, (b) Instrumentality – will the employee's performance result in rewards or performance to reward expectancy, and (c) Valence – employees will assign value to the possible outcome or reward. An example of ET theory would be a sales bonus program (valued outcomes) with an established goal (objectives) by the organizations management team. The financial reward (reward linked to performance) encourages employees to increase performance to meet this goal. Based on the potential bonus payout, this provides value to the employee and increases motivation. (Kini & Hobson, 2002).

Goal Setting Theory

The Goal Setting (GS) theory was developed by Edwin Locke and Gary Latham in the 1960's. The (GS) utilizes the technique that targets a specific goal to achieve higher performance. The theory states that the behavior is impacted strictly by goal setting. It is assumed that the harder the goal is to reach; the end result is higher performance as compared to setting an easier goal which results in lower performance (Locke, 1978; Locke, 1968). Results also lead to higher performance when feedback is given as compared to no feedback given to the individual (Kini & Hobson, 2002). Quarterly sales bonus is an example of goal setting. Employees will be financially rewarded based on their level of performance. High performers tend to work harder to receive a greater financial reward compared to low performers. As management provides feedback on results, employees tend to increase the level of performance and strive to drive business next quarter, i.e., SMART Goals and Management by Objectives (MBO).

Equity Theory

Equity theory was developed by J. Stacy Adams in the 1960's (1963). The motivation theory explains how individual deal with fairness and justice in social comparisons or social exchanges which result in motivating their behavior. Individuals tend to view "like" individuals as "equitable" and maintain fair relationships. When the relationship is considered unfair and "unequitable," individuals tend to change or disassociate with those relationships (Adams, 1963; Kini & Hobson, 2002).

The elements of equity theory used in organizations, include 1.) Inputs – what you are putting into the job, i.e., education, experience, training, skills, and effort, 2.) Outputs – What are you getting out of the job, i.e., pay, recognition, praise, bonuses, company car, promotions, and benefits, and 3.) Comparison – How do you compare your ratio of inputs and outputs with others, i.e., compare input (effort) with output (rewards). Employees will compare the ratios and make a judgement about the fairness of the outcome whether satisfied with equity or resentful with inequity (Fiske, 2010). Skill-based pay systems are a great example of equity theory. Each individual is compensated according to their skills. As employees increase their skills they feel the sense of accomplishment leading to increased motivation.

Based on the different types of Content Theories and Process Theories, one can see the advantage of organizations and managers utilizing these types of processes for information to tailor programs that are based on employee's attitudes and behaviors toward achieving goals. To further recognize how these theories relate to specific programs established by the employer, the author will further discuss employee program objectives and the benefits to the employee. The most commonly used employee programs are Management by Objectives (MBO), employee involvement programs, job redesign, flexible work options, skilled-based pay, and variable-pay programs. After each program is discussed, the author will link the motivational theories to the benefits of the program.

REINFORCEMENT THEORY

Behavior Modifications or Reinforcement Theory

Behavior Modification (BM) or Reinforcement Theory was developed by Burrhus Frederic (B.F.) Skinner in 1957 states that when specific reinforcers are utilized, either positive or negative, that these reinforcers can control the behavior of an individual (Ferster & Skinner, 1957). Based on the law of effects, favorable outcomes result in repeated behaviors, while unfavorable outcomes result in behaviors that tend to disappear (Thorndike, 1903). Reinforcement Theory is the result of changing individual's behavior is called behavior modification. According to Kini & Hobson (2002), explain that using a certain stimulus that results in favorable (positive) consequences tends to be repeated. If the consequences are unfavorable (negative), the individual's behavior will not be repeated (see Table 2).

TABLE 2
FOUR TYPES OF REINFORCEMENT

Manager's Type of Reinforcement	Employee's Resulting Behavior
Positive Reinforcement – positive consequences strengthen a positive behavior, i.e., manager rewards employee with a raise or promotion	Positive Reinforcement can increase the employee's chances for increasing the behavior – improved employee performance.
Negative Reinforcement – strengthening a behavior by removing something negative, i.e., manager avoids interaction by not communicating with the employee once they exceed their quota or accomplish their task/exceed expectations.	Negative Reinforcement can increase the employee's chances for increasing the behavior – improved employee performance.
Extinction – weakening of behavior by not reinforcement, i.e., manager may withhold employee rewards	Extinction can reduce the employee's changes for reducing the behavior – not improved employee performance.
Punishment – weakening of behavior by withdrawing something positive or presenting something negative, i.e., managers may dock pay for arriving to work late.	Punishment can reduce the employee's changes for reducing the behavior – not improved employee performance.

Kini & Hobson, 2002). An example of BM and reinforcement theory would be employee recognition programs. Organizations utilize these programs to drive motivation and performance. By recognizing an employee for a job well done, organizations are rewarding these employees. Organizations believe that reinforcing this behavior (recognize and reward), employees will tend to repeat this behavior on exceeding job expectations. The next section will discuss examples of programs that can be developed and implemented based on the motivational theories reviewed.

STRATEGIES FOR MOTIVATING EMPLOYEES

In the 1940's, 50's, 60's, researchers have developed two types of motivational theories known as content theories and process theories to help organizations motivate employees, achieve goals, tasks, and objectives. Content theories are needs-based that can be either psychological (mental) or physiological (physical) and process theories are based on the thought processes on how individuals act, i.e., employees will decide which behaviors will be used to satisfy their needs. Then next section will discuss a variety of motivation strategies based on the motivation theories.

Organizations need to consider personal factors (attitudes, values, needs, work ethic, emotions, and personality), contextual factors (organizational structure, pay, compensation, benefits, rewards, team

norms, interpersonal relationships, and job design), intrinsic (internal drivers) rewards, and extrinsic (external driver) rewards when developing and implementing motivational strategies based on individual differences. Strategies that will be discussed include Management by Objectives (MBO), recognition programs, flexible job options, and motivating employees through job design.

Management by Objectives (MBO)

Management by Objectives (MBO) has been used by many organizations to motivate employees to achieve goals in a specified period of time. Edwin Locke (1978) indicates, “An effective MBO program integrates the MBO system with the reward system so that individuals are rewarded for reaching their goals” (p. 596). These goals are established over a three to twelve month period compared to tasks completed on a daily basis (Locke, 1978, p. 594).

The MBO goals are usually established between a manager and an employee with appropriate action planning. The MBO program consists of three elements: (a) inputs and resources such as people, equipment, dollars, labor, and materials, (b) activities and processes, and (c) outputs which consist of using the resources to carry out the activity or goal. In order for the MBO to be successful, an action plan must be in place with goals that are attainable, realistic, and measurable (Odiome, 1992).

MBO programs can be linked to the goal-setting theory by Edwin Locke, to demonstrate that employees who establish goals tend to be motivated to achieve them in the specified period of time for compensation or reward. The theory also emphasizes that the harder the goals are the results will be a higher level of performance. The theory also noted that feedback from management on the individual’s performance increases the performance output (Robbins, 2005). An example of MBO’s would be goals established by a manager and employee. The manager will expect the employee to complete them by a specified period of time. To ensure the employee progress is on target to achieve these goals, the manager will set up meetings to provide feedback on performance. This program could be implemented for all generations based on the specific needs for each individual.

Employee Recognition Programs

Employee recognition programs are established to show appreciation to specific employees for a wide array of activities. The recognition can be communicated through a simple “thank-you” or as complex as a formal program where the employees are presented with an award in front of colleagues, peers, and co-workers. Many companies communicate their recognition programs through various mediums such as message boards, monthly newsletters, and corporate e-mail/websites. As part of the process to make the program effective, organizations implement programs to reward employees on a monthly basis for those individuals that have shown extraordinary efforts in their job, recognize employees who have received positive feedback from another employee, or recognize a team that has accomplished a specific goal (Robbins, 2005).

Employee recognition programs can be linked to B.F. Skinner’s reinforcement or behavior modification theory. The theory emphasizes that individuals that are rewarded immediately following an action will repeat the favorable behavior creating repetition. By utilizing recognition programs, organizations can reward and motivate employees with little or no cost involved while increasing job performance (Kini & Hobson, 2002). For employees that have done an outstanding job, organizations will need to recognize and reward their efforts based on individual needs and the generational preferences. For example, Millennials tend to enjoy the novel experience eating at an exclusive restaurant or a murder mystery dinner. Older generations prefer to share their recognition with family and friends at a zoo, waterpark, or theme park. Baby Boomers prefer a formal recognition in front of employees while Gen X prefers recognition in a small group in a private setting (Schweyer, 2015).

Flexible Work Options

Employee involvement or employee engagement programs are not a new concept but a way to improve motivation, increase job satisfaction, and increase the levels of performance. Engaged employee’s tend to be committed to the organizations success and are passionate about doing their job

well. These employees are involved and committed in making sure that the organization is successful in reaching their strategic goals and objectives (Corace, 2007; Oehler & Adair, 2017).

Today, employment engagement programs are utilized by organizations to increase motivation and productivity. More importantly, employment engagements is a proactive process that adds value when employees align their attitudes and behaviors with organizational mission and goals. Based on recent trends, flexible work options or work-life balance are popular with all generations, including the growing Millennial group (BasuMallik, 2018).

Flexible work options are also called employee scheduling programs and alternative work schedules. One of the major trends for employee engagement in 2019 working remotely or telecommuting. Based on a recent report conducted by Global Work Analytics and Flex Jobs (2018), almost 4 million employees (2.9 percent of the U.S. workforce) work from home. This is an increase of 115 percent compared to 2005.

This is one of the popular options with employees and offers an advantage to the organization, offering flexible work options provides employees an opportunity to balance their work and family lives. It enables employees to alter their normal work schedule to accommodate their individual schedules. Many remote software programs are available to allow employee's access to the companies Virtual Private Network (VPN) website, database, and programs. Organizations that offer flexible work options have noticed some benefits, such as decrease use of combined time off (CTO), providing a cost-effective method for personal time off, decrease in tardiness, and increase in productivity. Also, an increase in employee engagement and motivation (Kirk et al., 2000; BasuMallik, 2018).

According to the U.S. Department of Labor (2018), flextime is considered an alternative work schedule for employees working the normal 40 hours per week or 9 to 5 workweek. This allows employees the freedom to set their own schedules when they arrive and depart from work is considered flexible. Most organizations allow flexibility with a few limitations set by management. The employee may adjust their starting and ending times, but are required to be present during "core time" or "peak hours" during business hours. One example of flextime is called a compressed work week when employees work 40 hours in 4 days at 10 hours per day compared to the normal 5 day work week (Moen, Kelly, Fan, Lee, Almeida, Kossek, & Buxton, 2016).

Another flexible work option is job sharing, in which a full-time position is shared by two employees. This allows two employees to share job responsibilities and duties, salary, and benefits equally. In order for job-sharing to work effectively, the two employees need to work in conjunction with management on coordinating hours, job responsibilities, duties, and the communication process with other departments. Job sharing is an ideal situation for those re-entering the workforce, employees pursuing additional education, and those working on a second career (Kirk et al., 2000).

Job-sharing provides benefits to the employee and employer. For the employee, job-sharing has advantages over part-time workers because it allows them to maintain their professional status and some benefits from the job. An example of why job-sharing would be an ideal situation for working parents with children compared to those using flextime. In job-sharing, extended day care hours would not be necessary, while providing a balance between the work schedule and personal lives. For the employer, the benefits are retaining employees that are valued and experienced, job-sharing partners cover for each other resulting in reduction in sickness and vacation time, and decisions are made by two heads versus one (Kirk et al., 2000, para. 36).

Remote work, telecommunicating, and alternative work schedule gives the employee discretion to determine when to work, the amount of time spent at work, and where the tasks will be completed. Another consideration is work-life balance with employees. The U.S. Bureau of Labor Statistics (2018) stated that over 20 million Americans choose to work part-time flex jobs versus full-time employment. This allows employees to balance work, family obligations, and other opportunities. The link between flexible work options and motivational theories would be the expectancy theory. The theory states an individual has the tendency to react in a certain way that is based on the strength of the attractiveness of the desired outcome. The desired outcome is the flexible work schedule. For individuals to complete an act, the strength of the outcome has to be rewarding enough to put forth an effort. The outcome would be

the balance between work and family (Kini & Hobson, 2002). According to Moen, et al., explain flexible work schedule demonstrated greater job satisfaction, freedom over their work schedules, and additional support from their managers and bosses (2016).

One must ask however, how can employee engagement programs be linked to behavior theories? The connection between employee involvement programs and behavior theories is the decision making process employee's use. The process is based on internal and external factors. These factors can impact the behavior and attitude of employees which lead to a motivated and satisfied employee or unhappy dissatisfied employee (Robbins, 2017). In the following section, job redesign will be further discussed and how it motivates employees.

Job Redesign Program

A Job redesign program encompasses three options, including (1) job rotation, (2) job enlargement, and (3) job enrichment. The program was created for fitting jobs to employees with the approach to increase diversity of tasks within their job, learn new task from another job, and increase job responsibility within job. The purpose of this program is to motivate employees, increase job satisfaction, and increase organization productivity (Robbins, 2017).

Job rotation can be used for many reasons, such as increasing the job challenge to the employee, reduce job burnout, increase job responsibilities, and enhance employee's career path development. An Employee on a management fast track developmental program is a good example on how to utilize the job rotation program to develop these candidates. In order for employees to be competent in a management position, they are exposed to learn new job duties in different departments, gain experience with new tasks, and build their skills and competencies through the developmental process (Kirk, Downey, Duckett, & Woody, 2000, para. 32).

Job enlargement is sometimes called horizontal job loading. It's the process of increasing an employee's variety and number of job tasks within their position resulting in a more diversified job. Job enlargement can also be used in conjunction with job rotation and job enrichment for high achiever workers, workers stagnated in job, and workers experiencing burnout (Kirk et al., 2000). Job enlargement is great for smaller companies with limited opportunities for promotions. By increasing their job tasks, it motivates the employees and decreases job boredom.

Job enrichment is sometimes called vertical job loading. It's the process of expanding a workers job responsibility or changing the role within position resulting in development of new competencies without leaving current position or organization. Job enlargement, job enrichment, and job rotation provide workers with increased skills, more valuable asset to the organization, and increased job satisfaction (Robbins, 2017). An example of job enrichment program would be two administrative assistances performing separate tasks within the same department. To enrich their job and expand their skills, each administrative assistant learns the others job tasks.

Job design, including job enrichment can be linked to Herzberg's two-factor theory based on the increase in the intrinsic factors related to their job, such as increased job responsibility, feeling of accomplishment or achievement, and ability to grow with the job tasks. These factors help increase motivation, job satisfaction, improved work performance, and reduce turnover and absenteeism (Herzberg et al., 1959; Robbins, 2005). The next section will discuss incentive compensation plans, including pay for performance, bonuses, profit sharing, gainsharing, skill-based pay, and work-life balance.

Incentive Compensation Plans

Incentive compensation plans are also called pay for performance plans. Examples of pay for performance programs are wage incentives, piece rate plans, profit sharing, bonuses, and gainsharing. To explain these programs further, (1) piece rate pay is based on a fixed fee for the output – number of units produced, (2) profit sharing is the distribution of profits to the organization at year end, (3) bonuses are usually additional compensation to normal pay based on exceeding specific performance goals, and (4) gainsharing is an incentive plan based on increased productivity versus profit from period to period (Robbins, 2017), and (5) Skill-based pay is also called knowledge-based or competency-based pay. Skill-

based program rewards employees with an increased fee based on the number of skills, number of jobs, or knowledge. The advantage to the employee is having the additional competencies enabling them do more jobs which can be very attractive to employers. On the employer's side, some of the advantages would be; utilizing employees with additional skills in other departments, employees understand and communicate better with other departments, lesson the dysfunctional attitude or protecting their territory, and offer ambitious employees the opportunity to earn more money without having to be promoted (Robbins, 2017).

Loucks explains (2007), pay for performance plans allow organizations to link compensation and specific goals established between the manager and the employee, i.e., MBO and SMART Goals. The purpose of the pay for performance is based on the theory bonuses, rewards, and recognition will motivate the employees to do a better job. Organizations will recognize and reward those employees striving to exceed performance results and compensate accordingly. Other than the traditional pay, a portion of the pay will be based on performance measures. As the term variable pay explains, the pay can increase or decrease depending on whether the performance goal is met (Loucks, 2007).

The link between variable pay programs and motivational theories would be based on the multiple theories, including expectancy theory, ERG theory, reinforcement theory, and equity theory. For the expectancy theory, employees perceive a strong relationship between performance and the desired outcome of being rewarded for their efforts (Vroom, 1963). The ERG theory is consistent with the employees striving to learn, expand, and grow within their job. As employees satisfy one need, such as learning a new skill, the experience of expanding job skills can be a motivator of growth (Alderfer, 1963). The reinforcement theory suggests employee's behavior is affected by skill-based pay which acts as a reinforcement (Ferster & Skinner, 1957). While the Equity theory deals with the social comparisons of individuals resulting in motivating their behavior, the theory suggests the increase in job skills is perceived to be the equity creating increased employee motivation (Adams, 1963; Kini & Hobson, 2002).

Work-Life Balance

Work-life balance and meaningfulness of work has increased over the last five years. Based on a Flex jobs survey of 1,200 employees, a key finding was employees are struggling and finding it difficult to manage their professional and personal lives. Also, the percentage of respondents found only 30% are happy with their work-life balanced compared to 45% in 2018. This is a decrease in their work-life balance by 15% compared to 2015 results. Employees are finding they are more stressed at the job and having difficulty with work-life balance has increased from 29% in 2015 to 37% in 2018 resulting in health concerns (Reynolds, 2018).

Work-life benefits are designed by employers to help employees balance work life and personal life. Based on a 2015 workplace flexibility study assessing work-life balance, the United States was 29 out of 36 countries on the list (Workplace Trends, 2015). In a more recent study of employee benefits report, work-life perks are on the rise, including flexible working schedules, such as telecommuting, flextime and compressed workweeks (Workplace Trends, 2015). The purpose is to encourage work-life balance with employees and the outcome can result in satisfied, engaged, and more productive employees. Based on the survey of more than 330 Human Resource Professionals, stated that more than two-thirds of organizations offer some type of flexible working benefits either full-time or part-time (SHRM, 2018).

Due to the increase for employees need for work-life balance, organizations can design nonmonetary ways to motivate employees, including flexible work schedule, increase vacation or Paid Time Off (PTO), sabbaticals for years of service. Also, provide career growth opportunities that can include training, tuition reimbursement, and mentoring with colleagues. Employees also need a positive work environment based on five elements (PERMA) positive emotions, engagement, relationships, meaning, and achievement to provide well-being. Employees also want to have meaning at work. They want to know that their job matters and they contribute to the organization and bring value and make a difference in achieving company objectives and goals (Seligman, 2011).

CONCLUSION

Motivating employees can be a challenge in corporate America today with a multigenerational workforce. Based on a recent report, the Bureau of Labor Statistics (BLS) estimates the private labor force will grow 5% to 164 million workers from 2014 to 2024, 55 and older will be the fastest growing age group, 25-44 age group will increase slightly, and 16-24 year old will have minimal increase in their group (BLS, 2015). Also, today's organizations will have between four and five generations working together, including, Silent Generation born between 1925 - 1945, Baby Boomers born between 1946 - 1964, Generation X born between 1965 -1980, Millennials (Generation Y) born between 1981 – 1995, and Generation Z born 1996 – 2012 (AMA, 2019).

Based on the content of this paper, the following information will be explored on motivating employees, including: (a) background on motivating employees, (b) perceived challenges, (c) content motivational theories, (d) perspective motivational theories, (e) design and implement motivational strategies based on employee needs, and (f) correlation and linkage between motivational theories and employee motivation.

For organizations to be successful in motivating a multigenerational workforce, strategies will need to be designed, developed, and implemented to accommodate the specific needs (intrinsic and extrinsic) for each employee. By doing so, organizations can tailor programs that will motivate, engage, and increase job satisfaction while achieving goals and objectives with a productive workforce. Based on the findings of this paper, the researcher concludes that individual needs may be similar to their generation while being unique and different due to their individual characteristics, values, and behaviors. Further research may be needed to explore the application of motivational theories and motivation programs with generation's post 1960's.

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