

CULTURAL DIFFERENCES IN THE MOTIVATION OF GENERATION Y KNOWLEDGE WORKERS¹

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Abstract: This article presents our research into cultural differences in the motivation of Generation Y knowledge workers. The goal of our research was to verify whether the motivation of young knowledge workers (members of Generation Y) could be assessed only in relation to the specifics of their generation, or whether it is necessary to take their national cultural background into account as well. The research carried out among two hundred respondents in four countries has confirmed that it is essential to take into account both generation differences and cultural differences.

Key words: motivation; knowledge worker; Generation Y; national culture.

Introduction

The current increase in work productivity enabled by new technologies has generated an increasing number of highly sophisticated professions. Holders of these jobs are referred to as knowledge workers. Thomas Davenport (2005) defined a knowledge worker as a person with a high degree of professional knowledge, education or experience (p. 10). In recent years the expression commonly used in relation to these workers has been “talent”. A talent is generally understood to mean a worker with adequate knowledge and skills working for the good of an organization and effectively helping it achieve its goals (Ulrich & Smallwood, 2011).

At the same time research projects carried out in organizations have shown that there is a lack of talented knowledge workers on the labor market. Research carried out by Manpower in 2013 (Manpowergroup, 2013) shows that 35% of companies worldwide are having difficulties filling vacant positions, with the main reason being a lack of workers with the required skills. PwC carries out global research annually involving chief executive officers of companies. In 2013 this research highlighted the lack of talents (PwC, 2013). Almost 60%

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of chief executive officers considered their companies endangered by this lack of talents and planned to deal with the situation by finding new ways of acquiring and retaining talented knowledge workers. This naturally means they need to focus on employee work motivation (among other activities).

Multiculturalism in motivation theories

Work motivation is generally defined as a psychological process which directs, energizes and maintains a person's action in relation to work, a task or a project (Kanfer, 1990). The late 20th century was a time when multicultural issues began to emerge in relation to motivation theories. This was natural since it was the era of the mass proliferation of the Internet, which contributed to making international communication faster and enabled the formation of multicultural teams of knowledge workers. Edgar Schein (1985) defined culture as the way in which a group of people solve their problems and ponder dilemmas. If we take into account the fact that making decisions and solving dilemmas form an inseparable part of every knowledge worker's job, it is obvious that the potential cultural diversity of a work team can have a significant influence on collaboration.

In the early 1990s, Miriam Erez and P. Christopher Earley (1993) created a model of cultural self-representation. This model is used for personal orientation and in applying managerial methods to a multicultural environment. Their model is based on two cultural dimensions suggested by Geert Hofstede (2010), the dimension of individualism–collectivism, and the dimension of power distance. The dimension of individualism–collectivism highlights the importance of social relations in society. The power distance dimension reflects the extent to which hierarchical and power differences are accepted in a particular country and the extent to which members of the country respect their mutual inequalities. Erez and Earley (1993) have made three recommendations which are supposed to help individuals understand work motivation in different cultures:

1. To determine the characteristics of the country/countries in relation to collectivism–individualism and power distance
2. To be aware of the cultural values in the individual's national culture
3. To understand the importance of the different managerial approaches in each country (e.g. ways of communicating or awarding bonuses).

Erez and Earley have also pointed out that projecting one's own values onto individuals from other cultures causes substantial problems in communication, work motivation, and eventually in overall work performance.

The influence national cultures have on work motivation was also the subject of a research project conducted in the early 2000s by Richard M. Steers and Carlos J. Sanchez-Runde (2002), who claim that national culture impacts on the following three areas of motivation factors:

1. The individual's self-concept including personal beliefs, needs and values
2. Standards related to work ethics and the essence of success, tolerance of ambiguity, division of power, etc.
3. Environmental factors such as the educational system, socialization processes, the economic situation and the political situation.

Steers and Runde have stated that these groups of factors affect the extent to which individuals believe in their self-efficacy, the level of work motivation, goal setting, and also individuals’ motivators and demotivators.

Generation Y and its specifics

Generation Y whose work motivation is the subject of our research comprises those born between 1982 and 1994 (McCrindle & Wolfinger, 2009). This generation is now entering the labor market. According to an international study by PwC (2011) entitled *Millennials at work: reshaping the workplace*, Generation Y has many career-specific ideas and requirements. It prefers flexible work hours, the opportunity to work outside the office, and a dynamic organization. It emphasizes a work/life balance. The main criterion when choosing a job is not the financial reward but the appeal of the job itself and opportunities for continual professional development. However, this does not mean that salary is not important to the members of Generation Y. They just do not greatly emphasize its importance, expecting that employers will offer them motivational remuneration. They look for non-routine work in which they will be able to develop their self-concept and continually improve their professional skills. Members of Generation Y are typically focused on the task and not on the time spent fulfilling it. Also the reward is considered in relation to performance, not time. They welcome opportunities to work outside their home country, too.

Brad Karsh and Courtney Templin (2013) have summed up the characteristics managers should expect from Generation Y. A list is provided in Table 1. The table retains the categorization introduced by the authors, dividing Generation Y characteristics into assets and liabilities. This parallel is used here to divide the characteristics typical for Generation Y.

Table 1. Work characteristics of Generation Y. Source: Karsh, B. & Templin, C. (2013)

Assets	Liabilities
Goal-oriented	Dislike inferior work
Positive approach	Limited ability to deal with difficult people
Superb work with technologies	Lack of experience
Able to collaborate	Self-confidence not corresponding to skills
Multicultural awareness	Impatience

Karsh and Templin have also warned that current managers who are predominantly members of older generations must expect significant changes to the management of organizations as Generation Y works its way up to managerial positions.

Goal and methods of research into work motivation of Generation Y members from various national cultures

While studying resources dealing with the motivation of young knowledge workers in a multicultural environment we discovered that they focus either on generation or on cultural problems. That means that they examine either the motivation of Generation Y or motivators in various cultures. However, we are interested in the overall issue; that is, the motivation of Generation Y knowledge workers in different cultures. Researching this problem is important because this is often the real situation of many work teams in numerous organizations worldwide.

The goal of the research is to verify whether the motivation of young knowledge workers can be assessed only in terms of the nature of their generation or whether it is also necessary to take into account their nation-specific cultural differences.

We carried out this research on a sample of 209 respondents from Generation Y in four countries—the Czech Republic (100 respondents), Poland (19), Portugal (80), and Austria (10). All the respondents were final year students born after 1982. In order to carry out the research we established contact with a particular university or its student organization. Then we established contact with a selected group of students, discussed work motivation with them, and subsequently asked them to fill out a questionnaire (see Appendix). The respondents were sent the questionnaire in electronic format. The number of respondents therefore corresponds to the number of students who were willing to fill out the questionnaire. In Poland, Portugal, and Austria the return rate of the questionnaires was around two thirds. In the Czech Republic the return rate of the questionnaire was almost 100%.

The questionnaire is divided into two parts. In the first part the respondents addressed the extent to which the motivation factor influenced their work motivation. A scale of zero to ten was used to express the extent of influence, where zero meant no influence and ten meant one hundred percent influence on work motivation. In the second part of the questionnaire the respondents expressed the extent to which they approved with various statements. A scale of one to six was used to express the extent of approval with number one meaning absolute disapproval and number six absolute approvals.

Assessment of the motivation factors was performed on the basis of Herzberg's classic two-factor theory of motivation (Herzberg, Mausner, & Snyderman, 2010) and the results of the PwC study (2011). Herzberg's theory is still useful for pointing out the fact that there are minimal motivation factors which must be fulfilled to prevent workers from becoming dissatisfied, while positive motivation is connected only to the presence of factors stimulating work satisfaction. The motivation factors included in the questionnaire are some of the strongest motivators for young knowledge workers according to the PwC study. We have added two of our own factors to the list (motivation factors M11 and M12 in the questionnaire) in order to find out whether the length of time it takes for the results of the work performed to show was considered an important motivator.

The statements used in the questionnaire enable us to better determine the work characteristics, the needs and requirements of young knowledge workers from the national cultures being examined. Individual statements are interconnected in the following areas:

Table 2. Motivation factors of Generation Y based on national cultures. Source: Authors

(1)	(2) Gen Y	(3) CZECH	(4) POL	(5) POR	(6) AUS
Motivation factor	Rank. $\bar{x}$ (σ)	Rank. $\bar{x}$ (σ)	Rank. $\bar{x}$ (σ)	Rank. $\bar{x}$ (σ)	Rank. $\bar{x}$ (σ)
M8 Atmosphere in the workplace	① 9.0 (1.4)	② 8.9 (1.4)	① 9.1 (0.9)	① 9.2 (1.3)	⑥ 8.7 (1.8)
M1 Interesting scope of work	② 8.8 (1.3)	① 9.3 (1.0)	④ 8.3 (1.5)	⑤ 8.5 (1.3)	③ 8.8 (1.3)
M4 Opportunity for professional development	③ 8.7 (1.5)	③ 8.8 (1.4)	② 8.5 (1.2)	④ 8.9 (1.3)	⑮ 7.1 (2.6)
M5 Opportunity for career growth	④ 8.6 (1.6)	④ 8.6 (1.5)	③ 8.4 (1.7)	③ 9.0 (1.5)	⑬ 7.3 (2.6)
M6 Work environment	⑤ 8.6 (1.6)	⑤ 8.5 (1.6)	⑨ 8.0 (1.5)	② 9.1 (1.6)	⑦ 8.6 (1.6)
M17 Extraordinary financial reward for getting the job done	⑥ 8.2 (2.1)	⑦ 8.2 (2.1)	⑥ 8.1 (2.7)	⑥ 8.5 (1.9)	⑨ 7.9 (1.6)
M9 Leader in management	⑦ 8.0 (2.1)	⑥ 8.1 (2.0)	⑦ 8.1 (1.6)	⑪ 8.2 (1.8)	⑳ 5.7 (2.5)
M2 Opportunity to be creative	③ 8.0 (1.9)	⑨ 7.9 (2.0)	⑤ 8.2 (1.4)	⑮ 7.9 (1.8)	① 9.4 (0.6)
M10 Autonomy of work	⑨ 7.9 (1.8)	⑬ 7.8 (1.8)	⑧ 8.0 (1.0)	⑩ 8.3 (1.9)	⑩ 7.8 (1.3)
M7 Flexible work arrangements	⑩ 7.8 (2.2)	⑮ 7.6 (2.4)	⑪ 7.5 (1.9)	⑦ 8.4 (1.9)	⑪ 7.8 (2.6)
M3 Responsibility for one's decisions	⑪ 7.8 (1.7)	⑯ 7.6 (1.8)	⑩ 7.6 (1.6)	⑨ 8.3 (1.4)	⑭ 7.2 (2.0)
M21 Working with professionals in the field	⑫ 7.7 (2.1)	⑧ 8.0 (1.9)	⑳ 5.7 (2.6)	⑭ 8.1 (1.8)	⑰ 6.7 (2.4)
M24 Working in the field I am studying	⑮ 7.6 (2.9)	⑭ 7.6 (2.5)	⑫ 7.4 (3.1)	⑰ 7.5 (3.3)	④ 8.8 (0.7)
M23 Opportunity to take part in foreign internships	⑯ 7.4 (2.8)	⑩ 7.9 (2.5)	⑳ 5.6 (3.0)	⑳ 7.1 (2.7)	⑤ 8.8 (2.8)
M16 Opportunity to use modern technologies at work	⑰ 7.2 (2.4)	⑰ 7.0 (2.6)	⑳ 5.4 (2.7)	⑧ 8.4 (1.6)	⑳ 5.7 (2.1)
M22 Opportunity to use foreign languages at work	⑳ 6.8 (2.7)	⑰ 7.2 (2.5)	⑰ 5.9 (3.0)	⑳ 6.4 (2.8)	② 9.1 (0.9)
M15 Working with colleagues from different cultures	㉑ 6.6 (2.8)	㉑ 6.2 (2.8)	㉑ 5.4 (3.0)	⑰ 7.3 (2.5)	⑧ 8.2 (2.7)

Table 3. Work characteristics, needs and requirements of Generation Y based on national cultures. Source: Authors

(1)	(2) Gen Y	(3) CZE	(4) POL	(5) POR	(6) AUS
Statement	Rank. $\bar{x}$ (σ)	Rank. $\bar{x}$ (σ)	Rank. $\bar{x}$ (σ)	Rank. $\bar{x}$ (σ)	Rank. $\bar{x}$ (σ)
S8 I want to be trained all my life	❶ 5.0 (1.1)	❹ 5.0 (1.2)	❶ 5.2 (0.7)	❹ 5.1 (1.1)	❺ 5.0 (1.3)
S19 If I enjoy doing my job, I don't care about time	❷ 5.0 (1.1)	❶ 5.1 (1.1)	❸ 4.7 (0.9)	❸ 4.9 (1.1)	❸ 4.7 (0.9)
S16 Social responsibility of companies is important to me	❸ 4.9 (1.1)	❾ 4.7 (1.2)	❸ 5.0 (0.7)	❷ 5.3 (0.8)	❸ 4.9 (1.4)
S11 Work is/will be an important part of my life	❹ 4.9 (1.0)	❺ 4.8 (1.1)	❷ 4.7 (1.1)	❸ 5.2 (0.8)	❾ 4.9 (0.7)
S15 I long for development and training	❺ 4.9 (1.1)	❸ 5.0 (1.1)	❷ 5.2 (0.7)	⑬ 4.6 (1.0)	❸ 5.2 (1.4)
S5 I want to be sent on foreign business trips	❸ 4.8 (1.4)	❷ 5.0 (1.3)	⑱ 3.4 (1.6)	⑩ 4.8 (1.2)	❶ 5.6 (0.2)
S10 Culture of the organization is important to me	❷ 4.7 (1.1)	❷ 4.7 (1.2)	❹ 4.9 (0.8)	❾ 4.9 (1.0)	⑮ 4.5 (1.0)
S6 I can handle several tasks at once	❸ 4.7 (0.9)	❸ 4.8 (1.0)	❺ 4.8 (1.0)	⑫ 4.6 (0.8)	⑬ 4.7 (1.0)
S17 I also realize my personal goals through work	❾ 4.7 (1.1)	❸ 4.7 (1.2)	⑬ 4.1 (1.2)	❺ 5.0 (0.8)	⑩ 4.9 (0.7)
S3 My career is important to me	⑩ 4.7 (1.2)	⑮ 4.4 (1.2)	⑩ 4.4 (1.3)	❶ 5.3 (0.8)	⑰ 3.8 (1.0)
S9 I set ambitious goals for myself	⑪ 4.6 (1.1)	⑪ 4.6 (1.1)	❸ 4.7 (0.9)	⑪ 4.7 (1.0)	⑰ 4.4 (1.1)
S18 I am willing to work at the expense of my leisure time in order to get the job done	⑫ 4.6 (1.2)	⑭ 4.4 (1.2)	⑫ 4.1 (1.1)	❸ 4.9 (0.8)	❷ 5.0 (1.0)
S4 I am able to work under pressure	⑬ 4.5 (1.1)	⑩ 4.6 (1.1)	❾ 4.5 (1.2)	⑮ 4.3 (1.1)	⑪ 4.9 (1.2)
S14 Diversity in the workplace is important to me	⑭ 4.5 (1.2)	⑰ 4.2 (1.3)	⑮ 4.0 (1.0)	❷ 4.9 (0.9)	⑭ 4.7 (1.4)
S1 I want to participate in international projects	⑮ 4.4 (1.3)	⑫ 4.6 (1.2)	⑰ 3.5 (1.5)	⑭ 4.4 (1.2)	❹ 5.2 (1.0)
S7 I enjoy communicating in a foreign language	⑰ 4.2 (1.5)	⑬ 4.6 (1.5)	⑪ 4.2 (1.4)	⑲ 3.7 (1.5)	❷ 5.3 (1.4)

working in an international environment (statements S1, S2, S5, S7, S14), education and development (statements S3, S8, S15), work behavior (statements S4, S6, S11, S12, S18), personal approach to work (statements S9, S13, S17, S19) and the importance of organization culture (statements S10, S16).

The results of the research are summed up in Tables 2 and 3. Column (1) of Table 2 lists the motivation factors, whereas column (1) of Table 3 shows statements documenting work characteristics. The order of the motivation factors, or statements, reflects their importance for all respondents, and therefore for all the members of Generation Y being examined. The marking of the motivation factors, or the statements, corresponds to the marking in the questionnaire, e.g. motivation factor M8 is the first in order of importance for the whole sample of respondents. A complete list of the motivation factors and statements is provided in the questionnaire in the Appendix and was at the respondents' disposal.

The other columns (2) to (6) in Tables 2 and 3 list the statistical characteristics of the individual motivation factors, or statements, for Generation Y (Gen Y) and individual national cultures—Czech (CZE), Polish (POL), Portuguese (POR), and Austrian (AUS). The encircled numbers in the boxes in the table show the order of importance of a motivation factor, or statement. Black circles indicate the order of importance up to ten. If it does not feature among the top ten in order of importance, it is displayed in a white circle. Another feature is the arithmetic mean of the order of a motivation factor, or statement, for a particular group, and the numbers in brackets show the standard deviation for the assessment of the variability of the factor. The tables are all designed so that the ten most influential motivation factors, or statements, are given for each group. If one of the motivation factors, or statements, in the top ten of one of the other groups did not feature in the top ten in a particular group, its statistical characteristics are given as well. The characteristics are rounded to one decimal point; however, they are mentioned in their order before rounding.

The following table 3 displays the importance of statements on work characteristics, needs and requirements as assessed by the respondents.

Discussion

The results of the research are influenced by the structure of the sample of respondents. Almost half of the respondents were from the Czech Republic (48%) and 38% from Portugal, while 9% were from Poland and 5% from Austria. This unequal distribution primarily affects the results in relation to the whole sample, i.e. in this case Generation Y. Given the size of the sample, the results cannot be generalized, but must be considered as a case study. Despite this, the predicative value of the research is significant since the sample of respondents reflects the composition of employees in an organization or its branch. If we then look at the results of the research from the position of a manager responsible for motivating employees, it is obvious that he/she must take into account the cultural differences of the individual workers.

From this point of view let us first analyze the importance of motivation factors for Generation Y and subsequently compare the differences between the cultures being analyzed. The most important motivation factor for Generation Y is the atmosphere in the workplace, followed by interesting scope of work. Opportunities for professional

development and career growth are also important. The sixth most important motivation factor is financial reward, suggesting that financial bonus is also important for motivation. However, there is a relatively significant standard deviation associated with this factor, which is 26% relative to the arithmetic mean, indicating that the importance of this factor varies greatly among individual respondents. An inspiring leader is motivating for respondents, as is the opportunity to be creative and work independently or have flexible working arrangements. Even the factors which rank uppermost in the top ten most important motivators have relatively high standard deviations, again pointing to the greater variability of importance in individual respondents. After comparing our research with the results of the PwC study (2011) mentioned above, we found that for members of Generation Y it is important that their work is interesting and that they have opportunities for professional growth. In addition our research shows that it is important to have a good atmosphere in the workplace. However, the results in Table 2 indicate that in order to motivate members of Generation Y it is also necessary to take into account their relationship to their national culture, since some motivators vary in importance.

There are a total of 17 motivation factors listed in Table 2 which featured among the top ten most important in terms of influence on work motivation in at least one of the groups examined (Gen Y, CZE, POL, POR, AUS). The respondents assessed a total of 24 factors (see questionnaire in Appendix). Working to achieve an immediate or long-term result (M1 and M12 in the questionnaire), informal immediate acknowledgement by a manager (M13), exact work assignment (M14), a system of tangible non-financial benefits (M18), working in teams (M19), and working on unique difficult tasks (M20) turned out to be less important motivation factors (not included in Table 2).

The factors were assessed on a scale of zero to ten. Thus we can say that all the factors were on average assessed as relatively important by the respondents, which shows that Generation Y is very demanding. As far as the size of the standard deviations is considered, the considerable individual differences among Generation Y members toward motivation factors must be taken into account as well.

In order to better understand the motivation needs of young knowledge workers we put 19 statements in the questionnaire which express the group's work characteristics, needs and requirements. Again, we first analyzed the total results for Generation Y and subsequently compared the cultural differences in the extent to which there was agreement with the statements based on the data in Table 3. Members of Generation Y mainly stated that they want to be trained throughout their life. In the questionnaire this area was deliberately mentioned twice—once in the sense of wanting, i.e. requirement (S8), and once in the sense of longing, i.e. a deeper inner personal motivation for further training and development (S15). Although the desire for training and development comes as low as fifth place in the table in terms of the extent to which there was agreement (based on the mean value before rounding), the difference between the most strongly-supported statement (I want to be trained), and agreeing that the desire for training is very small, only 0.1 points on the assessment scale of one to six. Thus there is also a balance between the extent of agreement with the statements in second to fourth place, which express willingness to work regardless of time if the work is interesting, the importance of the social responsibility of the company the respondents work/will work for, and the importance of work as part of the respondents'

lives. The sixth statement attracting positive agreement was that respondents wanted to go on foreign business trips.

As we have explained above, the statements have examined respondents' motivations in relation to particular aspects of work. All five areas featured in the top six statements at some point, while the importance of training and development was emphasized twice. The difference between extent of agreement with the first and sixth statements is only 0.2 points on a scale of one to six. This confirms that training is important to Generation Y, and that all the work characteristics, needs and requirements are very important to respondents from Generation Y. The statement in seventh place refers to the importance of organization culture, while the eighth is related to an ability to work on several tasks at once, the ninth then proves Generation Y's tendency to link work and personal goals, and the tenth concerns the importance of having a career. In comparison to the PwC study (2011) this research has confirmed that Generation Y needs continual training and to focus on the task at hand, not on the time spent getting it done.

On the example of expressing the measure of agreement with the submitted statements it is clearly visible how tricky the assessment of the whole group can be only based on their pertinence to Generation Y. In this sense it is true that Generation Y puts clear emphasis on education and development, but otherwise there are considerable differences between the individual national cultures. The Czechs want to have interesting jobs, and just like the Austrian respondents they want to travel. For the Poles training and development is a priority, and the characteristics of the employer (social responsibility and organization culture). The Portuguese emphasized the importance of career and work in life. The Austrian respondents emphasized the international nature of work. The least supported statement of all was S13: I am building my own personal brand. Although there are apparent differences between the respondents in terms of the extent to which they agreed with the statements, it should be noted that agreement was expressed on a scale of one to six, and all the statements ranked higher than 3 in all the groups (with the exception of statement S13 in the Austrian group with 2.8). None of the statements attracted unequivocal disagreement.

Conclusion

The research into cultural differences in the motivation of Generation Y knowledge workers can be categorized as a case study on the influence of cultural differences on positive motivation factors, work-related behavior, and the needs and requirements of young knowledge workers. In the case study we established which motivators are most important for the whole group of respondents: the final year students at universities in four countries. As in other studies it was confirmed that the opportunities for education and development and interesting scope of work were important for young (future) knowledge workers. Workplace atmosphere is also very important. However, when we closely analyzed the questionnaire results in the individual cultures, it transpired there were some differences. There were even greater differences between the cultures in the extent to which they agreed with statements relating to the respondents' motivations in relation to particular aspects of work.

On the basis of the research carried out, we cannot generalize on how to motivate young workers from different cultures. The research is limited by size and by the structure of

the sample of respondents. Despite this, the research has value in that it shows that young workers in a multicultural environment cannot be approached as a homogenous group. In order to motivate these workers, the national culture must be taken into account, which, as the definition by Edgar Schein cited above points out, influences the way groups of people solve problems and deal with dilemmas. If the goal of motivating a worker is to encourage him/her to decide to work effectively for a particular organization, then that person's national culture must be taken into account as well.

As the statistically processed research has shown (standard deviations of the assessed values), even the research results which have been processed for the individual national cultures have been simplified since individual differences existed within the groups of respondents. Thus it is a question for further research whether universal motivation factors can be found which will have a positive influence within a particular national culture.

Despite these limitations to our research we can sum up that there are intercultural differences in the motivation of young knowledge workers or future knowledge workers. This has to be taken into account when managing multicultural work groups. Effectively motivating young workers from different cultural environments is, in our opinion, more a question of art than a documentable technique. To acquire and keep leading workers who have sufficient cultural sensitivity is obviously another task for companies today.

Nonetheless several basic recommendations can be made, which will help effectively motivate workers in multicultural organizations. Opportunities for continuous training and professional development and having an interesting scope of work are important to Generation Y workers. Organizations can create these conditions to meet the needs of the workers. Organization culture, the social responsibility of companies and workplace atmosphere are important to young workers too. Emphasizing company social responsibility is in the wider interest of companies so they should heed this. Managing the organization culture, which reflects on the atmosphere at the workplace, is in the domain of companies.

As multiculturalism is increasingly common in the workplace, organizations should include training courses within their programs to improve worker knowledge on the nature of culture differences and how they are manifested in work-related behavior. Additionally, companies could organize activities to improve cultural sensitivity. If the organization can, it should provide its workers with direct work experience in a culturally different work environment. Repeated, even brief, work experience in foreign countries has been proven to develop the ability to work effectively in different cultural contexts (Tay, Westman, & Chia, 2008).

APPENDIX

Motivation of young knowledge workers – cultural differences
Questionnaire content

I. Motivation factors

Mark on a scale of zero to ten the extent to which the motivation factor influences your motivation to work: 0 = it has no influence on my motivation to work; 10 = it has a hundred percent positive influence on my motivation to work

- M1 Interesting scope of work
- M2 Opportunity to be creative
- M3 Responsibility for one's decisions
- M4 Opportunity for professional development
- M5 Opportunity for career growth
- M6 Work environment
- M7 Flexible work arrangements (*e.g. home-office, flexible working hours*)
- M8 Atmosphere in workplace
- M9 Leader in management (*a manager who has a vision and is able to inspire me to enjoy work*)
- M10 Autonomy of work
- M11 Work in which the result can immediately be seen (*e.g. a baker*)
- M12 Long-term work where results are not immediately tangible (*e.g. a scientist*)
- M13 Informal immediate acknowledgement by the manager
- M14 I know exactly what is expected of me at work
- M15 Working with colleagues from different cultures
- M16 Opportunity to use modern technologies at work
- M17 Extraordinary financial reward for getting the job done
- M18 A system of material nonfinancial benefits
- M19 Working in teams
- M20 Working on unique, difficult tasks
- M21 Working with professionals in the field
- M22 Opportunity to use foreign languages at work
- M23 Opportunity to take part in foreign internships
- M24 Working in the field I am studying

II. Statements

Mark the extent to which you agree with the following statements: 1 = I completely disagree, 6 = I agree a hundred percent

- S1 I want to participate in international projects
- S2 I have no problem moving to a different country to work there
- S3 My career is important to me

- S4 I am able to work under pressure
- S5 I want to be sent on foreign business trips
- S6 I can handle several tasks at once
- S7 I enjoy communicating in a foreign language
- S8 I want to be trained all my life
- S9 I set ambitious goals for myself
- S10 The culture of the organization is important to me
- S11 Work is/will be an important part of my life
- S12 I am not looking for a job but for a mission
- S13 I am building my own personal brand
- S14 Diversity in the workplace is important to me
- S15 I long for development and training
- S16 The social responsibility of companies is important to me
- S17 I also realize my personal goals through work
- S18 I am willing to work at the expense of my leisure time in order to get the job done
- S19 If I enjoy doing my job, I don't care about time

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