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**FACTORS CONTROLLING JOB  
SATISFACTION/ DISSATISFACTION AMONG  
GENERATION Y WORKERS IN THE  
BULGARIAN MEDIA INDUSTRY:  
A Qualitative Analysis of Herzberg's Two-Factor Theory**

Master's Thesis  
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# ABSTRACT

Svetlana Zorova: Factors Controlling Job Satisfaction/ Dissatisfaction among Generation Y Workers in the Bulgarian Media Industry: A Qualitative Analysis of Herzberg's Two-Factor Theory

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The objective of this master's thesis is to investigate the factors controlling job satisfaction/dissatisfaction among the emerging generation of employees born between the early 1980s to the early 2000s. This generation is defined as Generation Y (abbreviated to Gen Y or Gen-Yers). The crucial reason for analyzing Gen-Yers' drivers for job satisfaction/dissatisfaction is their increasing impact in the workforce resulting from the retirement of Baby Boomers and shrinking older generations. A better understanding of the motivational factors of Gen Y workers would be beneficial for the Media Management Scholarship because it may aid media managers in developing work environments that are more likely to engage and retain Gen-Yers' talents by incorporating factors controlling their individual motivation.

To address this cohort in an original way, the study utilizes Herzberg et al.'s (1959) Two-Factor Theory of motivators and hygiene factors. This theory is well-known in the field of job satisfaction and has been used among various populations, including industry sales people, postal workers, principals and teachers, hospitality workers, and more, but, to date, has not been utilized to determine the motivators of Gen-Yers employed in the media industry in Bulgaria. Within the literature review, the study consists of an examination of Herzberg's Theory conceptual and methodological problems and on its staying power. This is then coupled with a chapter on the generational dissimilarities within organizations, Generation Y's characteristics, and on managerial practices to bolster Gen-Yers into valued organizational members.

The overall method implemented to gather data was a standardized open-ended email interview based on Herzberg's Classification Scheme of motivators and hygiene factors. The adoption of a qualitative approach allowed for Gen-Y's voice to be heard. The purposive sample (N=7) was undertaken in different media organizations in Sofia, Bulgaria. Finally, the concluding chapter introduces implications, caveats, and ideas for future research. It is the ambition of the entire document to inform and aid managers and Human Resource professionals in the development of managerial practices that incorporate factors of individual worker motivation. Understanding what motivates workers at the individual level results in better job performance, as well as in the relative success of the businesses.

**Keywords:** Generation Y, Management Practices, Bulgaria, Media, Hygiene Factors, Motivational Factors, Herzberg's Theory

The originality of this thesis has been checked using the Turnitin Originality Check service.

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# 1 INTRODUCTION

According to Furnham (2009), it has long been a practice in the field of work psychology to examine why people differ in their motivational factors at work and how those individual differences interact with organizational components, which together impact individual satisfaction and motivation.

*“Motivation can be defined as an internal state giving rise to a desire or pressure to act. Job satisfaction, on the other hand, is defined as the extent to which people are satisfied with their work. These two concepts are often discussed side by side because, as Furnham points out, it is arguable that the extent to which an individual is satisfied at work is dictated by the presence of factors and circumstances that motivates him or her. Indeed, early psychological approaches to motivation conceptualized the desire to act as an intention to maximize positive results and minimize negative results” (Furnham, Eracleous & Chamorro-Premuzic, 2009, p. 765-766).*

One can find numerous studies on leadership, management, and worker motivation whose main goal is to address the age-old organizational leadership question: What motivates a worker? (Wesley, 2012, p.1). In his 1959 publication, *The Motivation to Work* (Herzberg, et al., 1959), Frederick Herzberg presented the findings of his research on worker motivation. Herzberg’s Theory, known as the Two-Factor Theory of Motivation, states that there are certain factors in the workplace that cause job satisfaction, while a separate set of factors cause dissatisfaction. Following a qualitative study of worker motivation and publication of his book, Herzberg continued to research and lecture on worker motivation. His famous article, titled “One More Time: How Do You Motivate Employees?” and published in the Harvard Business Review in 1968, has sold more than 1.2 million copies.

*“Herzberg’s research on worker motivation continues to be regarded by higher education as fundamental to the study of worker motivation, leadership theory, organizational theory and business management” (Wesley, 2012, p.1).*

The purpose of the following qualitative study is to examine worker motivation among Gen-Y workers employed in the media industry in Bulgaria. The adoption of a qualitative approach allows for the voices of Gen-Yers to be heard. The findings aim to generate recommendations as to what kind of managerial practices could be implemented in order for media managers to retain Generation Y employees and to enhance their sense of job satisfaction. The study begins in Chapter 1 by reviewing Herzberg's Two-Factor Theory, as well as some of his critics' and supporters' related ideas. The second chapter introduces Generation Y employees — their characteristics, motivators, and developed management practices. Next, the design of the study is described. The subsequent segment provides the findings, and the final section draws conclusions.

## 1.1 Significance of the Study for Media Management Scholarship

First, a study reflecting the perception of the motivational factors of this modern generation, born between the early 1980s and the early 2000s, is significant due to the fact that many companies from various fields “are trying hard to introduce new forms of incentives and pay plans to attract and retain talent” (Guha, 2010, p. 124). For the media industry in the digital era, Generation Yers' attitudes towards their jobs appear to be a very concerning issue — not only the industry cannot guarantee “a secure working environment for its insecure workers” (Kalleberg, 2009, p. 2), but losing technologically skilled workers can also be devastating for the long-term profits of media companies. Because Generation Y is the emerging generation of employees, the drivers controlling their job satisfaction/dissatisfaction need attention and further exploration. The findings of the study aim to help media managers create environments that are more likely to engage Generation Y in the work process and retain their loyalty.

Furthermore, this study is significant for the Media Management Scholarship due to the fact that there is a gap in the literature utilizing Frederick Herzberg's Two-Factor Theory of Motivation to directly address Generation Y workers employed in the Media industry in Bulgaria. Since its development in 1959, this theory has been at the center of a long debate that has focused on the theory's conceptual and methodological problems. While some researchers suggest the theory is still applicable, others maintain that it is no longer valid. However, in the last decade, research has been emerging from the field of Positive Psychology — the study of positive human attributes, including well-being, optimism,

forgiveness, self-esteem, fascination/flow, creativity, resilience, savoring, wisdom, and spirituality — that has been consistent with basic tenets of Herzberg's Two-Factor Theory and is thus worth resurrecting for the purpose of contributing to the field of Media Management.

Finally, the significance of this study is further complemented by the choice of participants. Data collection was accomplished via email interviews with Generation Y workers currently employed in media organizations in Bulgaria. This researcher's reasons behind choosing this country are both personal and academic: I am a Bulgarian citizen and, thus, highly interested in the country's intriguing economic, political, and media landscape.

*“Bulgaria is a former Eastern Bloc country that has traditionally state-owned companies operated by central-planning principles rather than privately owned companies operated by market-economy principles, a totalitarian rather than democratic political system, and collectivistic rather than individualistic cultural values” (Deci et al., 2001, p. 930-931).*

Moreover, freedom of expression in Bulgaria has been gradually worsening year after year. “In 2010, Bulgaria dropped two positions in Reporters without Borders' traditional ranking, falling from the 68<sup>th</sup> to 70<sup>th</sup> place. According to a survey published in Bulgaria in October 2010, Bulgaria and Greece are the EU countries where the media have the least freedom” (Bulgarian Helsinki Committee's annual report, 2010).

Originality/Value: To my knowledge, no previous study has utilized Herzberg's Two-factor Theory among Generation Y workers employed in the media industry in Bulgaria. Although much has already been written about Gen-Yers' characteristics, exploring which motivational factors control their feelings of job satisfaction/dissatisfaction in the Media industry has so far been limited. By applying Herzberg's Theory of motivators and hygiene factors (1959), the study investigates the present applicability of the theory among the targeted group of employees. The findings of the study can be compared with future research on the same topic in other countries. Furthermore, the findings can be used to develop a broader, richer understanding as to which successful managerial practices this generation requires.

## 1.2 Personal Interest and Motivation

My personal interest in the subject of this thesis is provoked by the fact that I am a representative of Generation Y, with almost 10 years of academic and work experience in

the field of Media and Communications. Thus, exploring the drivers controlling job satisfaction/dissatisfaction among this generation of employees is both interesting and beneficial to my knowledge as a graduate in Media Management Scholarship. My motivation to conduct such a study has been triggered by my observations of the media industry — particularly in Bulgaria, where I have witnessed poor managerial practices used to motivate and engage employees, namely Gen-Yers. In my opinion, the lack of good practices comes not from bad management; rather, they originate from not knowing which drivers control the better performance of media workers. My motive to start such a study is further strengthened by my career development in the field of Human Resource Management in Bulgaria, currently working as an HR Generalist.

### 1.3 Definitions of Key Terms

Generation Y or Gen-Yers are the people born between the early 1980s and the early 2000s. Worth mentioning is that this generation has also been called the Peter Pan or Boomerang Generation “because of the propensity of some to move back in with their parents, perhaps due to economic constraints, and a growing tendency to delay some of the typical adulthood rites of passage like marriage or starting a career” (Main, 2017, p.1).

Generation X is the generation of people born between the early 1960s and the 1980s.

Baby Boomers are the people born between 1946 and 1964.

Traditionalists are the people born pre-1946.

Intrinsic motivation is stimulation that drives an individual to adopt or change behavior for his or her own internal satisfaction or fulfillment (Business Dictionary, n.d.).

Extrinsic motivation, as opposed to intrinsic motivation, springs from outside influences instead of from one’s own feelings (ibid).

Motivational factors are the factors related to the nature of the work and the job content and are intrinsic to the job itself. “These factors have a positive influence on morale, satisfaction, efficiency and higher productivity. Some of these factors are achievement, recognition, responsibility, advancement, work itself and possibility of growth” (Shah, 2015, p.11).

Hygiene factors are those factors related to the job context and are extrinsic to the job. “Hygiene factors do not motivate people. They simply prevent dissatisfaction and maintain status quo. They produce no growth but prevent loss. Some of these factors are

company policy, administration, status, job security, salary, relations with subordinates and supervisors, work condition, peer relations and personal life” (ibid, p.12).

An Introvert is someone who is shy, quiet, and unable to make friends easily (Cambridge Dictionary, n.d.).

An Extrovert is an energetic, happy person who enjoys being with other people (ibid).

The Critical Incident Technique consists of a set of procedures “for collecting direct observations of human behavior in such a way as to facilitate their potential usefulness in solving practical problems and developing broad psychological principles. The critical incident technique outlines procedures for collecting observed incidents which are having special significance and are meeting systematically defined criteria” (Flanagan, 1954, p.1).

# 2 LITERATURE REVIEW

## 2.1 Chapter 1: Herzberg's Motivation-Hygiene Theory in Context

The first chapter of this qualitative study begins by revisiting the work of Frederick Herzberg's Motivation-Hygiene Theory, also called the Two-Factor Theory. My reasons to include such a chapter are because a) the theoretical perspective of the study is grounded on Herzberg's Theory, b) I wish to explore the theory through the eyes of critics and supporters, and c) this theory is essential to the study due to the gap in the literature to directly address Generation Y workers employed in the media industry in Bulgaria utilizing Herzberg's Classification Scheme of factors. Herzberg's Theory has previously been applied to Generation Y, but to my knowledge, not to the field of Media Management. The first section presents an overview of Herzberg's Theory in order for the reader to gain a better understanding of the theory in context. The following two sections focus on the controversy of the theory, as well as on its continuing relevance. The choice of such sections is due to the fact that the related research on Herzberg's Theory is divided into two main categories: one on the theory's conceptual and methodological problems and one on its staying power.

Furthermore, the theory is discussed at the beginning of the study because, in such a way, I am able to relate the participants' motivational drivers to Herzberg's theoretical model and thus build onto it with the data gathered.

*“Building empirically grounded theory requires a reciprocal relationship between data and theory. Data must be allowed to generate propositions in a dialectical manner that permits use of a priori theoretical frameworks, but which keeps a particular framework from becoming the container into which the data must be poured” (Lather, 1986, p. 267, as cited by Creswell, 2014, p.67).*

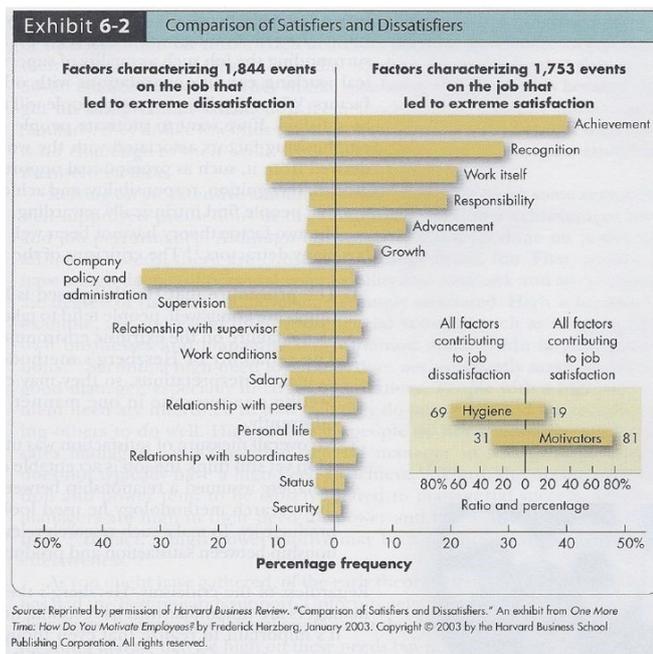
### 2.1.1 Overview of Herzberg's Theory

Frederick Herzberg was born in Lynn, Massachusetts on April 18<sup>th</sup>, 1923. He is recognized as one of the major management philosophers of our time (Wesley, 2012, p.4). In 1957, he

became a professor of psychology at Case Western Reserve University in Cleveland; during this time, he also served as a Director of the graduate program in Industrial Mental Health (J. Willard Marriott Library, n.d., as cited by Wesley, 2012, p. 4). Herzberg's first book, *Job Attitudes: Research and Opinion*, was published in 1957.

*“This book was the outgrowth of his work in the 1950s when he conducted a number of employee morale surveys with apparently contradictory results, which prompted him to rethink the traditional approach in measurement of job satisfaction” (ibid).*

*The Motivation to Work* (Herzberg et al., 1959) followed in 1959. That year, Herzberg, Mausner, and Snyderman performed studies to determine which factors in an employee's work environment caused satisfaction/dissatisfaction. The researchers conducted a study on around 200 accountants and engineers employed in nine US companies. The participants in the study were asked to describe circumstances in their job when they felt exceptionally good or exceptionally bad. The results showed that the factors causing job satisfaction were different from the ones causing job dissatisfaction. According to the researchers, the absence of job satisfaction does not mean job dissatisfaction, but it is not job satisfaction. Herzberg called the satisfiers “motivators” and the dissatisfiers “hygiene factors”, using the term “hygiene” in the sense that they are considered maintenance factors that are necessary to avoid dissatisfaction, but that by themselves do not provide satisfaction (See Figure 1, Sachau, 2007, p. 379).



**FIGURE 1.** Frederick Herzberg's Comparison of Satisfiers and Dissatisfiers

(Herzberg, *One more time: How do you motivate employees?*, 1968, p. 91)

The factors outlined as “hygiene factors” (such as company policy, supervision by management, good relationships with the boss and colleagues, a pleasant work environment, and fair pay according to the job position and employee’s responsibilities) do not appear to provide much long-term satisfaction, but they do prevent dissatisfaction. Based on his data, Herzberg proposed two psychological dimensions: “satisfaction – no satisfaction”, and “dissatisfaction – no dissatisfaction”. He argued that the motivator factors contribute to the experience of “satisfaction – no satisfaction” and the hygiene factors contribute to the experience of “dissatisfaction – no dissatisfaction” (Sachau, 2007, p. 380).

*“In short, the motivator factors are primarily in the job content whereas the hygiene factors are primarily in the job context. Hygiene needs escalate, but motivator needs do not. Motivator factors are additive, and hygiene factors are not. Herzberg argued that the most important difference between the motivators and the hygiene factors is this: The motivator factors all involve psychological growth; the hygiene factors involve physical and psychological pain avoidance” (ibid, p.380).*

Sachau (2007) continues,

*“Although Herzberg proposed that there are six stages of psychological growth - (a) knowing more, (b) understanding, (c) creativity, (d) effectiveness in ambiguity, (e) individuation, and (f) real growth – he was never very clear about the last three. Across most of his work, he defines psychological growth as learning new facts and skills, developing an understanding of the relationships between the facts or skills, and then using the knowledge, skills, and understanding to create new ideas” (ibid, p.380).*

From Herzberg’s perspective, not understanding the separation between motivators and hygiene factors “leads for the organizations to become too dependent on extrinsic rewards rather thinking in a direction how to enrich the work of their employees by creative and imaginative job design or by recognition of individual growth needs” (ibid, p.380). Moreover, Herzberg argued that managers should keep the administration of the motivator factors separate from the administration of the hygiene factors.

*“He stated that managers should not try to motivate their employees by offering higher pay, better benefits, and performance bonuses when they*

*can motivate their employees with training, interesting work, and more responsibility. Herzberg was so concerned that managers would manage by manipulating rewards rather than by offering opportunities to learn that he often advocated an all salaried (as opposed to hourly) workforce” (ibid, p.385).*

Addressing the Two-Factor Theory requires the acknowledgement of some of the classical theories about job motivation provided by Skinner’s Behavioral Theory (1938), Maslow and his Hierarchy of Needs (1943), Atkinson and McClelland’s Achievement and Motivation Theory (1953), Vroom’s Expectancy Theory (1964), Adams’ Equity Theory (1969), Locke and Latham and their seminal work A Theory of Goal Setting & Task Performance (1990), respectively. Furthermore, research into motivation has not stopped – some of the most distinguished studies in that field belong to George and Brief (1996), Kanfer (1990, 1992), Locke (1991), D’Andrade (1992), Bagozzi et al. (2003), Bassett-Jones & Lloyd (2005), Sachau (2007), Furnham, Eracleous & Chamorro-Premuzic (2009), Guha (2010), Queiri, Dwaikat & Yusoff (2014), as cited by Bassett-Jones & Lloyd, 2005, p. 930.

*“Broadly speaking, the research can be divided into what has been labeled the content and the process theories of motivation. Content theory, expounded by Herzberg et al. (1959), assumed a more complex interaction between both internal and external factors, and explored the circumstances in which individuals respond to different types of internal and external stimuli” (ibid, p. 930).*

Although the classical theories of motivation were highly influential over the last several decades, scholars have recently argued over how effective they are when applied to Generation Y employees, who tend to create unrealistic expectations at the workplace, “leaving the conventional motivational theory incapable of dealing with this new cohort” (Queiri, Dwaikat & Yusoff, 2014, p. 50). Because of these skeptical scholars and of the failure of the literature to directly address Generation Y employees (particularly those employed in the Bulgarian media industry), the overall aim of this qualitative study is to investigate how relevant the Two-Factor Theory is among the aforementioned cohort. The gap in the literature concerning similar studies only strengthens my ambition for this research and proves its necessity.

## Research Approach

Herzberg's central interview question attempted to understand the meaning of motivated worker behavior from the participants' standpoint, consistent with goals of a phenomenological research approach. Creswell (2007) stated, "Phenomenological study describes the meaning for several individuals of their lived experiences of a concept or a phenomenon" (Creswell, 2007, p. 57). A phenomenological approach is applicable in Herzberg's study of worker motivation as a concept or phenomenon. In an effort to explore the phenomenon of motivation, Herzberg asked: *Think of a time when you felt exceptionally GOOD or exceptionally BAD about your job, either your present job or any other job you have had. Tell me what happened.*

"Herzberg followed the phenomenological approach in capturing the "essence" of the phenomenon through the use of "textural description" (Creswell, 2007, p. 60) from the participants' perspective. Herzberg sought to understand motivation as a phenomenon which could only be explained through participant interviews." (Wesley, 2012, p. 4).

*"We don't have to tell our friends whether we are happy or unhappy; the nature of our feelings emerges from the welter of details; it can be inferred from the composite picture of anecdotes, passing comments, and feeling tones" (Herzberg et al., 1959, p. 26).*

From his root question, he developed fourteen additional probing questions in an effort to provoke a specific sequence that employees associated with exceptionally GOOD or BAD feelings at work.

*How long ago did this happen? How long did the feeling last? Can you describe specifically what made the change in feelings begin? When did it end?*

*Was what happened typical of what was going on at the time?*

*Can you tell me more precisely why you felt the way you did at the time?*

*What did these events mean to you?*

*Did these feelings affect the way you did your job? How? How long did this go on?*

*How seriously were your feelings (GOOD or BAD) about your job affected by what happened? (Herzberg et al., 1959, p. 61) (For a complete list of the interview questions that were posed to the participants see the Appendix)*

## 2.1.2 Examining the Controversy over Herzberg's Theory

Despite its popularity, Herzberg's *Theory of Motivation* (Herzberg, Mausner, & Snyderman, 1959) is one of the most controversial theories in the history of management research.

Herzberg was at the center of a 10-year academic debate which started due to criticism of the conceptual and methodological problems with his theory. Some of the studies claim that Herzberg's Two-Factor Theory may be an "oversimplified representation of job satisfaction" primarily because the motivators and hygiene factors may not be independent. For example, the theory claims that job content or job enrichment by responsibility, achievement, recognition, and advancement is the only way to increase work motivation. According to Furnham et al. (2009), intrinsic factors such as recognition and positive feedback may work as motivators for extroverts because such rewards "comply with their sociable nature" (Furnham, Eracleous & Chamorro-Premuzic, 2009, p. 766). A similar thesis is provided also by Gray's Theory (1975), which claims that extroverts would be more willing to accept rewards such as motivator factors than introverts, whom he believed were motivated to avoid punishment. However, research has demonstrated that "attempts to empirically link personality characteristics to motivational variables have produced inconsistent results" (ibid, p. 766). On the other hand, hygiene factors such as salary, interpersonal relations, and working conditions may also act as motivators in answer to the long-lasting debate as to whether hygiene factors really contribute to job satisfaction (ibid, p. 766).

Furthermore, some of the earliest critical studies on Herzberg's Theory even suggest that "generalizing the Herzberg results beyond the situation in which they were obtained is not warranted" (Ewen, 1964, p. 161). Particularly, the theory has been criticized for not taking individual differences of needs and values into account when explaining work motivation (Lundberg, Gudmundson & Andersson, 2009, p. 892).

*"A given factor can cause job satisfaction in one sample and job dissatisfaction in another sample, and vice versa. It appears that job or occupational level, age of respondents, sex of respondents, and perhaps a time-dimension variable determine whether a given factor will be a source of satisfaction or dissatisfaction on the job" (Burke, 1966, p. 317).*

Other authors have also been critical of Herzberg; these include Nadler and Lawler (1979), who argue that Herzberg makes inaccurate assumptions about his theory such as a) all employees are alike; b) all situations are alike; and c) there is one best way (as cited by Graham & Messner, 1998, p. 196).

*"The theory is also deserving of much criticism given that the research from which it was derived was methodologically flawed. This was an attitude survey of only 203 accountants and engineers in an industrial era, and in*

*asking them about their (positive and negative) work experiences, a linguistic trap was met; human beings tend to attribute positive work experiences or facets thereof to themselves” (Byrne, 2006, p. 8).*

As noted thus far, Herzberg’s results have triggered substantial criticism in the academic sphere. According to Bassett-Jones & Lloyd (2005), perhaps the most powerful critique was offered by Vroom (1964), who theorized that “when a recall methodology was deployed, ego defenses would be invoked when respondents were asked to attribute the sources of dissatisfaction in work, whilst attributing sources of satisfaction to personal achievement and capability” (Bassett-Jones & Lloyd, 2005, p. 933). Opsahl and Dunnette (1966) found Herzberg’s statement that money was more likely to act as a dissatisfier (hygiene factor) - “mystifying” (ibid, p. 933). The researchers concluded that “there was no substantial support for a so-called differential role for money in leading to job satisfaction or job dissatisfaction” (ibid, p. 933). They reinterpreted Herzberg’s data, arguing that it was inconsistent with his interpretation. According to the study of Campbell & Fiske (1959), it is “possible that some or all of the Herzberg results were due to the method of measurement that was used” (as cited by Ewen, 1964, p. 162). The researchers argued that Herzberg’s method was a critical incidents technique, which is a technique that “consists of a set of procedures for collecting direct observations of human behavior in such a way as to facilitate their potential usefulness in solving practical problems and developing broad psychological principles” (Flanagan, 1954, p.1). Namely, the participants in the Herzberg’s study told of times when they were particularly happy (or unhappy) and described the causes of their feelings. This procedure could have led to biased results.

*“For example, achievement and advancement were found to be satisfiers. It is likely that when these variables are causes of satisfaction, a critical incident will occur (the employee finishes a difficult job or he is promoted). However, it is difficult to see what incidents would accompany no achievement, or not being promoted. Hence, the critical incidents technique would make it appear as if these variables caused only satisfaction, since only then would a critical incident occur. This is of course only speculation, but the possibility of bias due to the method of measurement employed cannot be discounted when only one method is used” (Ewen, 1964, p. 162).*

Furthermore, Schneider and Locke (1971) have criticized Herzberg's classification system on the grounds of “logical inconsistency.” Locke (1973), using the same critical incident method, but a newer classification system developed by Schneider and Locke (1971), obtained results consistent with the findings of Herzberg’s theory interviewing a sample of

white-collar and blue-collar employees, but not with another sample (as cited by Bassett-Jones & Lloyd, 2005, p. 933). Because of these results, which differ according to the occupational sampling, Locke recommended that future studies should “use employees from single occupational groups” (Locke & Whiting, 1974, p. 145). However, whilst the critics “could point to alternative results using other methods, they had difficulty explaining why Herzberg’s method produced the results it did with such consistency” (Bassett-Jones & Lloyd, 2005, p. 933).

Stung by his critics, in 1968, Herzberg responded with, “One more time: How do you motivate employees?”. The article sold more than 1.2 million reprints, the largest volume of offprint sales ever achieved by the Harvard Business Review (ibid, p. 933). In his paper, Herzberg drew a critical distinction between motivation and movement. He argued that managers confuse the two.

*“Movement stems from “humankind’s animal nature” – the built-in drive to avoid pain from the environment, plus all the learned needs that become conditioned as a result of the need to serve basic biological needs” (ibid, p.933).*

To illustrate the point, he suggested that if he wished his dog to move, he could kick it or reward it with candy. The motivation for movement, however, is the dog’s, and what we observe is movement – not motivation – in the dog. Similarly, if employees are asked to do something in return for an incentive, managers tend to argue that employees are motivated, when in fact it is management that is motivated to promote employee movement. To strengthen his thesis, Herzberg suggested that motivation is like an internal self-charging battery. For an employee to become motivated, the energy or desire to move must come from within.

*“For Herzberg, motivators are internally-generated drives, not externally-stimulated incentives, and it is upon this distinction that he restated the utility of his Two-Factor theory and the key steps required to institute genuine job enrichment as opposed to job enlargement” (ibid, p. 933).*

In spite of the criticism, Herzberg et al. admitted that their theory was not “the cure for all the world’s ills” (as cited by Byrne, 2006, p. 131); in summation, the theory can be described as a more general, but less easily testable theory of satisfaction and motivation.

*“The theory is so general that it might be better conceptualized as a meta-theory or worldview of satisfaction; it is best understood as a general framework for understanding the dual nature of satisfaction/dissatisfaction, happiness/unhappiness, intrinsic/extrinsic motivation, mastery/status, and psychological growth/ psychological pain avoidance” (Sachau, 2007, p. 389).*

### 2.1.3 Examining the Continuing Relevance of Herzberg’s Theory

There is a substantial body of literature dedicated to the continuing relevance of Herzberg’s Two-Factor Theory. Exploring the theory’s staying power is important for the overall ambition of this study, which is to investigate the continuing relevance of the theory on Generation Y workers employed in the media industry in Bulgaria. Almost 60 years after it was first developed and despite multiple claims that the Herzberg’s Theory has finally died, the theory “still holds true today” (Sachau, 2007, p. 378). As noted earlier in the study, emerging research in the area of Positive Psychology is “surprisingly consistent with the basic tenets of the Motivation-Hygiene Theory” (ibid, p. 378). According to Sachau, Positive Psychology is the study of positive human attributes, including well-being, optimism, forgiveness, self-esteem, fascination/flow, creativity, resilience, savoring, wisdom, and spirituality. The central goal of Positive Psychology is the study of human strengths and well-being, rather than of human weakness and depression. Consistent with the Two-Factor Theory, positive psychologists are arguing that happiness is more than the mere absence of unhappiness; motivator factors are essential to intrinsic motivation; hygiene factors contribute more to life dissatisfaction than to life satisfaction; and money cannot buy happiness (ibid, p. 378).

Furthermore, a set of studies on motivation at work conducted over the past two decades appears to provide “enough useful data to validate Herzberg’s theory,” demonstrating that his theory “still has utility today”. In 2005, researchers Bassett-Jones & Lloyd sought to examine whether Herzberg’s Two-Factor Theory still resonated nearly 50 years after it was first developed. They suggested that money and recognition do not appear to be primary sources of motivation in stimulating employees to contribute ideas. According to these scholars, this phenomenon can be attributed to the fact that organizations with shallower pyramids offer fewer prospects for promotion. They argue that, in line with Herzberg’s predictions, factors associated with intrinsic satisfaction play a more important part (Bassett-Jones & Lloyd, 2005, p. 929). Moreover, they suggest that if organizations want to make value-adding contributions for the well-being of their employees, they should

develop such processes that enable teamwork and encourage managers to promote good practices in the common interest of both.

*“The Two-Factor Theory is still useful and can serve as an organizing framework for research on happiness, intrinsic motivation, and materialism; Human Resource Development professionals can benefit from readopting Herzberg’s paradigm because the theory can help practitioners propose and evaluate satisfaction and productivity programs” (Sachau, 2007, p. 379).*

As previously mentioned, there is a noticeable gap in the literature to directly address Generation Y employees utilizing Herzberg’s Classification Scheme of motivators and hygiene factors. The theory itself has been previously tested on various populations around the world. The earliest research, tested among engineers, appears to be from 1966 – just seven years after publishing the theory (Graen, 1966, as cited by Locke & Whiting, 1974, p. 145). Thereafter, researchers have continued to test the theory among solid waste management employees (Locke & Whiting, 1974), industrial salespeople (Shipley, 1988), educators from Canadian secondary schools (Knoop, 1994), principals at American Midwestern elementary schools (Graham & Messner, 1998), postal workers (Johnson & Johnson, 2000), health service mid-managers (Timmreck, 2001), Thai construction engineers and foremen (Ruthankoon & Ogunlana, 2003), employees in the Irish health sector (Byrne, 2006), non-academic employees at a university (Smerek & Peterson, 2007), employees in hospitality (Poulston, 2009), seasonal workers in hospitality and tourism (Lundberg, Gudmundson & Andersson, 2009), allied health professionals (AHPs) in Australia (Campbell, McAllister & Eley, 2012), employees in the financial sector of the Czech Republic (Nemecková, 2013), government doctors in India (Purohit & Bandyopadhyay, 2014), and library access services practitioners (Sewell & Gilbert, 2015) (ibid, p. 145-156).

In summation for this section, despite the “faddishness of organizational intervention programs over the last 50 years, the Two-Factor Theory is still the basis for sound managerial principles” (Sachau, 2007, p. 390). Namely, managers should not solely use the money factor to motivate their employees when they want them to be interested in their jobs. Moreover, Herzberg’s Theory aims not only to assist manager and HR professionals, but also to provide support for employees in managing their personal lives. That is, money and materialistic pursuits do not buy long-term happiness, and lowering the hygiene expectations may simplify one’s life. Finally, Herzberg suggests that, if people want long-term happiness, they can only find it in opportunities for psychological growth.

## 2.2 Chapter 2: Generation Y at Work

The second chapter of this qualitative study addresses Generation Y, which is the name given to the most recent demographic group to have entered higher education and the world of work. The start and end dates, which define the parameters of Generation Y, vary from the beginning dates of 1977-1982 to the ending dates of 1994-2003. The term “Millennials” has been used to describe those people whose birth years fall between 1982 and 2000. Whilst “Generation Y” and “Millennials” remain the two most common designations for this group of young people, a number of other terms have emerged including: “The Next Generation,” the “Dot-Coms,” the “Echo-Boomers,” the “iGeneration,” the “Me Generation,” “Generation–D” (digital), and the “Nexters”. Regardless of the various labels that have been attached to this demographic group, many writers have asserted that Generation Y possesses characteristics and expectations different from the generations which have preceded it in the workplace (Shaw & Fairhurst, 2008, p. 367-368). Thus, because of the various studies on this generation and its specific nature, an overview of its characteristics and desires is worth making.

The first section of this chapter focuses on the age dissimilarities within organizations; the following two sections focus on Generation Y’s characteristics and on the managerial practices needed to bolster this generation of employees into valued organizational members. My decision to include such sections is due to the related research on the impact of Generation Y at the workplace which tends to approach the issue in two ways. A first, considerably larger, set of studies focuses on how practitioners can use the available data on the defining characteristics of Generation Y to inform decisions they make about working with them (Martin, 2005; Hershatter & Epstein, 2010; Kultalahti & Viitala, 2014, as cited by Bissola & Imperatori, 2010, p.378). These studies primarily aim to assist HR managers in the recruitment and motivation process of employing millennials. The second body of literature examines the generational differences among Baby Boomers, Generation X, and Generation Y, specifically emphasizing how Generation Y’s work attitudes differ from other generations’ (Rhodes, 1983; Cennamo & Gardner, 2008; Kowske, Rasch, & Wiley, 2010, as cited by Bissola & Imperatori, 2010, p.378). All of these studies conducted on Generation Y have a similar purpose: to examine the impact this cohort has at the workplace and to suggest managerial practices that can be applied in various industries. Moreover, the studies stress that researching Gen-Yers’ attitudes towards work and developing effective

work arrangements is “crucial for the future development and sustainability of firm competitive advantage” (ibid, p.378). Nevertheless, the literature falls short when exploring the factors controlling Generation Y’s feelings of job satisfaction/dissatisfaction in the media industry. The scarcity of this information is regrettable because it is a pressing matter for media managers to know “how to turn this high maintenance workforce into a high productivity workforce” (Martin, 2005, p.39).

### 2.2.1 Generational Differences in the Workplace

Research on generational differences in the workplace is useful for managers from various fields if they want to increase the organizational effectiveness of their workflows (Guha, 2010, p. 123).

*“Generation means groups which are identifiable in terms of year of birth, age, location and significant events which mould their persona. The life experiences shape their personality and influence their value system, that help one identify as to what is right and what is wrong” (ibid, p. 123).*

Researchers such as Arsenault (2004) have identified four generations: Veterans (1922-1943); Baby Boomers (1944-1960); Generation Xers (1961-1980); and Nexters/Generation Y (1981-2000). “These groupings of generations were based on the kind of choice made on leaders, entertainment (movie, singers), significant events like World War II, Hiroshima and Nagasaki, by people of different age groups” (ibid, p. 123). A more precise definition of a generation is offered by Rosow (1978):

*“As a sociologically meaningful entity, a social cohort: (1) consists of people who share a given life experience; (2) this experience is socially or historically structured; (3) it occurs in a common generational framework; (4) its effects distinguish one generation from another; and (5) these effects are relatively stable over the life course” (as cited by Rhodes, 1983, p. 330).*

Furthermore, according to Mannheim, as cited by Cugin (2012, p. 2270), “generational cohorts share a common consciousness and develop collective ideas, slogans, and experiences” Supporters of the multi-generational theory argue that people who grow up in different time periods have very different sets of beliefs, values, attitudes, and expectations,

which in turn impact their behavior in general and in the workplace. Thus, acknowledging these dissimilarities is beneficial for the organizations.

Nowadays, workplaces are becoming increasingly age-diverse because it is Generation Y that is the emerging generation of employees now entering workforce. Therefore, the likelihood that an older employee will report to a younger manager is increasingly higher. Burke's study for the Society for Human Resource Management found that, in organizations with 500 or more employees, 58% of Human Resource Management (HRM) professionals reported conflicts between younger and older workers, largely due to their different perceptions of work ethics and work-life balance requirements (Cogin, 2012, p. 2268).

*“Increasingly Human Resource specialists, managers and researchers are becoming interested in how to manage and work with people from different generations in the workplace. Much of this interest is based on the assumption that generations differ significantly in their goals, expectations and work values – while this assumption is widely reflected in the popular press, it has been subjected to relatively little empirical evaluation” (Cennamo, 2008, p. 891).*

Thus, understanding the differences and similarities between generational groups at work is a useful first step in meeting diverse employee needs. This knowledge can help managers develop policies that aid communication, improve satisfaction, commitment, and retention, and increase organizational knowledge management and productivity. The entry of Generation Y into the employment force means that, for the first time, the work force contains four generations spanning more than 60 years: Veterans, Baby Boomers, Generation X, and Generation Y, “with the latter three being the primary generations” (Shaw & Fairhurst, 2008, p. 366-367). According to various studies, there is “a positive relationship between age and overall job satisfaction, satisfaction with work itself, and job involvement, internal work motivation, and organizational commitment and negatively related to turnover intention” (Rhodes, 1983, p. 355).

*“An understanding of generational differences, the influence of work environment preferences and the impact on work motivation and related work outcomes are important in the development not only of recruitment, retention and reward strategies but approaches to training and development as well” (ibid, p.355).*

## Generational Values in the Workplace

Values, needs, and job preferences have been theoretically and empirically linked to job attitudes, particularly job satisfaction and work behaviors, including turnover and absenteeism. Understanding the values that younger generations bring to the workplace is essential to managers who want to remain competitive in attracting qualified applicants and adopting appropriate management practices — since lower birth rates and levels of unemployment lead to a talent squeeze on the labor market. Organizations are also finding it increasingly hard to attract and retain talented workers, particularly those who are younger and highly skilled (Cogin, 2012, p. 2269). An empirical paper by Murphy et al. (2004) found significant value differences across generational groups. The authors argue that organizations often feel they can motivate their employees through pay raises and incentives; however, such measures were less important to some age groups than being able to spend time with their families. To motivate such employees, managers need to offer them time off and other family-friendly incentives, not more money and benefits - “If managers do not understand these value similarities and differences they could be setting themselves up for failure or loss of valuable employees by not knowing how to motivate employees” (as cited by Cogin, 2012, p. 2271).

Perhaps the most apparent difference between Generation Y and other generations in the workplace is their distinctive familiarity with technology. “The value placed on asceticism in Generations Y suggests staying up to date with skills and new technology is important to younger employees” (Cogin, 2012, p. 2288-2289). Scholars describe Gen-Yers as confident and achievement-oriented; in comparison, they describe Gen-Xers as optimistic and as having a sense of civic duty, and Baby Boomers also as optimistic and as having a sense of personal gratification and growth (Guha, 2010, p. 124). Moreover, Baby Boomers are reported to have a better person-organization fit with extrinsic values and status values than Generation X and Generation Y (Cennamo, 2008, p. 891). The latter is best described as a generation which values work/life balance, lifestyles, career development, and overseas travel more than other generations (ibid, p. 893).

*“This generation may be the most adaptable yet in terms of technological skills and has been said to value intrinsic aspects of work such as mentoring and training in order to remain marketable” (ibid, p. 893).*

## Generational Expectations in the Workplace

According to a study done by the Families and Work Institute in 2005 (Families and Work Institute 2005, as cited by Deal, Altman & Rogelberg, 2010, p. 195), members of past generations identify work as being more central to their lives than younger people do today. Whether that fact is a result of generational differences or of more general societal changes that affect people of all ages is not clear. Either way, it has substantial practical implications for the workplace. As work becomes less central to people's lives, they invest less in it. For example, there has been a decline in the percentage of people who say they want to move into positions of greater authority. Evidence suggests that there are marked differences in expectations and motivators across generational cohorts. Glass (2007) found that Generation X and Generation Y have an entirely different view concerning the world of work than do Baby Boomers and Veterans. For example, during the first 10 years in the labor market, a typical young worker will be employed by seven organizations and change career paths three or four times in that same period (as cited by Myers & Sadaghiani, 2010, p. 233). For this reason, the generation is also known to be more inclined to "job hopping" than previous ones.

In summation, Gen-Yers are more satisfied through intrinsic motivators rather than through those extrinsic to them, a thesis similar to that of Herzberg's from 1959.

*"When Generation Y eventually enters the workplace, as a result of these traits, they are likely to arrive with a wealth of experiences that may serve them well in their organizational roles. They may be more accepting of people from diverse ethnicities and backgrounds, and potentially more comfortable and more skilled in interacting with them. In a recent study, Generation Y reported higher levels of overall company and job satisfaction, satisfaction with job security, recognition, and career development and advancement, but reported similar levels of satisfaction with pay and benefits and the work itself, and turnover intentions, as compared to Boomers and Gen Xers" (Kowske, Rasch & Wiley, 2010, p. 265).*

### 2.2.2 Overview of Generation Y's Characteristics

There has been a lot of discussion in management literature on the dissimilarities between generations; however, much of the work, including that on Generation Y, has been "based on observations rather than on empirical findings" (Bissola & Imperatori, 2010, p. 381). Thus, there appears to be very little academic research on the characteristics of Generation Y; whilst there is not total agreement, there is a broad consensus of what these characteristics are.

*“Nonetheless, it should be noted that there is also evidence that not all traits are the same within these generations; it cannot be assumed that all members of any given generation will experience the same key socio-cultural or social-economic events in the same way, depending mainly on social class, gender, ethnicity or culture” (ibid, p. 381).*

As noted previously, the most defining experience for Gen-Yers is the growth of the Internet and technology (Cennamo, 2008, p. 893). Thus, this generation can be defined as “the most technically literate, educated and ethnically diverse generation in history” (Barnes, 2009, p. 59). Thus, managers have interest not only in attracting and retaining this talent, but in developing it, as well. Moreover, they seem to be quite successful when it comes to motivating this generation of graduates, which places a great deal of importance on personal development and continuous learning (ibid, p. 59). Interesting to note is that various sociologists and psychologists disagree about the future of Generation Y. On the one hand, this generation has been described as being the next great “hero generation”, portrayed in the literature as independent and entrepreneurial, having high self-esteem, being civic-minded, and raised to believe they could achieve anything.

*“The most talented members of Generation Yers are independent, entrepreneurial thinkers who relish responsibility, demand immediate feedback, and expect a sense of accomplishment hourly. They thrive on challenging work and creative expression, love freedom and flexibility, and hate micromanagement; guided by managers who are willing to confront their challenges and meet their expectations, they have the potential to become the highest performers in history” (Martin, 2005, p. 39).*

Others describe them as the next “me generation,” indicating their self-focus, expectation of entitlement, and desire for fame and fortune” (Barnes, 2009, p. 59). Despite being independent, they are seen as being emotionally needy and, consequently, constantly seeking approval and praise (Shaw & Fairhurst, 2008, p. 368-369). According to the study of Hershatter & Epstein in 2010, the reason for such a constant need for feedback is because it “provides assurance that they are continuing to move along a linear, progressive path” (Hershatter & Epstein, 2010, p. 218). Furthermore, the strong loyalty Gen-Yers have towards family, friends, and communities (both real and virtual) can be explained by the fact that this generation has grown up with so-called “helicopter parents,” who try to micro-manage every stage of their lives.

*“The relationship of Generation Y to its parents is both a positive and negative influence on the young adult and the workplace. Basically, the strong parent connection has been largely responsible for producing young adults who have been sheltered from consequences, have weak problem solving skills, have a high sense of entitlement, and have a high expectation of being cared for and being served” (Barnes, 2009, p. 60).*

This mentality manifests itself in a desire for clear directions and managerial support in everything they do but at the same time they have “a demand for freedom and flexibility to get the task done in their own way, at their own pace” (Martin, 2005, p. 40). Finally, their expectation to change jobs frequently means they actively seek out jobs that provide training (Shaw, & Fairhurst, 2008, p. 368-369).

*“While their fast-paced, get-it done attitude is a plus for employers in terms of fast performance, they also exhibit the need for instant gratification, getting it done and moving on to something else; commitment to a long project, dealing with slow bureaucratic wheels, long-term decision-making tools and staying the course to pay attention to accuracy and details are not necessarily their best features” (Barnes, 2009, p. 62).*

## Gen-Yers' Motivators

Once in the labor market, Generation Y is perceived to be high maintenance, typically motivated by a desire to enhance professional skills in order to remain marketable. Management experts note that, while money is important, Gen-Yers do not see it as their only source of happiness. Like Generation X workers, they feel rewarded by work arrangements that offer them more flexibility and new technology. However, empirical studies indicate that, more like Boomers, Gen-Yers thrive on recognition and promotions, but they also expect to become involved in projects that have a major impact on the organization (Myers & Sadaghiani, 2010, p. 233).

*“When asked what they were looking for in a career, these young people optimistically said they wanted to play meaningful roles doing meaningful work on teams of highly committed, motivated co-workers. They also had every intention of making lots of money while building their ideal career and personal life. And, with three to four part-time job experiences or internships under their belts before they enter the workplace full-time, they were emphatic about the type of manager they wanted to work with” (Martin, 2005, p. 40).*

As noted thus far, another important motivator at the workplace for Gen-Yers is the work-life balance. Blogs and popular press articles written by Gen-Yers indicate that they prioritize close personal relationships over a career (Myers & Sadaghiani, 2010, p. 227-228).

*“For the most part, the popular perception of Generation Y is that they have grown up in ‘good’ times: they were valued as children, and they expect their careers to meet their basic financial needs and indeed to provide comfortable lifestyles” (ibid, p. 232).*

According to the study of Shaw & Fairhurst (2008, p. 375), if we were to define the culture of Gen-Yers’ organization, it would have the following characteristics:

*It would be open to the benefits of technology and new ways of working;  
It would ask challenging questions and demand honest answers;  
Its employees would not be fixated on status and hierarchy;  
It would encourage meaningful social interaction between employees;  
It would value an individual’s life outside work as much as it values their contribution to the organization;  
It would genuinely care for its people and the communities in which it operates.*

### 2.2.3 Generation Y and the Management

The generational dissimilarities between Baby Boomers, Generation X, and Generation Y described in Section 1 (2.2.1) and Gen-Yers’ characteristics described in Section 2 (2.2.2) clearly show the need for tailored managerial practices, especially towards this group of graduates. Barnes (2009) argues that Gen-Yers can “become good workers but only with some innovative management efforts to help make them so” (Barnes, 2009, p. 58).

As noted in the previous section, Gen-Yers expect close relationships and frequent feedback from their managers. Moreover, they expect open communication from their managers, even about matters normally reserved for more senior employees; also, they expect their communication with managers “to be more positive, and more affirming than has been the case with employees of prior generations” (Myers & Sadaghiani, 2010, p. 230). Some studies on the topic indicate that Gen-Yers do not develop organizational commitment as more senior workers do. Instead, they develop commitment to individuals, especially managers with whom they develop meaningful relationships. “If this claim is true, strong

commitments to managers may change Gen-Yers' much publicized tendency to switch jobs and careers at every opportunity" (ibid, p. 230).

*"Gen-Yers' entry to organizations with semi-autonomous and self-managed work teams, which enhance innovation and increase productivity is fortuitous because, more than previous generations, Gen-Yers value teamwork and are accustomed to collaboration. They prefer to work in teams, in part because they perceive group-based work to be more fun, but also because they like to avoid risk" (ibid, p. 230).*

In fact, Gen-Yers are likely to be actively involved, fully committed, and contributing their best efforts to organizations that allow them to work in a collaborative matter. According to a qualitative study from 2006, Gen-Yers have a set of strong beliefs about what the relationship with managers should entail - "...my employer should provide me with job security, a good work environment, and a positive atmosphere"; "I will find a place I know is a good fit for me where I'm challenged but not overstressed"; "...the environment to learn, and the opportunity to better myself, both in terms of my career and my ability to help those in need" (Hershatter & Epstein, 2010, p. 219-220). The participants in that study were also very detailed as to how they perceive their future bosses. One hoped for "a safe work environment, reasonable hours, and flexibility. If you ever need anything, you should be able to go to your employer and talk about issues you may have"; another respondent answered that "the manager should be honest and open-minded. He/she should be able to guide you and should be a friend and a co-worker" (ibid, p. 219-220). Although, close relationships with the managers may seem like an "extraordinary demand to put on a workplace" (ibid, p. 219-220), the reader should bear in mind that, throughout their lives, Gen-Yers have been encouraged to have and continue to maintain similarly close relationships with parents, teachers, mentors, and advisors. As a result, they are much more likely to want their managers to take an interest in them. Instead of seeing it as an obstacle, managers should seize it as an opportunity, namely to keep close relationships with Gen-Yers as a motivational incentive for their overall job satisfaction.

*"Gen-Yers have very definite expectations of their managers that define what they consider 'a good relationship'. A PriceWaterhouseCoopers survey of over 4,000 new college hires to the firm reported that 91% of Gen-Yers agreed with the statement, "I will be loyal to the organization I work for". For organizations, loyalty from Generation Y employees means passionate, intelligent, and enthusiastic work. To Gen-Yers employees, loyalty means that organizations assure that there are ample opportunities,*

*offer professional development and training, and provide coaching and mentoring” (ibid, p. 220).*

Thus, one of the main challenges for managers is the retention of Gen-Yers. According to a 2007 Harris Interactive survey of corporate recruiters of MBAs, half of the respondents reported that retention was a particularly difficult issue. “These issues may arise even before the first day on the job; 44% of Gen-Yers in a Michigan State MonsterTRAK study agreed that even if they had committed to an offer, they would renege if a better one came along” (ibid, p. 220). Studies on Gen-Yers’ loyalty suggest that they do have the capacity to be loyal to organizations, but only if they are provided with individual attention and a supportive, family-like environment, opportunities for growth and personal development, and a performance-based reward system. According to Martin (2005, p. 40-41), there are six approaches in building solid relationships between the Generation Y of employees and the Management:

***Managers should take the time to get to know each Gen Yer; to show them they genuinely care about their professional success as well as care about them as persons. Yers feel more comfortable in informal settings than in formal meetings.***

***Managers should establish a coaching relationship with Gen-Yers. Yers want managers who are teachers who can help them grow and improve.***

***Managers should treat Gen-Yers as colleagues, not as interns or “teenagers.” Gen-Yers can’t stand condescending managers who yell and scream, and who are not approachable when they need their questions answered.***

***Managers should be flexible enough to customize schedules, work assignments, projects and career paths.***

***Managers should consistently provide constructive feedback.***

***Managers should consistently let Gen-Yers know when they’ve done a good job, give them immediate praise, recognition and rewards for great performance. They should tie rewards and incentives to one thing only: performance.***

In summation, managerial practices should be “flexible enough to plan time for trial and error, factoring in Gen-Yers’ pacing and need for collaboration” (ibid, p. 40-41). Many of these Gen-Yers’ stances and behaviors should be viewed by organizations as opportunities rather than as obstacles. If they provide Gen-Yers with an interesting job, opportunities to learn and advance, a friendly environment, a boss they trust, and leaders who are competent, this group of graduates will most likely respond positively and produce great work results beneficial to any business.

*“Gen-Yers may or may not be the next great generation, but they are certainly the next work force, and with effective management, they absolutely have the potential to be a great one” (Hershatler & Epstein, 2010, p. 222).*

# 3 METHODOLOGY

## 3.1 Method

A standardized open-ended interview was used in this study, consisting of the identical interview questions used by Herzberg (Herzberg et al., 1959) in his seminal research that produced the Two-Factor Theory of Motivation, centering on the core interview question: *“Think of a time when you felt exceptionally good or exceptionally bad about your job, either your present job or any other job you have had. Tell me what happened.”* Fourteen interview questions followed each event identified by the interviewee in response to the core question — a GOOD experience and a BAD experience. The interview purpose is consistent with Van Manen’s (1990) description: a) it may be used as a means for exploring and gathering experiential narrative material that may serve as a resource for developing a richer, deeper understanding of a human phenomenon; and b) the interview may be used as a vehicle to develop a conversational relation with a partner (interviewee) about the meaning of an experience (as cited by Rossman and Rallis, 2012, p. 186). The questionnaire was utilized as an interview guide.

*“One of the more popular areas of interest in qualitative research design is that of the interview protocol; interviews provide in-depth information pertaining to participants’ experiences and viewpoints of a particular topic” (Turner, 2010, p. 754).*

This method was preferable due to my personal background in Journalism, Mass Communication, and related styles of interaction.

*“Interviewing has a wide variety of forms and a multiplicity of uses. Standardized open-ended interviews are likely the most popular form of interviewing utilized in research studies because of the nature of the open-ended questions, allowing the participants to fully express their viewpoints and experiences” (ibid, p. 756).*

Furthermore, the questions were standardized between participants and sent via email. This form of interaction was preferable due to the Gen-Yers' technological affinities. The advantages include that participants do not have to be directly observed, that participants can provide historical information, and finally, that the researcher can control the line of questioning. Some of the limitations of this research method include that a) it provides indirect information filtered through the views of interviewees, b) it provides information in a designated place rather than in a natural field setting, c) the researcher's presence may bias responses, and d) not all people are equally articulate and perceptive (Creswell, 2014, p.191). I have done my best to maintain awareness of these threats to validity and to guard against them.

The data collected was then analyzed through a qualitative software program, namely [Atlas.ti](#). This method of analyzing was preferable to hand-coding since it helps researchers organize, sort, and search for information in text or image databases.

*“The basic idea is that using the computer is an efficient means for storing and locating qualitative data. Although the researcher still needs to go through each line of text (as in hand coding by going through transcriptions) and assigned codes, this process maybe faster and more efficient than hand coding” (ibid, p. 195).*

## 3.2 Instrument

As noted previously, this study's research instrument is a standardized open-ended interview, consisting of the identical interview questions used by Herzberg (Herzberg et al., 1959), centering on the core interview question, *“Think of a time when you felt exceptionally good or exceptionally bad about your job, either your present job or any other job you have had. Tell me what happened”*. From his root question, Herzberg developed fourteen additional probing questions to elicit a specific sequence that an individual associated with exceptionally GOOD or BAD feelings at work (See Appendix 1). Within this document, Herzberg's two-pronged focus (GOOD feeling, BAD feeling) was utilized to specifically address the factors controlling job satisfaction/dissatisfaction among the Generation Y of workers employed in the media industry in Bulgaria. No wording or phrasing was removed from the interviews.

## 3.3 Sample

The seven persons selected to participate were part of a purposive sample. In purposive sampling, the “inquirer selects individuals and sites for study because they can purposefully inform an understanding of the research problem and central phenomenon in the study” (Creswell, 2007, p. 187). Each person interviewed was a current employee of a media company based in Bulgaria, born between the years of 1979 and 2000 and belonging to Generation Y. The participants occupy positions, such as reporters and project managers. They all have personal knowledge of the work involved in the media industry in Bulgaria.

Some of the limitations of a purposive sample include limited generalizability or transferability due to the small number of participants, as well as the possibility of a researcher error in the process of selection and application.

*“The selection of sampling units in purposive sampling is subjective since the researcher relies on his or her experience and judgment; despite this shortcoming, purposive sampling remains popular among researchers in the social sciences” (Guarte & Barrios, 2006, p. 277).*

An element of snowball sampling was added to the docket in the form of a final questionnaire prompt, asking for referrals to additional participants. This technique is often also called “chain” or “referral” sampling (Biernacki & Waldorf, 1981, p. 141). In this study, only three additional interviewees were found using this strategy.

*“The method yields a study sample through referrals made among people who share or know of others who possess some characteristics that are of interest to research. Snowball sampling is an effective mechanism not only for an increased depth of information but also for networking and fostering academic relationships for clarification and follow-up; it is especially useful for the study of sensitive topics which, in some instances, might include diversity and culture. However, the method, while simple in theory, is time-consuming and complex in practice and is best paired with additional research tools” (ibid, p. 141).*

### 3.4 Data Collection

Data collection took place over a two-month period in November and December 2017. The interview questionnaire was sent initially via email to four participants at the beginning of November 2017. One of them referred three more participants, who agreed to take part in the study. The questionnaire was then again sent via email and received back the same

way. Email communication was preferred due to the technological affinities of Gen-Yers. All participants were informed as to the purpose of the study, the assurance of anonymity in responses, and the voluntary nature of participation in the study. All participants were aware of the overall topic and were prepared to efficiently answer all questions.

### 3.5 Organization

The full series of interview questions was posed twice to each participant, once relating to the GOOD experience identified by the participant and a second time relating to the BAD experience identified by the participant. Thus, a discussion about the data categorized into two primary categories – 1) GOOD Experience Factors and 2) BAD Experience Factors – will structure the findings. In addition to varying perspectives regarding the experience factors, interviewees possessed different roles and responsibilities within their companies; also, some of them provided additional information regarding the managerial styles and practices they were witnessing. As a result, varied information was gathered as to what the motivational factors are among Gen-Y workers employed in the Bulgarian media industry, resulting in a third category consisting of, namely, equally GOOD and BAD experience factors.

# 4 FINDINGS

## 4.1 Introduction

It became apparent during the interview process that each participant was self-aware of the positive and negative factors controlling his/her job satisfaction. All participants were able to identify those factors and write about them in detail. As previously noted in the study, the research design is grounded on Herzberg's theoretical perspective, whose main thesis is that the factors controlling people's feelings about their job can be separated into motivators and hygiene factors; the first group of factors leads to GOOD experience with the job, and the second group leads to BAD experience, respectively. Thus, the findings describing the GOOD experience factors are presented first and only then the BAD experience factors — in order to do justice to the initial pattern of Herzberg's study. Additionally, quotations from each respondent are employed both as examples and as firsthand illustrations of the findings.

It is the aim of the whole research to demonstrate how the findings compare to Herzberg's initial research. As a reminder to the reader, the six motivators identified by Herzberg are **Achievement, Recognition, Work Itself, Responsibility, Advancement, and Growth**. According to the findings from this study, **Achievement, Recognition and Growth** are overwhelmingly associated with a positive job experience, consistent with Herzberg's motivators. However, **Advancement** has been recognized as a dissatisfying factor and **Work Itself** as equally satisfying and dissatisfying. The top dissatisfier identified by Herzberg — **Company Policy & Administration** — was mentioned by interview participants only in a BAD sequence. Similar to Herzberg's findings, the **Relationships** factor was not recognized by the participants as a motivator. Rather, it was identified both as a dissatisfying factor (Relationship with Supervisor) and as equally satisfying and dissatisfying (Relationship with Peers). Moreover, according to Herzberg's research, the **Salary** factor was categorized as equally satisfying and dissatisfying by the participants in his study, and "ultimately classified as a dissatisfier due to the short duration associated with the accounts of satisfaction" (Wesley, 2012, p. 34). An interesting finding from this study is

that not one of the participants identified Salary as a factor in any of the GOOD or BAD experience factors. The following chapter consists of three sections describing the GOOD and BAD Experience Factors, as well as those recognized as both satisfying and dissatisfying by the participants. Then, the findings are summarized in the Conclusion.

## 4.2 GOOD Experience Factors

The emergent themes that interview participants associated with feeling exceptionally GOOD about their jobs are **Recognition, Achievement, and Growth** (Table 4.1). These themes were outlined based upon the frequency the factor was identified as defining a GOOD sequence while also producing an effect on job performance. The table below contains interview excerpts of the personal accounts from which emerge the theme that formed the factors associated with job satisfaction. The factors are listed in order of predominance. The theme that interview participants most often associated with feeling exceptionally GOOD about is Recognition, referred to 13 times throughout the 7 interviews. Furthermore, Recognition was never referenced in any accounts of the BAD sequences, indicating an overall regard towards the element as associated exclusively with workers' GOOD feelings about their jobs. The factors Achievement and Growth are also strongly identified as satisfying by the representatives of Generation Y employed in the media sector in Bulgaria.

Table 4.1 lists the factors that emerged from the interviews related to the GOOD sequences, a sample interview excerpt, and the interview number from which the excerpts were taken.

Factor	Excerpt	Interview #
Recognition	I won an award for exceptional journalism; I felt happy and proud of this...In my job and position a lot of times you can feel unappreciated and insignificant. It meant to me that I'm recognized as a professional by other professionals and that even if I don't see the immediate results of my work it has its impact on the society. Of course, awards will always make me proud of what I do, but that is not the only way I feel recognized and appreciated or feel I'm making progress with my professional skills. I pay attention to what the readers are commenting on every article I publish and make improvements in order to make the text better and more understandable for the people whenever it is needed. Good feedback from my readers, editors, my colleagues, and the professionals I write about, also from my friends and family are the things that generally make me feel good about my job. My colleagues were also very impressed and proud which made me feel good about my job and my role in the firm.	1

	<p>I enjoyed the final result... it came also the reaction of the audience, all the people who watched the story gave me a feedback, and it was quite exciting to hear all their words. More than anything, they are giving a meaning of my work. I see that there is a reward of my efforts and I am only becoming more passionate about the job of mine. I feel like I do something meaningful not only for me but for the others as well.</p> <p>Despite the bad media environment in Bulgaria, despite all the difficulties, those feelings only can motivate me to work harder in order to achieve more.</p>	7
	<p>In the second situation the “happy” feeling ended when I started feeling that my work is not being appreciated. The projects I've been working on were not considered a top priority in the overall portfolio of the company and because of that the management body didn't look like willing to invest resources or people to further develop them.</p> <p>My work became more and more appreciated and I became more liked as a person. I was also showing positive attitude.</p>	4
	<p>It made me feel good of course, I felt like I was setting a good example and like I made my profession a little more respected in the eyes of the people that I interviewed.</p>	6
Achievement	<p>I've always thought being a journalist is an important and meaningful profession, but I think whether you're successful or not depends on how much effort you put into your articles and the impact they make on society. Receiving an award by professionals you truly respect tells you are on the right track.</p>	1
	<p>I felt like I did an especially good job...I felt like I have contributed for the better understanding of these international events in Bulgaria, like my efforts and work had some kind of an added value, not a simple part of a particular business sector what the media are after all...</p> <p>The meant that I met the high standards that I set for myself and the complicated topics themselves set... I felt proud and like I did a good job.</p> <p>...I was simply in a good mood and motivated, I could work faster and without anything distracting me.</p>	6
	<p>...it happened 2 weeks ago, when I have been given an award...I still do feel good about that, because it was a hard work and I put a lot of efforts.</p>	7
Growth	<p>...the second time was when I was promoted to my current position – a product manager to one of the medias within the media company I was working as a journalist. It happened in a period when I needed the career change from a core journalistic work to one related more with project and people management, more responsibility and chance to show creativity and leadership skill.</p> <p>...in the second situation I was happy to be experiencing new duties and situations. I had the feeling of learning and growing – both personally and professionally.</p>	4

**TABLE 4.1** Factors Identified as Satisfying

### 4.3 BAD Experience Factors

The hygiene factors that emerged from workers' accounts of feeling BAD about their jobs are: **Relationship with Supervisor, Advancement, Company Policy & Administration,** and **Status** (Table 4.2). Similarly, Table 4.2 lists the predominant factors that interviewees

most often associated with feeling exceptionally BAD about their job (dissatisfiers). The predominant factor that interview participants associated with feeling BAD is Relationship with Supervisor, referred to 12 times throughout the 7 interviews. This factor has been also addressed as a hygiene factor in the Herzberg's Classification Scheme. The other dissatisfiers identified in common with Herzberg's findings (Herzberg et al., 1959) are Company Policy & Administration and Status. Nevertheless, the Advancement factor has been recognized as a dissatisfier rather than a satisfier by the participants of this study, which is not consistent with Herzberg's findings.

Factor	Excerpt	Interview #
Relationship with Supervisor	During the story I was writing in 2013 I had my editors' support and appreciation for it, but I didn't have the confidence and even the realization I should talk to them about what expectations should I have and how much time and effort should I put in it.	1
	When there are a lot of Bulgarian news for the day and there's nothing big or interesting internationally and I work with this person, I don't feel motivated to look for new interesting topics for the day because I know he'll either reject every idea or command me something that won't be broadcasted.	3
	I felt the way I did because in my opinion, when an editor asks a journalist to make such a small revision he/she can make himself/herself in just a few seconds, he/she disrupts the journalist's work and wastes the time both himself/herself and the journalist. I started feeling that this is not the kind of exchanges I would like to have in my job simply because they produce tension that affects my positive feelings about my job. ...in a way yes, because I didn't really want to communicate with my editors and I now do it simply because I have to. I try to contain my negative feelings and be kind to my editors but I somehow feel more uncomfortable in our exchanges today. This experience did affect me, my relationships, and my general health. For one thing, after about three months on the job, I had started to find it somewhat monotonous and not that meaningful (because, for example, I do not receive any feedback from my readers and I don't really know how useful my stories are to them), and now this tense exchange with one of my editors made me feel even more that this is not my place.	2
Advancement	It has started almost a year ago. I'm not satisfied as I don't feel challenged. I'm involved in projects I've been doing over and over again. I'm not able to even surprise myself. I feel that I've given enough, and I need a refresh. I need a change. ...I felt stuck. I needed a change but it was difficult to make a move. I was trying but it seemed that the change was either not visible or coming too slow.	4
	...On the other hand, I have this bad habit when I master something, and I receive recognition for it (in this case with an award) I decide I can't grow much more in that particular field and need to look for and exceed in another one. ...All the texts were met with positive feedback and made me feel good about my job. But this was an outcome I was expecting now, so it wasn't that exciting as before.	1

Company policy & Administration	This happened because of the policy of the company connected with low wages and insurance as a result the people just started looking for better financial opportunities, even jobs outside media. ...there is a general tendency of not being satisfied with the company and its policy towards people. In addition, I could add that I don't appreciate the financial and managerial policy of the company. I need a better pension insurance plan.	4
Status	...I felt bad because we never met, he didn't know me but as a journalist I was already labeled. I felt like I had to justify myself for other people's behavior and like I have yet to prove that I am not superficial journalist. I was considered stupid until proven otherwise. But the whole situation speaks for the media sector as a whole and the way this vocation is perceived. And I happen to be part of this occupation. ...In the first case because I felt labeled, and as I said – stupid and superficial until proven otherwise. I felt bad for another reason as well – because the professor's worries and fears were not unfounded, and this speaks in how crappy situation our media sector is.	6

**TABLE 4.2** Factors Identified as Satisfying

## 4.4 Equally GOOD and BAD Experience Factors

Surprisingly, the interview results have made it necessary to add a third categorization for the factors as being equally GOOD and BAD for the participants, which means equally satisfying and dissatisfying (Table 4.3). Interesting to note is that Herzberg (Herzberg et al., 1959) “did not entertain the idea of factors affecting worker satisfaction existing on a linear scale – that is, the same factor being capable of making a worker feel GOOD and BAD about his/her job” (Wesley, 2012, p. 71). Nevertheless, the interview data from this study supports a linear relationship between satisfaction and dissatisfaction on the job for the factors listed in following table. Interview excerpts representing both GOOD and BAD sequences are provided with the corresponding interview numbers from which the excerpts were taken. The results show that the **Relationship with Peers**, **Work Itself** and **Personal Life** factors appear to have a linear relationship. The GOOD/BAD ratio for the Work Itself factor is 5:5 from the total of seven interviews. This data strongly supports the linear relationship argument, particularly given the nearly equal number of events defined. The Relationship with Peers factor is nearly as convincing with a GOOD/BAD ratio of 4:3. The Personal Life factor has a GOOD/BAD ratio of 3:5 in favor of the dissatisfying feeling that it brings.

Factor	Excerpt	Interview #, GOOD/BAD Sequence
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Relationship with Peers	<p><b>GOOD:</b> In the first story the positive experience made me think more positive of the company itself. But later on, when I think of the period I don't think of the company but of the people I worked with and my positive feelings are connected with them. So, in general – I don't get associations about the company in general but about the people who made me feel good. <b>BAD:</b> I was simply in a good mood and motivated, I could work faster and without anything distracting me. It lasted for a couple of days. As for the fun with the colleagues, the effect is more moderate a day or two.</p>	4/6
	<p><b>GOOD:</b> I feel exceptionally good as well when I have fun with my colleagues. It's funny because this turns out to have quite an impact on me. The reason is probably because the good time with co-workers compensates for the stress. <b>BAD:</b> I'm angry at myself for having lost my nerves and having raised my voice in front of my colleagues (even if my boss, who was also there, supports me and shares the common opinion about this producer). I'm simply shocked about how such a person could work in a TV - where everything depends on teamwork.</p>	6/3
	<p><b>GOOD:</b> I was really happy to be a part of a team I appreciated. We had fun all day long and the work was done easier. We didn't pay any attention to the working time; it just passed by without noticing it... The first time was almost 10 years ago when I was working as a journalist and was part of a team with young and like-minded people. We were not only working but also having fun all day long. It didn't feel like work but like time well spent, while doing interesting and appreciated work. <b>BAD:</b> I've never felt "exceptionally bad" but there were times when I thought I done well and the feedback from colleagues or from readers wasn't as good as I expected. And sometimes – they were right. Most recent case – a piece I thought was well-written was criticized by a colleague to be badly written in terms of writing style.</p>	4/5
	<p><b>GOOD:</b> A few weeks after I started my job as a business news journalist, I felt really good about the stress-free atmosphere in the office but, maybe even more importantly, I was extremely positively surprise that a person working from home that I had not seen yet sometimes offered to help me without me even asking her. ...I saw that having a job in the media industry should not necessarily (or always) involve a lot of stress and internal competition and may instead involve a lot of teamwork.</p>	2
Work Itself	<p><b>GOOD:</b> I feel good or useful every time I work on a project that multilayered in its meaning and importance. <b>BAD:</b> All the texts were met with positive feedback and made me feel good about my job. But this was an outcome I was expecting now, so it wasn't that exciting as before. ...It was worse than good for me because it showed me how small can be my general impact at a very high personal emotional cost. ...The feeling hasn't ended – now the memory keeps me from having idealistic expectations about what I do and what my work can do about others and helps me tune down the emotions I invest in personal stories.</p>	5/1
	<p><b>GOOD:</b> When I was happy at work I was more productive and did my work more effectively. I generally generated mode ideas and was thinking more of my job, even in my spare time. The contrast is – you work for the required hours and wait for the day to end. ...My work became more and more appreciated and I became more liked as a person. I was also showing positive attitude. <b>BAD:</b> ...It lasts longer than the positive experience. It doesn't really end as from time to time I'm reminding myself about it. I remember pretty much every mistake I ever done. ...It creates some short-lived thoughts that you are unprofessional about you do.</p>	4/5

	<p><b>GOOD:</b> I confirmed for myself that this part of my duties and all the content I provide is some of the most valuable, which made me more confident in proposing texts and stories like these to my editors more often for about a month. <b>BAD:</b> In the second situation the “happy” feeling ended when I started feeling that my work is not being appreciated. The projects I've been working on were not considered a top priority in the overall portfolio of the company and because of that the management body didn't look like willing to invest resources or people to further develop them.</p> <p>My experience so far shows that being a journalist is not a perspective profession. Yes, it is a noble one; it has a cause – to inform people and to help them make better decisions, to inspire them and to help in building a better society. But at the same time, it is connected with a lot of hard work and psychological pressure which is not paid off equally. The wages and the social insurances are low in comparison to other sectors. The work doesn't offer career opportunities. It drains you even physically and at the end I don't have the feeling of balance between giving and receiving.</p> <p>...I want the management to be more engaged with the projects I'm working on. I'd like to have new and more challenging projects.</p>	1/4
	<p><b>GOOD:</b> I enjoyed the final result. I am a person who pays close attention to the details and well, this time it went the way I was exactly imagining it. After, it came also the reaction of the audience, all the people who watched the story gave me a feedback, and it was quite exciting to hear all their words. Also the reaction of my colleagues.</p> <p>...More than anything, they are giving a meaning of my work. I see that there is a reward of my efforts and I am only becoming more passionate about the job of mine. I feel like I do something meaningful not only for me, but for the others as well. <b>BAD:</b> It was a dramatic period for me because I hadn't realized at the time that my work could affect me personally and deeply emotionally and I let it, but it also gave me for the first time in my career a realistic view of what my job actually requires and taught me I should be more detached from it if I want to spare my psyche in the future and be able to deal with everything I could come across.</p>	7/1
	<p><b>GOOD:</b> I was simply in a good mood and motivated, I could work faster and without anything distracting me. It lasted for a couple of days. As for the fun with the colleagues, the effect is more moderate a day or two. <b>BAD:</b> ...it is very often that we don't have a time to rest, but that's the risk of the profession.</p> <p>Sometimes you truly ask yourself whether it is worth enough, whether the sacrifices are needed, the doubt of the meaning of your work is appearing for a while and then you forget about everything very fast.</p>	6/7
Personal Life	<p><b>GOOD:</b> I was happy and more satisfied not only with my work but with my life in general. To be honest I paid less attention to my diet and sports as I was being more social and going to parties and staying till late. On the contrary – when I was in periods in which I needed change I was more prone to paying attention to my diet and healthy lifestyle as they were viewed as part of the change I needed. <b>BAD:</b> I was already having very unhealthy eating and sleeping habits at the time and this period made it worse. When I took a sick leave at the end of 2013 it was partly because of that – I broke my ankle because of all the extra weight and the bad shape I was in. I suspect I was also struggling with depression or was burned-out at the time, although this is not clinically confirmed. The rest away from work with the casket on helped me take a break and rethink what I want for my career and my future.</p>	4/1
	<p><b>GOOD:</b> The experience I had was bad and made me sad and exhausted, but ultimately gave me a valuable professional lesson. I think it put me on the right track to a better career that requires some distance from the people</p>	1/7

	and drama you write about, and also made me take healthier priorities in my personal life. <b>BAD:</b> I am constantly having sleepless periods. I barely have a time to sleep. It is very difficult to stay focused when so. It also reflects on your creativity and efficiency. ...sometimes I am really angry about that. I admit that due to some external difficulties and challenges I can't give my best, the story is not shown on its best, the details are missed, and I am annoyed about the final result.	
	<b>GOOD:</b> I don't think that your work has something to do with your personal life. For me is more like an escape. I do what I do and that's all. I don't want my job to affect anyhow my family or friends. <b>BAD:</b> I had difficulties going to sleep and I started eating more, even unhealthy food although I'm a fan to the healthy way of living. In general – it affected me in a bad way physically and mentally.	7/4
	<b>BAD:</b> The resulting decline in my motivation and my sense of hopelessness or at least disappointment coupled with anger affected my appetite, for instance, because I feel hungry all the time and I also yearn for something sweet to boost my mood (and I usually try to keep a relatively healthy diet).	2
	<b>BAD:</b> It affected me a bit – for example, you don't feel like going out after interviewing someone with hard-to-swallow story for two hours. Work has affected and is still affecting my sleep on a regular basis because of the chaotic work schedule – it's very hard to self-impose work discipline and when you're not living the 9-17, Monday-Friday life.	5

**TABLE 4.3** Factors Identified as Satisfying and Dissatisfying

## 4.5 Conclusion

The findings from this research clearly show that the representatives of Generation Y employed in the media industry in Bulgaria have three definite factors controlling their feelings of job satisfaction, namely **Recognition, Achievement** and **Growth**. In order for Gen-Yers to feel motivated and engaged in their employment, their work should be recognized and acknowledged: according to the interviews' transcripts, "...a lot of times you can feel unappreciated and insignificant. It meant to me that I'm recognized as a professional by other professionals and that, even if I don't see the immediate results of my work, it has its impact on the society." Moreover, when recognized for their work, employees feel their job has meaning, which leads to further motivation on the job - "I see that there is a reward of my efforts and I am only becoming more passionate about the job of mine. I feel like I do something meaningful not only for me but for the others as well." Based on the research data, the Achievement and Growth factors also control the feelings of job satisfaction among Gen-Yers. When rewarded for their work, representatives of this generation feel that their

efforts “had some kind of an added value, not a simple part of a particular business sector what the media are after all.” New duties and responsibilities bring a sense of learning and growing to Gen-Yers; thus, in order for them to feel satisfied about their job, opportunities for growth should be managerial policy. Managers who directly supervise Gen-Yers employed in the media industry in Bulgaria should reward their employees on a more regular basis if they want to engage and retain them. Once appreciated, recognized, and trusted with new duties and responsibilities, Gen-Yers will most surely exceed in their job performance because they have all the qualities to do so under effective management. The managerial approaches this research suggests based on the interview data are a) **Managers should recognize** Gen-Yers’ work performance and efforts on a regular basis via awards, positive feedback (both verbal and written), and official recognition in front of colleagues/clients; and b) **Managers should provide** Gen-Yers with opportunities for growth with new duties and responsibilities inside the company.

Nevertheless, managers should be very cautious of the factors that do not bring job satisfaction, but rather job dissatisfaction. The factors outlined by this research as dissatisfiers are **Relationship with Supervisor, Advancement, Company Policy & Administration**, and **Status**. The relationship with the supervisor appears to be quite crucial when it comes to work motivation. It can have a huge impact on the job performance of the employee that may affect the employee’s positive feelings about the job. In order to have a stable and productive relationship with Gen-Yers, managers should be attentive towards them both verbally and nonverbally, but especially when giving their feedback regarding Gen-Yers’ work performance. Furthermore, if there is no job advancement, the representatives of Generation Y employed in the media industry in Bulgaria appear to feel stuck in their work, which leads to a lack of motivation and feelings of job dissatisfaction. Based on the research data, those feelings mainly arise due to a lack of challenge from the job - “I’m involved in projects I’ve been doing over and over again. I’m not able to even surprise myself. I feel that I’ve given enough, and I need a refresh. I need a change.” Managers should provide Gen-Yers with opportunities for career advancement; according to the interview data, doing so will help them not only avoid dissatisfaction with the job, but rather bring them a feeling of satisfaction since it is connected with the GOOD experience factor of Growth. Furthermore, another dissatisfier for this generation is Company Policy & Administration. Participants share that “...there is a general tendency of not being satisfied with the company and its policy towards people.” “This happened because of the company’s policy connected with low wages and insurance; as a result, the people just started looking

for better financial opportunities, even jobs outside media.” What this means is that managers should keep up with the policies of the company and integrate changes, when necessary. The last factor identified as dissatisfying by the participants is the status of the job, namely the status of being a journalist in Bulgaria - “I felt bad because we never met; he didn’t know me, but as a journalist, I was already labeled. I felt like I had to justify myself for other people’s behavior and like I have yet to prove that I am not superficial journalist.... But the whole situation speaks for the media sector as a whole and the way this vocation is perceived.” Particularly in Bulgaria, media managers should most definitely work together for the better perception of the journalistic vocation if they want to attract more talent and retain Gen-Yers in this sphere.

There is also a third group of factors that emerged from this research project. The participants identified the **Relationship with Peers**, **Work Itself** and **Personal Life** factors as both Satisfying and Dissatisfying. As mentioned earlier in this study, Herzberg did not entertain the notion of factors existing on a linear scale (Wesley, 2012, p. 71). Nevertheless, the interview data supports the idea that there are factors which cannot be categorized in only the GOOD or BAD sequence of factors. Hence, managers should be very attentive of what is going on in their teams, and precisely of the relationships among the co-workers. Good, friendly relationships can be a very strong motivator for employees to stay at a company because they bring positive atmosphere to the workplace, and they may lead to stable friendships and to excellent work results. On the contrary, when the atmosphere in the office is not productive because of tension between co-workers, it surely influences the feelings of job dissatisfaction. The Work Itself factor is also “a double-edged sword”. On the one hand, representatives of Generation Y want to work for a cause, for their work to be multilayered in its meaning and importance. For them it is quite motivating when the work they do has an impact on society and leads to greater changes in their specific field of work or even outside of it. On the other hand, workers in media share that this factor can be also very dissatisfying since it may show them how small their general impact is at a very high personal emotional cost. Managers should be aware of these feelings and control the amount and difficulty of work they assign to the employees. The final factor mentioned by participants in this study is Personal Life, which was initially categorized in the group of dissatisfiers by Herzberg. According to the data, media work can have both good and bad impacts on employees’ personal lives. The workload of each employee ought to be monitored by the managers; more importantly, when managers notice it reflects on the eating and sleeping habits of their employees, it should be talked through and changed.

Overall, the managers' role is very important when discussing the factors controlling job satisfaction/dissatisfaction among the Generation Y employees. It is the managers' job to notice and regulate the changes in their employees' behaviors. Regular "one-on-one" meetings are highly recommended in order to avoid dissatisfaction at the workplace.

Further research to observe the relationship between the satisfiers and dissatisfiers among other generations of workforce employed in the media industry in Bulgaria – namely, Baby Boomers, Gen-X, and Gen-Z – are important in order to gather complete data, based on which successful managerial practices can be developed. Moreover, qualitative research may also assist in examining the relationship between the above-mentioned factors among the different generations of employees who work in the Bulgarian media industry.

# 5 CONCLUDING CHAPTER

## 5.1 Implications

The three main objectives of this study were to a) investigate the factors controlling job satisfaction/dissatisfaction among the emerging generation of employees born between the early 1980s to the early 2000s; b) address the gap in the literature directly researching Gen-Y workers employed in the media industry in Bulgaria, and c) test Herzberg's findings in a different environment almost 60 years after the theory was first developed. First, this study succeeded at assessing the factors controlling job satisfaction/dissatisfaction among Gen-Yers using a qualitative research design. Not only were the factors for each group – satisfaction/dissatisfaction – outlined by the participants in this research project, but there has also emerged a third group of factors categorized as equally satisfying and dissatisfying. Second, the gap in the literature was addressed by the choice of sample, which was comprised of participants currently employed in the media industry in Bulgaria, born between the early 1980s and the early 2000s. Herzberg's Theory had previously been applied among various populations such as industry sales people, postal workers, principals and teachers, hospitality workers, and others but not to determine the motivators of Gen-Yers employed in the media in Bulgaria. This study used Herzberg's exact interview questions as an attempt to resemble the original study and thus investigate the motivators among the aforementioned research sample. Third, a test of Herzberg's Motivation-Hygiene Theory (Herzberg et al., 1959) with a different sample, at a different time and in a different environment produced results similar to the initial study. The key distinguishing feature between this study's findings and Herzberg's is found in a third group of factors categorized by the participants as both satisfying and dissatisfying. Overall, this research project has successfully validated the results of the Two-Factor Theory of Motivation, which appears to remain applicable and may aid in the creation of thriving managerial practices. It has been the ambition of the entire document to inform and aid leaders and educators in developing new curricula for workforce training that incorporate factors of individual worker motivation. Motivated employees are a key resource to each organization, regardless of its field of

operations, and hence organizations should provide environments that strengthen and stimulate worker motivation.

## 5.2 Caveats

This study has three main weaknesses with potential areas of improvement: sample size, sample composition, and data type. Firstly, the sample size of seven total participants was notably small. A study with more respondents would generate more detailed responses, which would then provide the researcher with additional information regarding the topic of examination and, thus, reduce bias. Furthermore, as noted earlier in this study, the selection of purposive sampling has had limited generalizability or transferability due to the small number of participants. This may lead to error in the selection and application. Secondly, the sample composition was limited to representatives of Generation Y only – that is, people born between the early 1980s and the early 2000s. Not only did the respondents have to be born within this timeframe, but they also had to be currently employed in media organizations based in Bulgaria. This group of interviewees did not include unemployed people or people born in different time periods than the aforementioned. Thus, the perspective of the data is limited to their specific viewpoints and potential biases. Lastly, the study employed only a qualitative research design in the form of a standardized open-ended interview consisting of the identical interview questions used by Herzberg (Herzberg et al., 1959). The legitimacy of the data could be further bolstered by an expanded qualitative analysis or by additional quantitative styles of research. However, for this study, the aim of adopting a qualitative approach was for Generation Y's voice to be heard. Overall, due to realistic limitations of resources (especially time), these choices were reasonable and reasoned. Weaknesses could be remedied within a subsequent dissertation project or possibly within different types of future research.

## 5.3 Future Research

Future research should be challenged to replicate this study's sample among different groups of respondents. The aim of this particular study was mainly to investigate the representatives of Generation Y employed in the media industry in Bulgaria. As a reminder to the reader, Herzberg's study investigated only engineers and accountants, which

represent only a small sample of the occupations that might have been studied. It is necessary to replicate the findings with different workers in different job situations; these could include representatives from different educational levels and socioeconomic statuses. Furthermore, a more extensive research design is necessary in order to adequately test the Herzberg's Theory. The findings from this study demonstrate that the Two-Factor theory is still useful and can serve as an organizing framework for research on motivating employees. The aim is to aid managers and human resource professionals in determining what kind of managerial practices could be implemented in order to retain the Generation Y employees and to enhance their sense of job satisfaction. Through exploration of other samples, organizations may better understand what causes job satisfaction/dissatisfaction among their employees and employ such practices as will further engage and retain their workers.

## 5.4 Final Thoughts

In summation, this research project attempts to aid managers and HR professionals in the successful development of prosperous managerial practices that enhance and bolster the feelings of job satisfaction among the Generation Y workers employed in the media industry in Bulgaria. Although organizations often use pay raises and benefits as the main instruments of motivation, it seems they are less important for some age groups, namely Gen-Yers, according to previous research on the same topic and to the findings from this particular study. For instance, the salary factor was not mentioned even once among the researched participants. Thus, a better understanding of the motivational factors of Gen-Yers workers is beneficial for organizations in all spheres so that work environments, which implement other practices for motivation rather than just more money and social benefits, may be incorporated. In conclusion, if managers and Human Resource professionals recognize Gen-Yers for their work and efforts via awards and verbal appreciation and provide them with opportunities to learn and advance, the representatives of this generation will most likely respond positively and will be satisfied at the workplace. This satisfaction will lead to better individual results, which will in turn produce larger collective social benefits, as well as private and social organizational success.

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### Appendix 1: Modified Research Tool

Svetlana Zorova

Research Instrument

Interview Guide/Questions

**What:** Skype Qualitative, Open-ended Interview questions, Standard Format

**Where:** Media organizations in Bulgaria

**When:** November & December 2017

**With Whom:** Purposive Sample: Angelina Genova, Radina Koleva, Darina Cherkezova, Svetoslav Todorov, snowball sampling to continue

**Focus:** Investigating the factors controlling for the job satisfaction/dissatisfaction at the workplace, namely in the Media industry in Bulgaria

My specific qualitative interviewing tool consists of the identical interview questions used by Herzberg (Herzberg et al., 1959), centering on the core interview question, “Think of a time when you felt exceptionally good or exceptionally bad about your job, either your present job or any other job you have had. Tell me what happened”. From his root question, Herzberg developed fourteen additional probing questions to elicit associations with exceptionally GOOD or BAD feelings at work.

- 
- Begin with introduction of participant (name, title, etc.)

Think of a time when you felt exceptionally GOOD/BAD about your job, either your present job or any other job you have had in the media industry. Tell me what happened.

1. How long ago did this happen?
2. How long did the feeling last? Can you describe specifically what made the change in feelings begin? When did it end?

3. Was what happened typical of what was going on at the time?
4. Can you tell me more precisely why you felt the way you did at the time?
5. What did these events mean to you?
6. Did these feelings affect the way you did your job? How? How long did this go on?
7. Can you give me a specific example of the way in which your performance on the job was affected? How long?
8. Did what happened affect you personally in any way? How long? Did it change the way you got along with people in general or your family? Did it affect your sleep, appetite, digestion, general health?
9. Did what happened basically affect the way you felt about working at that company or did it merely make you feel good about the occurrences itself?
10. Did the consequences of what happened at this time affect your career? How?
11. Did what happened change the way you felt about your profession? How?
12. How seriously were your feelings about your job affected by what happened? Pick a spot on the line below to indicate how strong you think the good feelings were. Circle that position:  
Least 1.....Average 12-13.....Greatest 21.
13. Could the situation you described happen again for the same reasons and with the same effects? If not, describe the changes that have taken place which would make your feelings and actions different today than they were then.
14. Is there anything else you would like to say about the sequence of events you have described?

- Thank you profusely for the time and attention: please follow-up with thank you notes and recommendations for referrals upon return.