



INSTITUTO
UNIVERSITÁRIO
DE LISBOA

Impact of job characteristics on motivation - Effects in the initiation of professional careers in Portugal

Ana Marta dos Santos Fialho

Masters in Human Resources Management and Organizational Consulting

Supervisors:

Assistant Professor Patrícia Costa, Department of Human Resources and Organizational Behavior,
Iscte Business School

Invited Assistant Professor Inês Sousa, Department of Human Resources and Organizational Behavior,
Iscte Business School

September, 2023

Department of Human Resources and Organizational Behavior

Impact of job characteristics on motivation - Effects in the initiation of professional careers in Portugal

Ana Marta dos Santos Fialho

Masters in Human Resources Management and Organizational Consulting

Supervisors:

Assistant Professor Patrícia Costa, Department of Human Resources and Organizational Behavior,
Iscte Business School

Invited Assistant Professor Inês Sousa, Department of Human Resources and Organizational Behavior,
Iscte Business School

September, 2023

Acknowledgments

Firstly, I would like to thank my supervisors for their constant availability, constructive feedback, and total interest in providing additional and important information, crucial for the development of this dissertation. During this rewarding process, their empathy and constant follow up was crucial to motivate me to search and look forward for more impactful conclusions.

Importantly, a warm and caring thank you to my family for supporting me along this challenge and in life, and for always believing in my potential and goals. To my boyfriend, the most heartfelt thank you for his indispensable presence, motivation, and support through this path, and also, to my friends, that I have found along these five years of this challenging academic experience, that helped me maintain a balance between personal and professional life, always motivating me.

To my department and all my teammates, that I consider my friends, from my first and current professional experience, a thoughtful message of acknowledgment. In the most crucial moments of the development of this dissertation, their flexibility, understanding, and availability was essential to help me fulfil my goals and tasks.

Finally, but not least, a special thank you to all the participants of the focus groups that were willing to spend their time in this process, and to all participants of the questionnaire, that voluntary choose to help this investigation process and contribute to the results of this study.

Abstract

The current “talent war” (Beechler & Woodward, 2009) and the aging of the workforce (United Nations, 2019) played a crucial role in understanding the impact of job resources on motivation, particularly in younger employees. Focused on that goal, a mixed method (qualitative and quantitative study), with emphasis on Job Design Theory (Grant, 2007) and Job Demands-Resources Model (Schaufeli & Bakker, 2004) was applied. From study 1 main conclusions, emerged the topics presented to a larger sample through a questionnaire, to compare the source of motivation in different age groups, with special attention to: co-worker support, supervisor support, team atmosphere, possibilities for learning and development, task variety, fair pay, and autonomy. The reference of flexibility, not specifically included in motivation theories, was identified as being crucial in job decision processes.

For younger employees, supervisor support and fair pay were confirmed as essential resources with impact on turnover intentions. For older workers, team atmosphere was the only resource with significant impact on turnover intentions. The impact of age as a moderator was seen to be only significant in the relationship (mediated by affective commitment) between supervisor support and turnover intentions, respectively. This reveals the absence of moderation of age groups between the studied job resources and engagement or affective commitment, and consequently with turnover intentions. A specific concern with the definition of Human Resources practices for a certain age group should be taken in consideration, since generations should not be considered static, where one solution fits all.

Keywords: Motivation, Job Resources, Commitment, Engagement, Turnover Intentions, Generation

JEL Classification System

J28 – Job Satisfaction

M54 - Labour Management

Resumo

A atual “guerra de talentos” (Beechler & Woodward, 2009) e o envelhecimento dos trabalhadores (Nações Unidas, 2019) desempenharam um papel crucial na compreensão do impacto dos recursos de trabalho na motivação dos trabalhadores mais jovens. Com foco nesse objetivo, foi realizado um estudo misto (qualitativo e quantitativo), com ênfase na Teoria do *Design* do Trabalho (Grant, 2007) e no Modelo das Exigências-Recursos do Trabalho (Schaufeli & Bakker, 2004). Do estudo 1, surgiram os temas apresentados através do questionário, comparando a motivação em diferentes idades, com especial atenção para: apoio dos colegas de trabalho, apoio do supervisor, ambiente de equipa, possibilidades de aprendizagem e desenvolvimento, variedade de tarefas, remuneração justa e autonomia. A flexibilidade, não incluída nas teorias da motivação, foi identificada como crucial nos processos de decisão profissional.

Para colaboradores jovens, o apoio do supervisor e a remuneração justa foram confirmados como recursos com impacto nas intenções de saída. Para os trabalhadores menos jovens, o ambiente de equipa foi o único que revelou um impacto significativo. A idade como moderadora foi considerada significativa apenas na relação (mediada pelo comprometimento afetivo) entre o apoio do supervisor e as intenções de saída, respetivamente. Estes dados revelam a ausência de moderação da idade entre os recursos analisados e o *engagement* ou comprometimento afetivo e, conseqüentemente, com as intenções de saída. Deverá ser tido em consideração a preocupação com a definição de práticas de Recursos Humanos para uma determinada faixa etária, pois gerações não devem ser consideradas estáticas, onde uma solução serve para todos.

Palavras-Chave: Motivação, Recursos do Trabalho, Comprometimento, *Engagement*, Intenções de Saída, Geração

JEL Sistema de Classificação

J28 - Satisfação Profissional

M54 - Gestão da Força de Trabalho

Index

Acknowledgments	i
Abstract	iii
Resumo	v
Index of Tables	xi
Index of Figures	xi
Introduction	1
Chapter 1. Literature Review	5
1.1. Generations in the Workplace	5
1.2. Contextualization of Motivation	7
1.3. Self-Determination Theory	8
1.3.1. Basic Psychological Needs Theory	10
1.4. Job Demands-Resources Model	11
1.5. Job Design Theory	13
1.6. Lifespan Theories	16
Chapter 2. Study 1 – Qualitative Study	19
2.1. Methodology	19
2.1.1. Sample	19
2.1.2. Procedure	20
2.1.3. Instruments of Data Collection	21
2.1.4. Data Analysis Strategy	22
Chapter 3. Study 1 - Qualitative Analysis Results	23

3.1. Job Search	23
3.2. Human Resources Policies.....	24
3.3. Motivation at Work.....	25
3.4. Job Resources and Job Demands	26
3.5. Generation Z Characteristics	30
Chapter 4. Study 2 - Quantitative Study.....	31
4.1. Methodology.....	32
4.1.1. Sample	32
4.1.2. Procedure	34
4.1.3. Instruments of Data Collection and Variables.....	34
4.1.4. Data Analysis Strategy	36
Chapter 5. Study 2 – Quantitative Analysis Results	37
5.1. Descriptive Statistic and Correlation Analysis.....	37
5.2. Moderated Mediation Model	40
5.3. Post-hoc Analysis: Linear Multiple Regression Model	43
Chapter 6. Data Discussion.....	45
6.1. Limitation Disclosures and Future Directions	49
6.2. Practical Implications	50
Conclusion	51
Bibliographical References	53
Annexes	73
Annex A - Classification of Human Motivation – Self-Determination Theory	73
Annex B - The Revised Job Demands-Resources Model	73
Annex C - Job Demands-Resources Model	74
Annex D - Focus Group Composition	75

Annex E - Focus Group Script	78
Annex F - Focus Group Dynamics.....	81
Annex G - Questionnaire.....	81
Annex H - Moderated Mediation - SPSS Analysis	88

Index of Tables

Table 2.1 - Study 1 - Sample Demographic Characteristics	20
Table 3.1 - Main Job Resources and Job Demands (Individual Exercise)	28
Table 3.2 - Job Resources and Job Demands of Ideal Job (Group Exercise)	29
Table 3.3 - Main Job Resources and Job Demands of Ideal Job (Group Exercise)	29
Table 4.1 - Study 2 - Sample Demographic Characteristics	33
Table 4.2 - Study 2 - Sample of Different Age Groups	34
Table 5.1 - Mean, Standard Deviation and Pearson and <i>Spearman</i> Correlations	39
Table 5.2 - Effects of Moderated Mediations (Process Model 8)	41
Table 5.3 - Linear Multiple Regression	43
Table D.1 - Focus Group Composition	75
Table H.1 - Moderated Mediation - SPSS Analysis	88

Index of Figures

Figure 4.1 - Conceptual Model of Study 2.....	32
---	----

Introduction

The influence of Human Resources Management in attracting and retaining workers is crucial, once these practices affect productivity and employability in individual and organizational levels (Boehm et al., 2021). Since employees' needs and the efficacy of these practices can change with age (Kooij et al., 2010), it is relevant to analyse which resources and demands have more impact on motivation in the beginning of professional careers. According to previous studies, Human Resources practices based on age affect how employees of different age groups behave (Combs et al., 2006; Schalk et al., 2010).

As stated by Henkens (2021), there is a lack of research that studies how organizational practices help individuals deal with their working lives and how these changes are affected by social benefits and financial aspects. There have been several progresses in the analyses of adult development and on how complex forces interact with work and personal aspects that impact performance among older individuals (Beier et al., 2022).

Human Resources management impact the approach and behaviour that people of different ages have in organizations (Combs et al., 2006; Schalk et al., 2010). Employees experience these practices in different ways, making different age groups respond not in an equal way (Kinnie et al., 2005). The importance of the analysis of this theme is related to the positive influence that Human Resources management have on company performance (Hayton et al., 2006). Even though there is a considerable number of studies about age and work, there is the need to explore the role of age in Human Resources practices and to reanalyse theories that were developed before most of today's employees entered the workforce (Anderson et al., 2016).

With the continuous aging of the workforce in most developed countries (United Nations, 2019), there has been an increase in the number of workers with more than 50 years, comparing to a decrease of younger people starting their careers (Eurofound, 2017). By representing a large percentage of the current workforce, more attention in studies has been given to older employees and its motivation throughout their lifespan. This represents a gap in the current literature and provides a better contribution for the theme of this dissertation (Beier et al., 2022; Boehm et al., 2021). In order to adjust to the lack of younger employees, organizations will have to take more in consideration workers' well-being during their careers and adapt jobs to fulfil the needs of different ages in the workforce, keeping workers connected to their jobs (Kahn, 1990). According to Halbesleben (2010), engaged employees tend to have better health and performance, are more committed, and have lower intentions to leave.

The current “talent war” is highlighted by four impactful factors that can affect the talent pool available: global demographic and economic trends, increasing mobility of people and organizations, transformational changes to business environments, skills and cultures, and growing levels of workforce diversity (Beechler & Woodward, 2009). These factors raise the importance of analysing younger employees’ motivation, to engage and retain them in organizations (Kahn, 1990). Enhancing this reality, organizations struggle to understand which resources fit specific needs and working styles of different age groups (Bennett et al., 2017).

One of the main concerns in organizations is the incapability to adapt to social and organizational developments (Rosa, 2012), creating a threat to the future of the workforce. In Portugal, the trend is similar. In 2021, the latest census report shows that the most significant categories are composed by people from 40 to 69 years old. The group with ages between 20 and 29 years old represented the smallest part of the workforce (INE, 2021). Since the diversity of the workforce and the use of technology have been growing in the workplace, it is necessary to perform new research to understand how new work environment impact employee’s motivation (Chen & Kanfer, 2016). Even more, companies operate in a globalized environment, managing different populations, markets, and ways of work (Beechler & Woodward, 2009). Digitalization - institutions, and resources that affect the adoption of digital technologies (Stam & van de Ven, 2021), and globalization - processes that surround causes, and consequences of transnational and transcultural integration (Al-Rodhan & Stoudmann, 2006), are new realities that make crucial retain employees born in these dynamics.

Continuous demographic trends including smaller supply of younger workers, an aging workforce, and high rates of retirement, have created difficulty to fill job opportunities (Dohm, 2000). However, there has been increasing evidence to suggest that further progress in the field of motivation will require modified models that will take in consideration individual’s experiences at work. There has been substantial research, but uneven progress in the understanding of motivation in work and organizational environments (Chen & Kanfer, 2016).

In addition, research about the impact of job design and demands has gain importance due to the necessity of understanding the impact associated with different leadership, team structures, and work-related interpersonal processes (e.g., with co-workers) on motivation processes (Klein et al., 2008). These changes have created new attitudes towards work, leading to different expectations, making the current ways of managing people probably no longer be viable (Scholz, 2019).

Without understanding the specific needs of each age group, organizations face difficulties to hire and retain better talent (Gaidhani et al., 2019), losing their ability to remain competitive (Rappapor et al., 2003). A significant percentage of organizations cite talent as their top concern (Van Alstyne, 2008). Therefore, when applying a certain management method, organizations need to consider intergenerational differences and individualize motivational tools (Nieżurawska et al., 2023).

This research is focused on the impact that job characteristics have on early career motivation. The main goal is to analyse the impact on younger employee's motivation, especially for being a digital age group (Levickaite, 2010). This age group is composed by people born between mid-1990s and 2010s, that are now in the beginning of their professional careers. Thus, organizations need to adapt to the workplace environment, in order to encourage young employees to work efficiently and connect their future with the company (Nieżurawska et al., 2023). Given the need to adapt current practices, for the cohesion and cooperation between age groups, there is an extra difficulty for Human Resources to create efficient methods (González et al., 2022). It is crucial to analyse characteristics and expectations of each age group, to increase their productivity and retention (Gursoy et al., 2008).

Furthermore, the impact of these factors in retention - strategies to increase workplace productivity by attracting, developing, and retaining people skills (Lockwood, 2006), and in high turnover - a voluntarily inclination to leave an organization (Mobley et al., 1979), are also critical focus points. This dissertation is focused on the employee perspective, in order to allow organizations to understand employees' motivation to remain in the company, since turnover is a major concern for organizations, once replacing employees has costs in recruitment and training, decreasing performance (Collins & Smith, 2006).

In this dissertation, the main age group in study is composed by employees aged between 18 and 27 years old with no more than 7 years and no less than 6 months of professional experience, corresponding to age boundaries of Generation Z workforce. Additionally, the comparison of the perception of different job resources between different age groups was also analysed. This will allow to align current Human Resources practices to new expectations and to understand how job design influence young employee's motivation. To fulfil this research, Job Demands-Resources Model and Job Design Theory will be the main theories framing the study. However, it is essential analyse the current motivation theories, since old motivation factors may not be enough to explain younger employees' motivation (Šević et al., 2020).

In terms of structure, this dissertation will take in consideration the analysis of current motivation theories presents in the Literature Review (chapter 1): Self-Determination Theory (Deci & Ryan, 1985), Job Demands-Resources Model (Schaufeli & Bakker, 2004), Job Design Theory (Grant, 2007), Lifespan Theories (Truxillo et al., 2012), alongside the understanding age groups, in the working market. In chapter 2, the methodology of study 1 is presented, and the respective result analysis in chapter 3. For study 2, the methodology and the data analysis are displayed in chapters 4 and 5, respectively. Data discussion can be analysed in chapter 6, alongside limitations and suggestions for future research, followed by a brief conclusion. To complete the information presented throughout, a chapter with Annexes will be at the end.

CHAPTER 1

Literature Review

1.1. Generations in the Workplace

People belonging to the same age group tend to have similar historical and social events, changing the course of their attitudes and values (Twenge et al., 2010), and distinctive characteristics with direct impact on their behaviour at work (Schullery, 2013).

Importantly, in this dissertation, the designation of “generation” is analysed as an approach for managing age groups of people born in a similar time, with certain behaviours, and characteristics in common (Mahmoud et al., 2020). Defining age boundaries of generations is essential for generational analysis, however, it should not be seen as strict but as guidelines (Pew Research Center, 2015). This highlights the importance of analysing age groups differences, to understand their motivation to perform certain tasks with high productivity. Otherwise, if employees lack motivation to perform, the development and success of the organization will be affected (Mahmoud & Reisel, 2014).

Even though the analysis of the younger age group is the main priority of the study, it is also fundamental to understand the characteristics of other age groups in the workforce, as well their historical and social experiences, since that can explain similar behaviours and beliefs. These differences can create conflicts and low levels of engagement amongst co-workers. However, if well managed, it can provide a positive work culture and improve engagement and motivation (Baum, 2019). Besides Generation Z, there are other three generations currently in the workforce: Baby Boomers, Generation X and Generation Y.

Baby Boomers, with individuals born between 1950 and 1964, tend to be marked by rebellion, improvement and technology discoveries, for being more individualist, and for revealing tendency to be more competitive. For them, commitment to the job and achievement in life are measured by the number of worked hours, having difficulties in balancing work and family life (Scholz & Rennig, 2019).

Generation X, born between 1965 to 1979, has tendency for being pessimistic in work life, for having more difficulties with connections, and for being less competitive. However, they are more skilled, and the first generation to be able to think globally. Their expectations include flexible working hours, good working environment or skill-based promotions (Berk, 2013).

Generation Y/Millennials, include people born between 1980 and 1994. Generation Y differs from previous generations for being optimistic and for being the first generation affected by globalization (Jain & Pant, 2012). They are characterized for having high levels of education - considering their

workplace as an opportunity to gain experience, for easily adapting to change, and for their impatient personality - expecting quick promotions. Also, 80% of them expect feedback from their executives in order to remain motivated (Adigüzel et al., 2014).

Generation Z includes individuals born between 1995 and 2010. This generation is characterized for being realistic, pragmatic, reliant, cautious, global, for enjoying structure and security, for having low levels of commitment and for preferring individualistic actions (Jenkins, 2015). Additionally, it is defined as ambitious and self-confident (Bittó & Kapusy, 2021), with high levels of acceptance (Scholz, 2019), motivated to find new opportunities (Magano et al., 2020), and to change jobs more frequently (Kocsír & Fodor, 2018). Focus on the growing use of technology and interest in performing more flexible working hours jobs, are aspects that can be equal in Generation Z and in Generation Y (Ryback, 2016). Both tend to be more ethnically diverse than previous generation (Bannon, et al., 2011; Flippin, 2017).

Furthermore, contextualizing socioeconomic changes is crucial to explain differences between age groups (Macky et al., 2008). To study Generation Z, it is important to understand which economic factors influence their lives. In Portugal, terrorism and war are not realities, however, economic crisis is familiar, since an international bailout occurred in 2011 (Suleman & Figueiredo, 2019).

The raising youth unemployment and the return to highly skilled emigration (Cruces, et al., 2015; Observatório da Emigração, 2015; Pereira & Lains, 2011) led to a general disenchantment among young people (Cerdeira et al., 2016). Additionally, Internet access in family households in Portugal rose from 15% in 2002 to 84.5% in 2020 (INE, 2020). In 2021, 84,1% of families had access to Internet through broadband (INE, 2021), which means most young Portuguese people grew up with easy access to the Internet at home.

With such different points of view and characteristics between generations, it is relevant to analyse which factors affect Generation Z's motivation to align Human Resources practices that may be structure to fit other age groups and not recent workforce in the market (Scholz, 2019). This younger age group has more information sources of intuitive technological literacy, making them crucial for the future of companies (Scholz & Vyugina, 2019). By changing jobs more frequently, Human Resources must worry on how to focus their efforts on giving them what they expect, and not only on how to attract them (González et al., 2022).

Even though the concept of generation has been receiving substantial attention, as mentioned throughout this subchapter, literature suggests that these static definitions can be considered fallacious, once its definitions are reinforced by continuous use in popular media (Rauvola et al., 2019). According to Rudolph and Zacher (2022), it is crucial to adjust generations to lifespan perspectives since age is understood to have a continuous impact on essential factors along generational stages, also taking into consideration variability, intra and interindividual (Weber & Urlick, 2017). Due to those

concerns, the studies presented in this dissertation, will be associated to age groups instead of generations, with special attention to younger age groups.

1.2. Contextualization of Motivation

Motivation is defined as the “process used to allocate energy to maximize the satisfaction of needs” (Pritchard & Ashwood, 2008, p. 6). This process creates the desire to dedicate abilities to performance. A motivated employee accomplishes work-related goals, therefore, it is crucial for organizations to understand the importance of employee motivation, once the success of the organization relies on employees’ performance (Govindarajulu & Daily, 2004). Previous research has shown that motivation can increase employee productivity, organizational revenue, and employees’ well-being and thriving (Steers et al., 2004). Motivated employees lead to workforce stability (Imran et al., 2017), stronger team coordination (Gagné et al., 2014), employee efficiency (Tudorache, 2013), satisfaction (Mahmoud & Reisel, 2014), and enhance human capital (Rusu & Avasilcai, 2013).

Around the late 20th century, the literature was dominated by expectancy-value and goal setting models – facilitating the reorganization of findings in terms of understanding the effects of person, and temporal variables (Kanfer, 2012). In 1969, Alderfer confronted the previous theory in the *Organizational Behaviour and Human Decision Processes*, suggesting only three groupings: existence, relatedness, and growth needs, not divided in hierarchical order. According to Alderfer’s Existence-Relatedness-Growth (ERG) (1969), satisfaction of higher-order needs would increase the desire of growth. Older theories analysis provides historical information to the contextualization of motivation; however, these older theories can be less adequate to analyse the current work environment, especially with focus on younger workers. Current motivation classification structures are more goal-related, distinguished between approach (growth) and avoidance (loss) motivational orientations (Crowe & Higgins, 1997).

In order to facilitate the comprehension of the literature review and the analysis of data in this dissertation, each motivation theory will be present with more detail in the following subchapters of chapter 1. This chapter includes more recent motivation theories such as Self-Determination Theory (Deci & Ryan, 2000), Job Demands-Resources Model (Schaufeli & Bakker, 2004), Basic Psychological Needs Theory (Deci & Ryan, 2017), and Job Design theory (Grant, 2007). Additionally, Lifespan Theories (Truxillo et al., 2012) are also presented, in order to analyse the impact of age on employees’ work motivation.

1.3. Self-Determination Theory

Cognitive Evaluation Theory (Deci, 1980), the first mini-theory of Self-Determination Theory (Deci, 1985) framework, is based on the idea that employee's motivation application of performance-contingent extrinsic rewards (e.g., pay) reduces intrinsic motivation and performance when the extrinsic reward is controlling instead of informational. Forty years after, Self-Determination Theory (Deci & Ryan, 2000) was revised. The analysis of Self-Determination Theory is important to understand which form motivation is crucial for younger employees, since from then on, Human Resources can establish goals that will impact directly on their motivation and drive. Theory shows that motivational orientations can be divided in three different categories: intrinsic motivation, extrinsic motivation and amotivation (Deci & Ryan, 2017).

Autonomous motivation occurs when people are engaged in an activity by choice. When regulated, this can be intrinsic motivation and more relevant to the workplace, however, when extrinsic, under specific environments, it can also be autonomous. According to Deci and Ryan (2017), autonomous motivation occurs when people have clear information about the meaning and the purpose of their tasks and receive effective feedback and support.

According to recent studies, autonomous motivation leads to less burnout (Fernet et al., 2010), is related with more work satisfaction, lower turnover intentions, and less emotional exhaustion (Richer et al., 2002). Also, it is positively associated to knowledge sharing (Foss et al., 2009), and negatively related to work exhaustion, but positively related to work commitment (Fernet et al., 2012). Further, when reported high autonomous motivation, employees feel less stress when confronting job demands (Trepanier et al., 2013).

Intrinsic motivation, a self-determined activity, is characterized by the course of doing something because it is interesting or enjoyable and not only for some outcome, pressure, or reward, resulting in high-quality learning and creativity (Ryan & Stiller, 1991). In this concept, the inherent tendency is infused and not caused, in situations when individuals have conditions that lead towards its expression (Ryan & Deci, 2000). Intrinsic motivation has been associated to several positive outcomes, for example work engagement, task identification, positive affect, and employee productivity (Pink, 2011).

In an empirical study of Generation Z around the world, work characteristics, such as opportunities to learn new skills, easy access to work related information, and feedback on performance, were confirmed to lead to a higher level of intrinsic motivation (Dwivedula, 2020). For that reason, organizations try to increase employees' intrinsic motivation by providing job autonomy, constructive feedback, proper information about the importance of their tasks, and competitive salaries (Kuvaas et al., 2017). On the other hand, extrinsic motivation is characterized by the action of doing something because it leads to a separable outcome, to achieve an external reward or to avoid punishment (Deci

& Ryan, 1985). When the reason for the action is no longer there, motivation disappears. However, besides providing intrinsic motivation incentives, employers also offer resources to raise extrinsic motivation and increase better performance (Kuvaas et al., 2017), since intrinsic and extrinsic motivation can operate simultaneously (Weibel et al., 2010).

According to Gagné et al. (2010) findings, extrinsic motivation is negatively associated with affective commitment and positively associated with psychological distress and commitment. Vansteenkiste et al. (2007) affirms that extrinsic work-value aspects present negative connections with job satisfaction, life satisfaction and happiness, and positive associations with work–family conflict and turnover intentions. Within extrinsic motivation, there are four subcategories: integration, identification, Introjection, and external regulation, different in locus of causality – internal; external.

Additionally, internalization is the process of taking in a value that describes how motivation can range from amotivation or unwillingness, to passive compliance, and to active personal commitment. With increasing internalization comes greater persistence, more positive self-perceptions, and more engagement (Ryan & Deci, 2000). Integration is described as the process by which individuals transform the regulation into their own, therefore with an internal locus of causality. Introjection is a type of controlling internal regulation since people behave with the sense of pressure to avoid guilt or anxiety or to feel pride (Nicholls, 1984; Ryan, 1982). Identification is more autonomous since people identified with the personal importance of a behaviour.

Finally, the state of amotivation occurs when people are doing an action, but they do not feel that they have a good purpose to perform it. It represents the absence of motivation and can be present when people are not interested in the task, do not know the proper reason to do it, or when they feel that they do not have the skills to perform it (Ryan & Deci, 2000). This leads to not experiencing a positive outcome.

Within the main theory, a sub theory called Organismic Integration Theory, was associated to explain different forms of extrinsic motivation and the contextual factors responsible for encouraging or obstructing internalization and integration of the regulation of these behaviours (Deci & Ryan, 1985) (Annex A). Researchers have until recently limited knowledge about whether extrinsic motivation mediates effects such as preoccupations with rewarded tasks (Wieth & Burns, 2014), weakened health and safety in the workplace (Johansson et al., 2010), work stress (Ganster et al., 2011), and high turnover rates (Harrison et al., 1996). Although there are some empirical studies demonstrating that intrinsic motivation has a positive association with affective commitment (Kuvaas, 2006) and negative connection with turnover intentions (Dysvik & Kuvaas, 2010) and burnout (Fernet et al., 2004), it has not been properly studied if these relationships change when both types of motivation are tested at the same time (Kuvaas et al., 2017).

When analysed in the context of the workplace, Self-Determination Theory has several implications (Gagné & Deci, 2005). In terms of work motivation, there are two groups of independent variables: social context variables and individual difference variables (Deci et al., 2017). Social context variables implicate organizational supports compared to employees' basic psychological needs for competence, relatedness, and autonomy. When organizational support for autonomy is present, satisfaction of basic psychological needs is quite highly correlated, since when employees have a sense of autonomy, they tend to satisfy other needs. Individual difference variables, (Deci & Ryan 1985), perceived by a proactive and autonomy orientation, control orientation focused on external aspects to guide behaviours, and impersonal orientation, in order to avoid failure (Weinstein et al., 2010).

Additionally, aspiration and goals are also individual difference variables. Vansteenkiste et al. (2007) discovered that participants with stronger extrinsic goals were less pleased with their jobs and lives in general. In another study (Van den Broeck et al., 2010), found that those with more intrinsic work goals were considered more flexible in their work and those with high intrinsic work aspirations who were engaged in learning opportunities were considered less emotionally drained.

1.3.1. Basic Psychological Needs Theory

Within Self-Determination Theory framework is a central sub theory: Basic Psychological Needs Theory (Ryan & Deci, 2017; Vansteenkiste et al., 2010). In this mini-theory, autonomy, competence, and relatedness are considered basic psychological needs - critical resources underlying individuals' natural inclination to increase self-organization, adjustment, and flourishing (Ryan, 1995), since they are crucial for the psychological growth, internalization, and well-being (Deci & Ryan, 2000).

Autonomy, the most misunderstood psychological need, is defined as people's need to perform with a sense of ownership of their behaviour and feeling of psychologically freedom (Deci & Ryan, 2000). According to deCharms (1968), it draws from the idea of being the cause of someone's actions, instead of being pushed by external forces (Vansteenkiste et al., 2020). In Otis and Pelletier studies (2005), when supervisors provide autonomy support, employees became autonomously motivated, presenting lower turnover intentions. According to Fernet and colleagues' studies (2012), when employees feel controlled by their leadership, they tend to have lower levels of autonomous motivation presenting symptoms of burnout.

According to Self-Determination Theory, competence is the need to feel control over the environment and to develop new skills. More recently, this need became integrated in the natural human propensity to influence the environment, searching for more optimal challenges (Šakan et al., 2020).

Relatedness, the less immediate need (Deci & Ryan, 2000), represents the desire to feel connected to others and to be cared, being satisfied when individuals feel part of the group, sensing belonging and with the opportunity to develop deep connections (Šakan et al., 2020). Hon (2012) discovered that when managers were empowering and co-workers were supportive of relatedness, employees were more autonomously motivated and more creative in their work. According to Andreassen et al. studies (2010), satisfaction of employees' basic psychological needs on the workplace is connected to greater enjoyment of their work. As expected in Self-Determination Theory, employees with greater need satisfaction present greater autonomous motivation and effort (De Cooman et al., 2013).

1.4. Job Demands-Resources Model

It is crucial to analyse Job Demands-Resources Model (Schaufeli & Bakker, 2004) since, even though job resources and job demands are already established in the theory, in practice, it is essential to understand which job demands and job resources are more important to motivate young employees in their workplace. Additionally, it is relevant for being more flexible - applied to a much wider variety of work settings, and for being heuristic in nature, representing a way of thinking about how job characteristics that may influence employee health, well-being, and motivation (Schaufeli & Taris, 2014). Job Demands-Resources Model is a job design theory that includes job stress and motivational perspectives (Bakker & Demerouti, 2017, Van Veldhoven et al., 2020), explaining how job demands and job resources can impact job performance including well-being, burnout, and work engagement.

An early Job Demands-Resources Model was presented by Demerouti et al. (2001) with the goal of understanding the antecedents of burnout. Eight "job demands" and thirteen "job resources" were identified as probable causes of burnout (Maslach et al., 1996, p. 36) - psychological syndrome as response to chronic interpersonal stressors on the job. Its dimensions are overwhelming exhaustion, cynicism, detachment from the job, feeling of ineffectiveness and lack of accomplishment (Maslach & Leiter, 2016). This model considers two processes for the development of burnout: long-term excessive job demands and lack of resources. The first implies that if employees do not properly recover, they eventually suffer exhaustion – energetic component of burnout. The second process refers that when job demands and work goals are reached, it can lead to withdrawal behaviour or disengagement - the motivational component of burnout (Schaufeli & Taris, 2014).

In 2004, Schaufeli and Bakker presented a revised Job Demands-Resources Model that, besides burnout, included work engagement, considering both mediators of the relation between job demands and health problems, and job resources and turnover intention, respectively. Work engagement was seen as positive, fulfilling a state of mind of high levels of energy, resilience, and dedication (Schaufeli & Bakker, 2004) (Annex B).

The concepts of this theory are: job demands - “physical, social, or organizational aspects of the job that require sustained physical or mental effort and are therefore associated with certain physiological and psychological costs”, such as work overload and job insecurity (Demerouti, 2001, p. 501); and job resources - “physical, social, or organizational aspects of the job that may do any of the following: (a) be functional in achieving work goals; (b) reduce job demands and the associated physiological and psychological costs; (c) stimulate personal growth and development”, such as feedback, job control, and social support (Demerouti et al., 2001, p. 501).

However, to solve the problem of equalizing every job demands in the Job Demands - Resources Model, a redefinition of the concepts was made: job demands became “negatively valued physical, social, or organizational aspects of the job that require sustained physical or psychological effort and are therefore associated with certain physiological and psychological costs”, and job resources became to be defined as “positively valued physical, social, or organizational aspects of the job that are functional in achieving work goals, reduce job demands, or stimulate personal growth and development” (Hobfoll, 2002, p.56).

Crawford et al.’s meta-analysis (2010) showed that hindrances were negatively related to engagement, and that challenges were positively related. This concludes that the relation between demands and work engagement depends on the nature of the demand, redefining “challenges” as “resources”. However, this still validates the positive relation between job resources (now including challenging demands) and engagement and the negative relation with burnout (Schaufeli & Taris, 2014). Therefore, job resources have an important extrinsic motivational role, since they initiate willingness, reducing job demands and fostering goal realization, satisfying basic human needs for autonomy, relatedness, and competence (Deci & Ryan, 2000; Van den Broeck et al., 2008).

Job Demands-Resources Model indicates that job resources moderate the negative impact of job demands on exhaustion. Further research referred that 60% of all interactions between individual job demands and resources are significant (Bakker et al., 2005). Throughout the years, four innovations were introduced to Job Demands - Resources Model: person $\times$ situation approach, multilevel approach, new proactive approaches, and work-home resources model (Bakker et al., 2023).

The person $\times$ situation approach shows that the integration of personality into Job Demands-Resources Model can be crucial, since personality factors influence the perception of job demands and resources (Borst & Knies, 2021). Job and personal resources lead to work engagement and proactive work behaviours, what can create more job and personal resources than the existing ones. In this approach, personality is presented as a moderator of the effects of job demands and resources on well-being (Bakker et al., 2023).

In terms of multilevel approach, employees are analysed for being part of teams, and, consequently, of organizations. Top management, that defines strategies for the organization (Bakker

& Demerouti, 2018), influences teams' job demands and resources, and the impact on well-being and performance (Tummers & Bakker, 2021). Confirming Job Demands-Resources Model studies, Fernet et al. (2015) analysed the impact of transformational leadership on decreasing job demands and increasing job resources, leading to positive attitudes towards work and better job performance.

Proactive work behaviour is designated as a "self-initiated, anticipatory action aimed at changing either the situation or oneself" (Bindl & Parker 2011, p. 567). The main proactive work behaviours include job crafting, proactive vitality management, and work design. Job crafting consists of optimizing job demands in order to promote better relationships with work engagement (Demerouti & Peeters, 2018) and job performance (Demerouti et al., 2018). Proactive vitality management reflects employees' proactivity to search for motivation, and inspiration by networking with people with different points of view (Bakker et al., 2023). Playful work design is defined as the process through which employees proactively create the right conditions to enjoy their time without changing the design of the job itself (Scharp et al., 2022).

More recently, Work–Home Resources Model (Brummelhuis & Bakker, 2012) has gain influence since more individuals combine work-life with their personal life. This model proposes that job demands and job resources can influence home outcomes through personal resources (e.g., time, mood, energy) and that home demands and home resources influence work outcomes through the same personal resources. According to Aw et al. (2021), offering help to colleagues at work enriched employee's personal life as well.

Additionally, several intervention studies have been made and focused on individual instead of an organizational perspective. Knight et al. (2017) used a meta-analysis to study interventions with the purpose of increasing work engagement. In this study, five self-efficacy interventions with positive impact on work engagement, showed that a personal resource intervention increased self-efficacy and resilience, and had an indirect impact on work engagement. Work engagement interventions focus on job resources, educating leaders, job training, and physical activity. According to Vîrga et al. (2021), most interventions tend to achieve work engagement through cognitive-behavioural techniques, mindfulness, development of soft skills, positive psychological techniques, and job crafting.

1.5. Job Design Theory

Recent changes in work environments have occurred, enhancing the need to analyse the importance of understanding which aspects contribute to a good job design and what needs to be integrated to improve the impact of the changes in work contexts (Grant & Parker, 2009). It is crucial to highlight the importance that interactions with others have on employees' workdays, however, job design research has neglected these network interactions as sources of attitudes and behaviours (Grant et al., 2010).

These changes are related with a more service-oriented economy, an increase in emotional and interpersonal tasks, high exposure of knowledge workers to challenging cognitive demands, an increase in task interdependence and the use of teams, significant growth in globalization, and a growing use of new technology and flexible work methods (virtual teams), which leads to the research problem itself (Grant et al., 2010).

Job Design Theory (Grant, 2007) is based on the foundations of Hackman & Oldham's (1976), where employees take initiative in crafting their jobs and negotiating deals and roles. Firstly, it is important to briefly present Hackman & Oldham's (1976) job characteristics model, that refine the explanation of relationships described between job characteristics and individual responses to the work. In this model, five "core" job dimensions (skill variety, task identity, task significance, autonomy, and feedback) incentive three psychological states which, in turn, lead to beneficial personal and work outcomes (Hackman & Oldham, 1976). Furthermore, self-generated motivation should be higher when all three of the psychological states are present: experienced meaningfulness of the work, experienced responsibility for outcomes of the work and knowledge of the actual results of the work activities.

Autonomy levels are affected by the structure of relationships felt in the network around. A compact and well-connected group of co-workers makes possible the development of trust (Coleman, 1990). Moreover, individuals that experience closed circles of connections are more likely to have lower autonomy, less variety, and less constructive feedback (Krackhardt & Kilduff, 2002). In terms of creative activities, skill variety tends to increase (Burt, 2004). In agreement with Self-Determination Theory, previously presented in chapter 1.3, the learning of new skills, the access of information on tasks performed, and the feedback on performance, are strongly connected to high levels of intrinsic motivation (Dwivedula, 2020).

Hackman and Lawler (1971) included two social dimensions: dealing with others and friendship opportunities, changing the definition of task feedback, that only included feedback from doing the job itself, in addition to adding task significance and modifying variety to focus on a variety of skills. Furthermore, recent designations of job design include job demands, job control, skill use, task variety, role clarity, use of skills, variety in tasks, support, social contact at work, and employment security (Cousins et al., 2004; Warr, 2007).

Relational architecture of jobs reflects the structural properties of work that outlines employees' opportunities to interact with others. Within relational architecture of jobs, there are two components: job impact on beneficiaries and contact with beneficiaries. Job impact on beneficiaries represents "the degree to which a job provides opportunities for employees to affect the lives of beneficiaries" (Grant, 2007, p.397). Within this concept are four dimensions that describe the impact of a job on beneficiaries: 1) magnitude of impact - degree and duration of the effects of the job on beneficiaries (e.g., surgeons); 2) scope of impact - number of people potentially affected; 3) frequency

of impact - how often the job provides opportunities for affecting others (e.g., engineers); and 4) focus of the impact - opportunities to prevent harm or promote opportunities to others (e.g., lifeguards) (Grant, 2007).

On the other hand, contact with beneficiaries is the “degree to which a job is relationally structured to provide opportunities for employees to interact and communicate with the people affected by their work” (Grant, 2007, p.398). Contact with beneficiaries provides more information since it captures employees’ personal relationships with the beneficiaries of their work. Within this concept there are five dimensions: 1) frequency of contact - how often the job provides opportunities to interact with beneficiaries (e.g., taxi drivers); 2) duration of contact - time for interactions with beneficiaries (e.g., attorneys); 3) physical proximity of contact - the degree of geographic and interpersonal space in the interaction (e.g., psychologists); 4) depth of contact - the degree to which the job enables mutual expression of emotions (e.g., social workers); and 5) breadth of contact - the range of different groups of beneficiaries in communication with (e.g., musicians) (Grant, 2007).

Motivated employees have “an inner desire to make an effort” (Dowling & Sayles, 1978, p.16), and regardless of their orientations (egoistic or altruistic), they can experience motivation to create a prosocial difference. This motivation arises from the experience of two psychological states: perceived impact on beneficiaries (consciousness on how actions affect others) and affective commitment to beneficiaries (concern for other people). Perceived impact on beneficiaries is the degree to which employees are aware on how their actions affect others; not a state of awareness but a state of experiencing work as significant through its connection to the welfare of others (Grant, 2007). The more frequent, extended, physically proximate, and deep the contact with beneficiaries, the greater the access feedback.

According to research, the greater the magnitude, and frequency of job impact on beneficiaries, the greater an employee’s perception of impact on beneficiaries. Nevertheless, affective commitment to beneficiaries represents the emotional concern and dedication to people impacted by the work (Grant, 2007). Affective commitment tends to increase considering frequent contact with beneficiaries: high identification and cohesion (Lawler & Yoon, 1998); high duration of contact - close relationships with customers (Gutek et al., 1999); physically proximate contact - increasing identification (Bornstein, 1989); deep contact - close sense of identification (Batson et al., 1997); and contact with beneficiaries from different social groups - in conditions of equal power (Pettigrew, 1998).

Many studies consider that interpersonal relationships play a key role in allowing employees to experience meaningful work (Gersick et al., 2000; Wrzesniewski et al., 2003). Interpersonal relationships tend to raise employees’ motivations, opportunities, and resources at work. Also, few empirical research has been performed for generational differences in terms of work motivation, which creates difficulty in drawing conclusions about how job designs may need to adapt or not to a

younger workforce (Grant et al., 2010). This may be connected to the fact that generational forces are confronted with differences in age and experience, being a challenge for studies on generational differences, suggesting the importance of considering age groups.

1.6. Lifespan Theories

Due to the fact that task and skill variety - knowledge characteristics of work defined as the extent to which the job requires the use of a wide range of skills to complete the work, have received less attention in the job design research (Morgeson & Humphrey, 2008), it is important to analyse Lifespan Theories (Truxillo et al., 2012). According to these theories, different job characteristics tend to have differential benefits to older and younger workers. Since few recent empirical studies have focused on the interaction between job characteristics and age (Frese et al., 2010; Lange et al., 2010; Shultz et al., 2010), the importance of the research in question is enhanced.

Socioemotional Selectivity Theory (Carstensen, 1991) is focused on the selection process, an adaptive behaviour connected to people's perception of time. During the ageing process, people become more selective, maximizing their positive emotional and minimizing their social risks (Carstensen et al., 1999). This theory is crucial to the study, since the focus of motivation changes according to age groups. Young adults are more likely to prioritize future-oriented goals and knowledge-acquisition purposes (Carstensen, 1991).

Task variety - job requires a wide range of tasks (Morgeson & Humphrey, 2006), is useful to younger employees, providing the opportunity to accumulate job skills needed to their careers (Truxillo et al., 2012). According to Zaniboni et al. (2013), high levels of task variety create higher engagement and well-being, especially, on younger employees. High levels of task variety contribute to knowledge acquisition and combined with high levels of feedback on performance and improvement of skills, create higher engagement and motivation on their careers (Marques et al., 2023).

According to an empirical study, job characteristics are important antecedents of turnover intentions (Hackman & Oldham, 1976; Morgeson & Humphrey, 2006). There is a negative relationship between skill variety - extent to which the job requires the use of a range of skills to complete work (Morgeson & Humphrey, 2006), and intention to quit for older workers - relationship is weaker for younger workers. This addresses a gap in the literature on how age interacts with job characteristics (Zaniboni et al., 2013). In a recent empirical study made in Portugal, it was concluded that for younger workers, the relationships between autonomy and engagement, and feedback and engagement are non-significant when task variety is low (Marques et al., 2023).

Connecting with Job Design Theory, one of the main purposes of literature is to maximize workers' resources through enrichment of the job. Although job design literature has had a focus on the average worker (Morgeson & Humphrey, 2006), it does not allow studying the different effects on work outcomes considering individual differences such as age (Zaniboni et al., 2013). Even though lifespan theories do not connect with the idea of generations, they are important to understand the impact of job characteristics in age at work, once this dissertation will consider age groups.

CHAPTER 2

Study 1 – Qualitative Study

To obtain access to representative information, the procedure contained two instruments of data collection: six focus groups and one questionnaire, therefore a qualitative and quantitative analysis, respectively. The main method of the study were the focus groups, represented as study 1, since the nature of the research is qualitative. Due to its qualitative nature, study 1 had specific objectives associated with it, such as:

- 1) Specification of the aspects that affect turnover intentions of young workers;
- 2) Perception of young employees' motivation focus and evolution during their careers;
- 3) Identification of the main job resources and job demands that are important for young workers, in order to remain motivated at work;
- 4) Understanding which factors provide young employees the ideal job;
- 5) Perception of young employees' identification with Generation Z description.

2.1. Methodology

2.1.1. Sample

The sample used in the qualitative study was formed by people of all genders and work fields. The study included thirty-six participants, divided by six focus group, each of them with six people. Participants' demographic characteristics are presented in Table 2.1 and in Annex D.

To participate in the focus group, participants fulfil the following inclusion criteria: age equal or superior to 18 years old: minimum legal age to earn minimum wage in Portugal (Angloinfo Portugal, 2022); age lower than 27 years old (Generation Z is defined by people born between 1995-2010 (Jenkins, 2015)); maximum of 7 years of professional experience and minimum of 6 months; and professional experience in Portugal.

On the contrary, participants that satisfied the following exclusion criteria were not considered: non-professional experience or less than 6 months in Portugal – still in the adaption process; less than 18 years old; equal or more than 28 years old; more than 7 years of professional experience.

The sample of this qualitative study consisted of 22 females (61.11%) and 14 males (38.89%). Due to the inclusion criteria, the average age was only 23.08 years old ($SD= 1.62$). Considering the area of experience, Human Resources ($N= 11$; 30.56%), and Marketing ($N= 7$; 19.44%) were the most frequent fields. In terms of level of education, most participants were attending their Master's degree ($N= 17$;

47.22), and only one had not finished bachelor's degree level. Regarding the length of professional experience, 1.95 years was the average registered ($SD= 1.75$).

Table 2.1

Study 1 - Sample Demographic Characteristics

	Categories	Absolute Frequency	Relative Frequency
Number of Participants	Total	36	100%
Gender	Male	14	38.89%
	Female	22	61.11%
Mean Age	23.08 years old ($SD= 1.62$)		
Mean Years of Experience	1.95 years ($SD= 1.75$)		
Area of Experience	Human Resources	11	30.56%
	Marketing	7	19.44%
	Commercial	5	13.89%
	Data Science	4	11.11%
	IT	4	11.11%
	Finances	2	5.56%
	Logistics	2	5.56%
	Health	1	2.78%
Level of Education	Frequency of bachelor's degree	1	2.78%
	Bachelor's degree	6	16.67%
	Post-graduation	2	5.56%
	Frequency of master's degree	17	47.22%
	Master's degree	10	27.78%
Geographic Area	Lisbon	33	91.67%
	Algarve	3	8.33%

Note. SD = Standard Deviation

2.1.2. Procedure

To obtain access to heterogeneous information, six focus groups were performed. The focus groups were performed according to the analysis of similar studies about the impact of motivation (Grant et al., 2006). The procedure used was Judgemental/Purposive, to allow the sample to meet the criteria defined, ensuring that different personalities and perspectives were present, creating a more dynamic environment. It allowed having access to information that could only be shared due to discussion among peers, forcing the sample to think deeply about their experiences and to analyse other aspects that may emerge. The main goal was to understand their attitudes and motivations regarding their work behaviours (Gaskell, 2008).

The division of participants was made to create a balance between fields of work and gender between each focus group, also considering their availability. The contact with participants was made through telephone and personally. After the confirmation of interest in the participation, participants were allocated to online groups for each focus group that gathered all the information about logistics, timings associated and the access link.

The focus groups were conducted between February 11th and April 4th of 2023. All focus groups were performed online via Zoom, to provide more flexibility to participants and to allow more availability and comfort to them, lasting between 1 hour and 30 minutes and 2 hours and 30 minutes. Due to the participants consent, all sessions were recorded, and then translated granting anonymity. In the beginning of each session, an informed consent was read to the participants, informing them that no personal information would be disclosed and that their participation would be confidentiality as well as their identification, and that they could stop their participation if they intend to.

The moderator and transcription roles were both played by the author. The moderator was more than a facilitator, not assuming sides and questioning all perspectives (Gaskell, 2008).

2.1.3. Instruments of Data Collection

The script of the focus group (Annex E) was semi-structured with questions already prepared, however with flexibility for interaction between participants (Gaskell, 2008). The focus groups started with general questions about participants daily routines, to create a safe space for their opinions. Before all questions, an introduction, a presentation of objectives, rules, and the context of the study were present. Additionally, an ice breaker (Annex F) was performed, with the purpose of integrating them as part of the group. The focus groups started from broad topics to specific content, and from the general associations to the concept of motivation at work, to specific exercises about resources and demands in their jobs. In group, participants were asked to define what job resources and job demands of Job Demands-Resources Model were associated to their ideal job.

The main theories used to create the script of the focus group were Job Demands - Resources Model, asking participants to – a) “Choose 3 job resources and 3 job demands that are present in your current job and to explain why.”, and Job Design Theory, by questioning what aspects were important for them if they could define the conditions of their new job – b) “What would make you change jobs currently?”.

The number of participants was set from six to eight per group, previously unknown between them, since smaller groups show greater potential (Krueger & Casey, 2000). In this case, six per focus group were considered - to gain a variety of perspectives and to not become disorderly or fragmented (Rabiee, 2004). To avoid losing information and to prevent the possibility of lack of memory of why

certain issues were raised, the number of focus groups performed was defined between minimum six and maximum eight, including the pilot experience. However, even though the saturation point was reached around focus group 4 - comprehension of the question started to appear since no new perspectives or opinions were being raised (Gaskell, 2008), two additionally focus groups were performed to reach the minimum number previously defined.

2.1.4. Data Analysis Strategy

All focus groups were analysed together, gathering the recurring themes mentioned, therefore, the results of the qualitative analysis represent all data. Additionally, the focus groups were performed in Portuguese to avoid language barriers in participation. Thus, the translation was made according to the best representation in Portuguese content, however, it may not correspond to the exact idiomatic expressions in English.

The first focus group was considered a pilot session, since the questions were tested in order to be used in the following five groups. It was considered that the question “Which factors are responsible for that change?” would be remove from the script if participants respond to it in the previous question to reduce repetition - “How has your motivation evolved throughout your professional career?”. This phenomenon was registered; therefore, the results will not contemplate answers for the first question mentioned.

For the data analysis, MaxQDA Software (2022) was used, allowing a thematic analysis (Braun & Clarke, 2006). Categories were defined by using both inductive and deductive approaches (Fereday & Muir-Cochrane, 2006). The definition of some of the categories was made *a priori* - a closed approach based on the literature (Silva et al., 2013), and some *a posteriori*, where new categories were created, leading to an open approach derived from the responses. These *a posteriori* categories were created if the content mentioned was not covered under the existing categories mentioned in the literature review. It was considered only one occurrence per person and per subcategory, meaning that if participants mentioned one subcategory in their answers several times, it would only be considered once.

CHAPTER 3

Study 1 - Qualitative Analysis Results

The results were organized according to the script (Annex E), and inputs from all participants were considered. The analysis was made considering five main themes: 1) job search, including main aspects for the acceptance of the current job offer, and for the change into other company or position; 2) Human Resources policies, according to participants' needs; 3) participants' productivity and motivation - evolution during their professional career; 4) job demands and resources, and design of the ideal job; and 5) characterization of Generation Z.

Throughout the results presentation, the categories and subcategories mentioned the most in each theme, having more emphasis in participants' answers, were presented first. For each analysis, references from participants were quoted to justify the respective category. The selected quotes were chosen for representing the whole content of the subcategories. The identification of the participants was coded, being P1.3, participant 3 from focus group 1, for example.

3.1. Job Search

When asked about the process of finding their current job, participants' answers can be classified in two main categories: source (25 occurrences) and recruitment process (19 occurrences). In terms of source, participants mentioned friends/family (P1.3 "I had the contact of someone that worked for the company (...)"), and University (P2.2 "I received an email from college where they shared many (...) opportunities (...)") (both 8 occurrences), as their main sources. Followed by LinkedIn (6 occurrences) (P4.5 "I found my job through LinkedIn") and company's website (3 occurrences) (P5.3 "(...) active research on all the websites of companies that I had interest in"). In terms of recruitment process, fourteen participants considered the simplicity of their process as a positive aspect (P3.1 "My process was simple (...) I had an interview (...) then I got the job (...)"), and only one considered it a complex process. Participants saw duration of the process as an eliminatory factor (P4.2 "I decided to accept this one because it was really fast").

When analysing aspects that made them accept their current job offer, participants considered organizational resources the most important factors (17 occurrences), since fair pay was referred as participants' top priority (P2.4 "(...) first the compensation and benefits"). Development resources (15 occurrences), in terms of possibilities for learning and development (14 occurrences) (P5.5 "(...) the one I accepted was the better in terms of (...) development and learning (...)") and work resources (12

occurrences), in terms of taste for the area and the content of the tasks (P3.6 “(...) the tasks of the job, that were what I was looking for”) were also participants priorities. After that, participants referred reputation of the company (9 occurrences), flexibility (9 occurrences), location (5 occurrences), social resources (4 occurrences) and sustainability (1 occurrence).

When facing the decision of accepting a new job offer, participants kept the same priorities: organizational resources (23 occurrences) namely fair pay, even for participants that are satisfied with their current job (P4.6 “I would only change if I had the opportunity (...) to earn (...) more”). Developmental resources (18 occurrences) and work resources (13 occurrences) remain as participants’ priorities number 2 and 3, respectively. However, in this case, participants referred career perspective as their main concern in terms of development resources (9 occurrences) (P4.4 “(...) there is no progression in this company ... for us that are young is one of the most important things (...)), with possibilities for learning and development (3 occurrences) as the least mentioned resource in this category. In terms of work resources, autonomy is mentioned as the leading priority (7 occurrences) (P4.6 “(...) it will help to reach leadership positions”), followed by taste for the area and content of the tasks (6 occurrences) (P3.5 “(...) I am still trying to understand if the field of investigation is a field that I would like to pursue”). By order, the remain categories mentioned reflect flexibility (10 occurrences), social resources (9 occurrences), international mobility (6 occurrences), location (4 occurrences) and reputation of the company (1 occurrence).

3.2. Human Resources Policies

When asked to evaluate what was offered in terms of Human Resources policies in their organization, answers were divided in two parts: positive evaluation (8 occurrences) and negative evaluation (18 occurrences). In terms of positive evaluation, four categories were mentioned. Flexibility (4 occurrences) (P4.5 “I can have 100% remote and a very flexible schedule”) was mentioned as main positive aspect. Followed by organizational resources (3 occurrences), regarding communication and benefits; developmental resources (2 occurrences), in terms of possibilities for learning and development; and recruitment and selection (1 occurrence). Negative evaluation show that policies regarding developmental demands (8 occurrences) and organizational demands (9 occurrences) were the main concerns. Developmental demands were referred with focus on lack of performance feedback (P3.1 “Lack of feedback to improve our performance (...)”) and lack of possibilities for learning and development (P4.3 “(...) training should be more personalized to the needs of every person (...)”) (both 3 occurrences).

When asked if those policies fitted their current needs, the negative focus was on organizational demands and developmental demands (both 5 occurrences). Regarding organizational demands, lack

of communication (3 occurrences) (P2.6 “(...) communication of strategies can also be a problem in the company”), and lack of salary increase (2 occurrences) (P2.3 “(...) they have not received any improvement”) were mentioned. In terms of developmental demands, lack of performance feedback (3 occurrences) (P5.5 “(...) the purpose of providing feedback (...) is to allow us to (...) improve but feedback is not provided”) and lack of career perspective (2 occurrences) (P2.1 “(...) the company forgets about what is important to make their workers growth and evolve”) were the main focus.

In a more positive approach, remote flexibility (5 occurrences) (P1.2 “(...) 3 days remote and 2 days at the office schedule works perfectly for me”); developmental resources (4 occurrences), regarding possibilities for learning and development (P2.3 “(...) we can do all types of workshops...also about others that we may be interest in”); and internal mobility (3 occurrences) (P2.4 “(...) they see if they can find someone for the position within the company and if not, only then they search the pool of talent outside”) were the most mentioned aspects.

If participants could rearrange their companies Human Resources policies, flexibility would be their main concern. Two participants mentioned the importance of flexibility (P3.3 “(...) flexibility to work from home would be important (...)”) and six referred schedule flexibility (P4.4 “(...) it is not productive staying in the office just because we need to reach a certain number of hours”). In terms of developmental demands, lack of career perspective (4 occurrences) (P1.3 “(...) is also a very important factor for me, however in my company there are no policies that can provide that”) and lack of performance feedback (1 occurrence) (P1.4 “(...) the methods used to evaluate (...) are not appropriated (...)”) were once again mentioned as the participants priorities that were not being fulfilled. In a positive perspective, developmental resources (4 occurrences) - possibilities for learning and development are being provided to participants (P3.1 “(...) they provide me learning sessions, workshops...to improve my skills”).

3.3. Motivation at Work

When asked about what affected their productivity at work, participants tended to report a more negative perspective (32 occurrences), mentioning work demands (8 occurrences) and social demands (5 occurrences) as the aspects that affected them the most. Regarding work demands, the aspect that made participants productivity decrease was mainly the content and deadline of the task (5 occurrences) (P5.1 “Small tasks, whose results will not be seen as easily, will not motivate me as much”). In terms of social demands, lack of supervisor support (2 occurrences) (P2.5 “(...) the lack of flexibility from the leadership positions”) and negative team atmosphere (3 occurrences) (P3.2 “The heavy environment makes difficult to be motivated (...)”) had the most significant effect on participants.

In a positive perspective (21 occurrences), social resources (11 occurrences) were reported to increase the most participants' productivity, with greater impact of team atmosphere factors (7 occurrences) (P5.6 "If there is not a good environment (...) we will not be as productive as we could."). Remote flexibility (2 occurrences), quantity of work, in terms of a positive association to work overload as a source of productivity and motivation without feeling bored (4 occurrences), and work resources in terms of content of the task (4 occurrences) are also responsible to have a positive impact on participants productivity at work. Additionally, sleep and nutrition are also mentioned by three participants as factors that can either improve or increase productivity (P4.6 "Sleep for me is fundamental").

In terms of motivation evaluation, there was a greater balance between increasing and decreasing perspectives. Six participants referred that their motivation was lower at the beginning (P6.3 "(...) doing only training sessions making the job more boring"), seven mentioned the opposite situation (P2.6 "(...) everything is more magical, and every day is a new thing"), and six stated that their motivation had not decreased or increased but their focus had changed (P1.4 "(...) it was more about gaining experience"). Currently, the same balance occurs, whereas eight participants mentioned having more motivation "(...) when you start being more autonomous (...)" (P6.4), and nine stated being less motivated at the moment (P3.3 "(...) now those challenges feel like my daily basis tasks"). In addition, ten references were made to the new focus of motivation (P4.3 "(...) factors that influence your motivation change along the time. It is not bad or good, it is just different").

To keep motivation at work, participants mentioned that social resources and work resources are the most crucial aspects (both 6 occurrences). Regarding social resources, recognition (P3.5 "My motivation rises if I see that my work is being recognized (...)") and team atmosphere (P4.3 "Good relationships at work...making processes more agile") (both 3 occurrences) were two aspects referred. In terms of work resources, challenging work (5 occurrences) was stated as crucial in order to increase motivation (P4.5 "More challenging ...themes motivate me more"). Developmental resources (5 occurrences) were also mentioned as important sources to increase motivation, with special attention to career perspective (3 occurrences) (P3.4 "If I knew that I would be able to...achieve a higher position in the company, it would motivate me more") and performance feedback (2 occurrences) (P4.3 "Having feedback, not only in terms of results but also from people that work with me").

3.4. Job Resources and Job Demands

To choose which job resources and job demands were present in participants' jobs, Job Demands-Resources Model was presented to each group, as seen in the second image of Annex F.

In terms of job resources, participants referred social resources (46 occurrences) as the resources they value more in their jobs. Team atmosphere, supervisor support (both 14 occurrences) and co-worker support (9 occurrences) were more emphasized than other social resources mentioned: team effectiveness (3 occurrences), role clarity (3 occurrences), recognition (2 occurrences) and fulfilment of expectations (1 occurrence). Regarding team atmosphere, participants mentioned the “(...) good environment, not being competitive and very pacific (...)” (P2.2). Supervisor support was also highlighted by participants, affirming that they are “always present and available to clarify every doubt (...)” (P3.6). Co-worker support is also present in participants’ jobs, feeling “(...) a lot of support and team spirit” (P2.1).

Work resources (27 occurrences) appear in second, in terms of participants appreciation of resources at their work. Task variety (11 occurrences) is highly stated, being important for them “(...) not doing the same thing every day” (P6.4) and to be “able to growth in terms of skills and knowledge” (P3.6). Participation in decision-making and use of skills (both 5 occurrences) were also referred as important work resources (P2.6 “(...) the fact that they are willing to listen to me, pleases me a lot”) (P4.3 “(...) use of skills and also to acquire new ones”). Person-job fit, and availability of tools were mentioned by three participants each.

Thirdly, developmental resources (13 occurrences) are present in participants’ jobs in terms of performance feedback (6 occurrences) (P4.4 “(...) when I do something bad they tell me...giving me the chance to improve”), possibilities for learning and development (4 occurrences) (P1.2 “(...) workshops (...) to learn new skills”), and career perspective (3 occurrences) (P1.1 “(...) roles that can be in my reach and the path...is very clear”). Finally, organizational resources are the least mentioned by participants, indicating communication, trust in leadership, fair pay (2 occurrences each), and organizational justice (1 occurrence).

In terms of job demands, participants focused their answers on organizational (30 occurrences) and quantitative demands (29 occurrences). Regarding organizational demands, participants’ complains have fallen on bureaucracy (15 occurrences) (P1.3 “Majority of the processes have many steps...), and on role conflicts (8 occurrences) due to “(...) lack of communication (...)” (P3.5), because “tasks are not well defined” (P3.4). Interpersonal conflicts (5 occurrences) and negative changes (2 occurrences) were referred as well. Regarding quantitative demands, participants mentioned work overload (P1.4 “(...) many projects for the dimension of my team (...)”) and slow pace of change (both 11 occurrences) (P3.1 “People who have been in the company the longest do not want to change (...)”) as their main concerns in their jobs, referring work underload (7 occurrences) (P5.5 “I do not have things to do”) as well.

Thirdly, in terms of qualitative demands (21 occurrences), physical demands (P2.2 “Old equipment that is not appropriated to the job, such as small screens”) and work-home conflict (P2.5 “I cannot find

a balance between work and my personal life (...)" contributed to this number of references (both 7 occurrences), since mental (4 occurrences) and emotional demands (3 occurrences) were rarely mentioned by participants. Out of previously established categories, lack of career perspective and schedule demands (both 1 occurrence) were pointed as job demands that should be integrated to justify their answers.

Table 3.1 summarizes the previous information, to allow a better understanding of which specific job resources and job demands were mentioned for having more impact in participants current jobs.

Table 3.1

Main Job Resources and Job Demands (Individual Exercise)

Occurrences	Job Resources	Occurrences	Job Demands
14	Supervisor Support (Social Resource)	15	Bureaucracy (Organizational Demand)
14	Team Atmosphere (Social resource)	11	Work overload (Quantitative Demand)
11	Task Variety (Work Resource)	11	Pace of Change (Quantitative demand)
9	Co-worker support (Social Resource)	8	Role Conflicts (Organizational Demand)

Also related to Job Demands-Resources Model, a group exercise in each focus group was performed to discover which job resources would design the ideal job and which job demands would be chosen for having the smallest negative effect on motivation. Across all groups the answers were similar, with fair pay (organizational resource) being chosen as the most important resource in all groups (P1.5 "The salary is the base for each offer...We work not only for our own development but to earn the fair pay we deserve for our performance"). Pace of change (quantitative demand) was the number one job demand, indicated by all, to affect less the definition of the perfect job (P4.4 "(...) if the rhythm is fast and the environment is changing (...) we can use that as something good...I think that is not as bad as other demands").

Team atmosphere (social resource) (P1.4 "(...) a team can have good results, but inside the atmosphere can be prejudicial") chosen by four groups, was mentioned as an important aspect present in the ideal job. Bureaucracy, an organizational demand chosen by five groups, was referred as being the job demand that participants would prefer having when confronted with the need to state which demand they would handle in a more positive way (P2.4 "(...) we accept it more because it happens. I prefer having to deal with that than with home-work conflict or mental demands").

In terms of job resources, possibilities for learning and development (development resources) (P6.3 “I was so focused in one area (...) I ended up working in an area that I have never thought about but now I love”) were mentioned by two groups as essential. Work underload (P4.3 “When you have so much work to do you want to learn new programs or skills, but you cannot”), work overload (P5.4 “(...) when there is a lot of work it can create a feeling of realization”) and physical demands (P6.2 “(...) I need to bring equipment from one side to another and is not because of that that I am not motivated”) were considered, by two groups each, as demands that would not prejudice work as much.

For a better understanding, Tables 3.2 and 3.3 summarize the final decision of the six focus groups and the frequency that each job resource and job demand was chosen, respectively.

Table 3.2

Job Resources and Job Demands of Ideal Job (Group Exercise)

	Focus Group 1	Focus Group 2	Focus Group 3	Focus Group 4	Focus Group 5	Focus Group 6
Job Resources	Fair Pay	Supervisor Support	Team Atmosphere	Fair Pay	Fair Pay	Fair Pay
	Possibilities for Learning and Development	Recognition	Task Variety	Person Job-Fit	Team Atmosphere	Team Atmosphere
	Team Effectiveness	Fair Pay	Fair Pay	Team Atmosphere	Career Perspective	Possibilities for Learning and Development
Job Demands	Mental Demands	Pace of Change	Bureaucracy	Pace of Change	Bureaucracy	Pace of Change
	Work Underload	Work Overload	Pace of Change	Work Underload	Pace of Change	Physical Demands
	Pace of Change	Bureaucracy	Physical Demands	Bureaucracy	Work Overload	Bureaucracy

Table 3.3

Main Job Resources and Job Demands of Ideal Job (Group Exercise)

	Frequency of Choice	Subcategory	Category
Job Resources	6	Fair Pay	Organizational Resource
	4	Team Atmosphere	Social Resource
	2	Possibilities for Learning and Development	Developmental Resource
Job Demands	6	Pace of Change	Quantitative Job Demand
	5	Bureaucracy	Organizational Demand

3.5. Generation Z Characteristics

When asked to characterize their generation, participants focused their answers on four main aspects: ambition (6 occurrences) (P3.4 “(...) opportunities and conditions that cannot be taken for granted”); ability to adapt (5 occurrences) (P1.3 “(...) to new environments and ways of performing”); demanding (5 occurrences) (P1.1 “...in terms of expectations”); and innovation (4 occurrences) (P4.4 “(...) we see things in a different perspective”). High level of education (3 occurrences), good team atmosphere (2 occurrences), preference for technology, lack of commitment and stress (all with 1 occurrence) were also mentioned as other characteristics.

When confronted with their own reflection on this definition, participants tended to agree (8 occurrences) (P1.2 “(...) all of us tend to have those characteristics and to be influenced by our peers”). Only three participants referred not agreeing (P5.1 “I do not think it represents 100%). Regarding the influence of age in their answers, perspectives were balanced, with five participants agreeing (P2.5 “There are things that our generation does not tolerates but older generations do. They are conformed with the lack of change, but we are not.”) and four mentioning the lack of influence in their answers (P1.5 “(...) age is not a good predictor to indicate the amount of personal experience that we may have (...) Even though our perspective change over time I believe that some aspects remain the same, such as our personal values, for example being against harassment”).

According to participants answers, eleven references were made to the change of opinions fifteen years from now, especially since they will have “more life and professional experience and probably different goals to reach” (P1.4) and “(...) family or more economic responsibilities make people tolerate more certain things” (P2.6). Only two participants believed that no drastic changes in answers will occur (P1.6 “(...) good communication will be something that I will always want”), and three remain undecided (P2.6 “I do not know where I am going to be”).

Additionally, other reasons for these changes, were mentioned: fair pay (organizational resource) (2 occurrences) (P1.6 “There are things that will remain the same such as (...) a balanced salary”), the location (P1.4 “(...) the location of my house will have effect (...) since living in Lisbon can be very expensive”), and remote flexibility (both 1 occurrence) (P1.6 “(...) now I do not have hybrid work system but is not critical, but if I had kids, it would be essential”).

CHAPTER 4

Study 2 - Quantitative Study

In addition to the qualitative analysis presented on chapter 3 (study 1), a quantitative study was performed (study 2), through a questionnaire. The survey was used to confirm and complete information about which variables impact employees' engagement and commitment at work, and consequently, their level of turnover intentions. It was only sent and structured after the focus groups were analysed, since the variables emerged from the main topics mentioned in the focus groups. Once the conclusions of study 1 refer only to younger employees, age groups will be considered as an important moderator of study 2.

The hypotheses and the conceptual model were defined *a posteriori*, according to the literature review and the analysis and results of the qualitative study. By analysing Table 3.1, the results of job resources and job demands highlighted for being present in participants' job, and Table 3.3, the ranking of job resources responsible for creating the ideal job and job demands with more acceptance to be present in a job, the following constructs emerged: co-worker and supervisor support, team atmosphere, possibilities for learning and development, task variety and fair pay. Besides these dimensions, the reference to the importance of flexibility on the job, either remote or in terms of schedule, enhance the importance to analyse these aspects, according to the dimension of autonomy, since there was no scale to measure the concept of flexibility. The concepts of engagement, affective commitment and turnover intentions were present in the questionnaire as well.

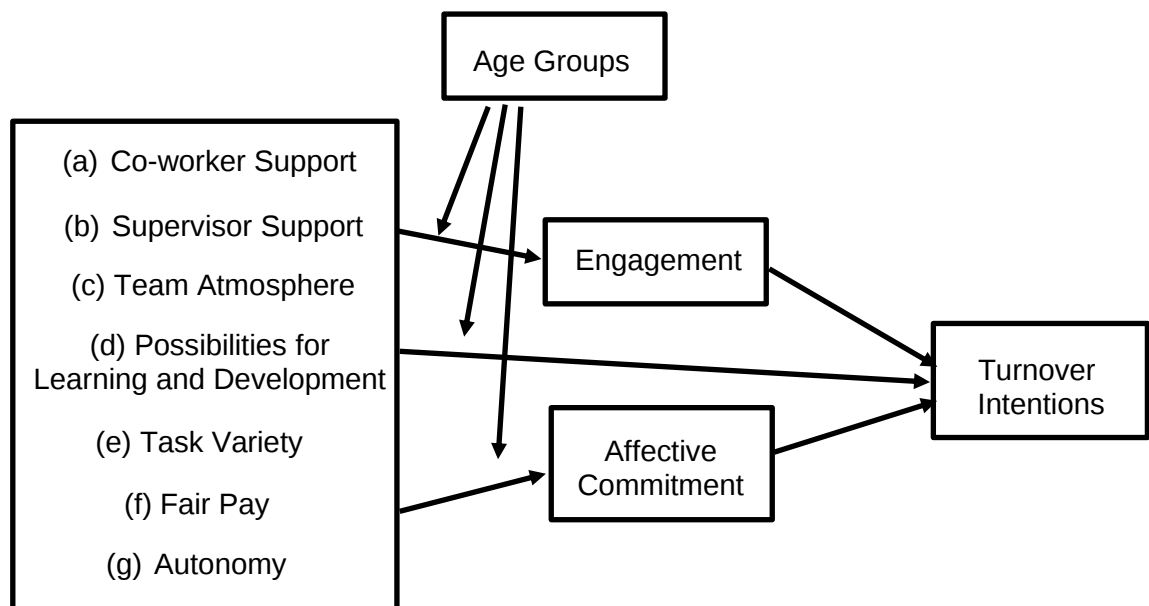
Summarizing, the hypotheses of the study and the conceptual model are presented:

H1: The perception of (a) co-worker support, (b) supervisor support, (c) team atmosphere, (d) possibilities for learning and development, (e) task variety, (f) fair pay, (g) autonomy is related with turnover intentions, in the sense that the higher the level of (a) co-worker support, (b) supervisor support, (c) team atmosphere, (d) possibilities for learning and development, (e) task variety, (f) fair pay, (g) autonomy, the lower the level of turnover intentions, especially for younger employees.

H2: The relation between (a) co-worker support, (b) supervisor support, (c) team atmosphere, (d) possibilities for learning and development, (e) task variety, (f) fair pay, (g) autonomy and turnover intentions is mediated by engagement, in the sense that the higher the level of (a) co-worker support, (b) supervisor support, (c) team atmosphere, (d) possibilities for learning and development, (e) task variety, (f) fair pay, (g) autonomy, the higher the level of engagement, and the lower the level of turnover intentions, especially for younger employees.

H3: The relation between (a) co-worker support, (b) supervisor support, (c) team atmosphere, (d) possibilities for learning and development, (e) task variety, (f) fair pay, (g) autonomy and turnover intentions is mediated by affective commitment, in the sense that the higher the level of (a) co-worker support, (b) supervisor support, (c) team atmosphere, (d) possibilities for learning and development, (e) task variety, (f) fair pay, (g) autonomy, the higher the level of affective commitment, the lower the level of turnover intentions, especially for younger employees.

Figure 4.1



Conceptual Model of Study 2

4.1. Methodology

4.1.1. Sample

In order to answer the questionnaire, the sample (non-probabilistic) would have to fulfil the criteria of being currently working in Portugal, only moving forward in the first section if that condition was confirmed. In this case, and in contrary to study 1, the sample did not have age restrictions, to allow a better comparison of the perception of each variable according to age, being the variable age groups a moderator of the model. The questionnaire reached a total of 169 people, however, only 139 answers were considered valid, representing answers that reached at least 80% of the questionnaire, only including three answers that were not fully completed. The percentage of withdrawal was 17.75%.

The sample consists of 89 females (64.03%) and 47 males (33.81%), and three people that did not disclosure information about their gender. In terms of age, the average was 32 years old ($SD= 12.34$),

ranging from 18 to 60 years old. Regarding the area of experience, most participants refer Human Resources ($N= 29$; 20.86%), Others ($N= 26$; 18.71%) and Engineering ($N= 15$; 10.79%), being Law/Justice ($N= 3$; 2.16%), Social Communication ($N= 2$; 1.44%) and Restauration ($N= 1$; 0.72%) the least mentioned. In terms of level of education, Bachelor's degree was verified as the most common degree among participants ($N= 78$; 56.12%), followed by Master's degree ($N= 38$; 27.34%) and Highschool (12th Grade) ($N= 17$; 12.23%). In terms of months of professional experience, the average was 109.65 months/ 9.14 years ($SD= 140.43$ months/11.7 years).

Table 4.1

Study 2 - Sample Demographic Characteristics

	Categories	Absolute Frequency	Relative Frequency
Answers	Answers Registered	169	100%
	Answers Valid	139	82.25%
	Answers 100% completed	136	80.47%
Gender	Female	89	64.03%
	Male	47	33.81%
	No Information	3	2.16%
Mean Age	32 years old ($SD = 12.34$)		
Area of Experience	Human Resources	29	20.86%
	Others	26	18.71%
	Engineering	15	10.79%
	Commercial/Services	13	9.35%
	Education/Teaching	11	7.91%
	Accounting/Finance	10	7.19%
	Advertising/Marketing	9	6.47%
	Health	7	5.04%
	Hospitality/Tourism	5	3.60%
	Logistics	5	3.60%
	Law/Justice	3	2.16%
	No information	3	2.16%
	Social Communication	2	1.44%
	Restauration	1	0.72%
Level of Education	9 th Grade	1	0.72%
	Highschool (12 th Grade)	17	12.23%
	Bachelor's Degree	78	56.12%
	Master's Degree	38	27.34%
	Doctor's Degree	1	0.72%
	No Information	3	2.16%

Length of Professional Experience	109.65 months/ 9.14 years (SD = 140.43 months/11.7 years)
-----------------------------------	--

Note. *SD* = Standard Deviation

In addition, and for a better understanding of the age groups defined in the following chapters, the data regarding the two age groups considered is displayed in Table 4.2.

Table 4.2

Study 2 - Sample of Different Age Groups

Age Groups	Age	Mean Age (SD)	Gender	Absolute Frequency	Relative Frequency
Age Group 1	>=28 years old	46 years old (SD=8.74)	40=Female 12=Male	52	38.24%
Age Group 2	[>=18;<=27 years old]	23.35 years old (SD=3.1)	49=Female 35=Male	84	61.76%

Note. *SD* = Standard Deviation

4.1.2. Procedure

The data was collected through an online questionnaire developed on Qualtrics Survey, sent online via link on social media (Facebook, Instagram, and LinkedIn) and sent directly to personal contacts, in order to achieve the higher number of participants, according to a snowball procedure – contacting close individuals and then asking them to nominate other.

The questionnaire was available between May 17th and July 15th of 2023 and had a duration of approximately of 10 minutes (Annex G). The survey was constructed according to other similar studies about impact on turnover intentions for older and younger workers (Truxillo et al., 2013), and presented in Portuguese to allow a better understanding for participants. The goal of the study, the duration of the questionnaire, and the rights of each participant were specifically presented in the beginning of the questionnaire in an informed consent, granting confidentiality and anonymity, and to inform about the possibility to do not participate or to withdraw their data from the process. Each segment of the questionnaire was followed by the proper instructions, avoiding lack of understanding.

4.1.3. Instruments of Data Collection and Variables

The questionnaire was divided into seven sections, and each variable was presented according to specific measuring scales (Annex G). In the first section, the informed consent was presented and the confirmation that participants were working currently was made.

In section 2, participants had to take into consideration the organization and the characteristics of their current job. To measure co-worker support, supervisor support, team atmosphere and possibility for learning and development, four subscales with three items each from Copenhagen Psychosocial Questionnaire (COPSOQ; Kristensen, et al., 2005) were used, according to the adaption for the Portuguese population made by Silva (2006). For task variety were used four items of Work Design Questionnaire (WDQ; Morgeson et al., 2006), a scale also validated for Portuguese population (Proença, 2015). To measure fair pay, four items of Human Resources practices from Boon et al. 's study (2011) were chosen according to its importance. In this section, the variables were measured with a Likert scale from 1 (Never) to 5 (Always), except fair pay, where a Likert scale from 1 (Totally disagree) to 5 (Totally agree) was applied.

When evaluating their current situation (section 2), the variables registered the following level of Alpha Cronbach: co-worker support ($\alpha = .66$) (e.g., "I get help and support from my colleagues, if needed"), supervisor support ($\alpha = .85$) (e.g., "My immediate superior is willing to listen to my problems at work, if needed"), team atmosphere ($\alpha = .76$) (e.g., "I feel part of a community at my work place"), possibility for learning and development ($\alpha = .68$) (e.g., "I use my skills or expertise in my work"), task variety ($\alpha = .94$) al., 2006) (e.g. "The job requires the performance of a wide range of tasks."), and fair pay ($\alpha = .88$) (e.g., "The organization offers me a competitive salary"). However, in the case of possibility for learning and development, the first item - "I have the possibility of learning new things through my work" was removed, since with that item the Alpha of Cronbach was lower than .65.

In section 3, autonomy ($\alpha = .90$), with reference to autonomy in work planning ($\alpha = .86$) (e.g., "The job allows me to plan how I do my work"), autonomy in decision making ($\alpha = .83$) (e.g., "The jobs allows me to make a lot of decisions on my own") and autonomy in work methods ($\alpha = .87$) (e.g. "The job allows me to make decisions about what methods I use to complete my job"), was measured with three items each, according to Work Design Questionnaire (WDQ; Morgeson et al., 2006) validated for Portuguese population (Proença, 2015), with a Likert scale from 1 (Totally disagree) to 5 (Totally agree).

Following, in section 4, engagement ($\alpha = .95$) was measured according to Utrecht Work Engagement Scale (UWES-9; Schaufeli & Bakker, 2004) divided into vigour ($\alpha = .90$) (e.g., "At my work, I feel bursting with energy"), dedication ($\alpha = .87$) (e.g., "I am proud on the work that I do."), and absorption ($\alpha = .86$) (e.g., "I feel happy when I am working intensely."), each with three items, adapted by Sinval et al. (2018) to the Portuguese version, and measured with a Likert scale from 1 (Never) to 7 (Always).

Affective commitment ($\alpha = .86$) was analysed in section 5, with focus on the Affective Commitment Scale (Allen & Meyer, 1990), adapted by Nascimento et al. (2008), with six items (e.g., "I do not feel 'emotionally attached' to this organization"), evaluated from 1 (Totally disagree) to 6 (Totally agree) on the Likert scale. Finally, turnover intentions ($\alpha = .92$) were measured according to Turnover Cognition

Scale (Bozeman & Perrewé, 2001), a unidimensional scale composed by five items (e.g., “I will probably look for a new job in the near future”) and adapted to Portuguese language by Barbosa (2012), evaluated from 1 (Totally disagree) to 5 (Totally agree) in the Likert scale.

The last sections of the questionnaire included information about participants’ personal information, such as gender, age, level of education concluded, field and months of professional experience. This placement had the purpose to avoid losing important answers about specific variables - caused by withdrawal. At the end, a thank you message was shown.

4.1.4. Data Analysis Strategy

After the results extraction from Qualtrics, the data collected was analysed on Statistical Package for Social Sciences (SPSS, version 29), following the previous preliminary analysis and treatment of the initial results, only considering the answers that were at least 80% completed. Secondly, three items from affective commitment and other three from turnover intentions were inverted into new variables to allow the right analysis – indicated with “R” in Annex G. All data analysed was reported with a confidence interval of 95%.

To understand the reliability of each scale, a reliability analysis was performed, and the respective Alpha of Cronbach was presented in subchapter 4.1.3. In order to proceed with the analysis, the several items associated to the same variable were computed into one single new variable, and the variables age groups were defined as well. Subsequently, descriptive statistics were calculated, and a correlation matrix was created, using Pearson and Spearman coefficients to facilitate the analysis of associations between variables (Table 5.1).

According to the conceptual model present in chapter 4, a moderated mediation was performed for each resource (co-worker support, supervisor support, team atmosphere, possibilities for learning and development, task variety, fair pay, autonomy), according to the respective mediators (engagement and affective commitment), using age groups as the moderator variable (Model 8 - SPSS). This analysis was performed with Process Macro (version 4.2) (Hayes, 2022). Finally, and in a post-hoc analysis, to understand the level of importance of each resource for turnover intentions, two multiple regressions were performed, one for each age group, including all resources.

Study 2 – Quantitative Analysis Results

5.1. Descriptive Statistic and Correlation Analysis

Descriptive statistics and correlation analysis are presented in Table 5.1. Participants perceive their jobs as having high levels of team atmosphere ($M= 4.20$; $SD= .63$). Fair pay ($M= 2.65$; $SD= .92$) was presented as being the resource with the worst evaluation. Participants also reveal having relatively high levels of engagement ($M= 4.54$; $SD= 1.29$), but average levels of affective commitment ($M= 3.96$; $SD= 1.11$). Turnover intentions are slightly below the average point of the scale ($M= 2.79$; $SD= 1.14$).

Since continuous and nominal variables will be used in the data analysis, Pearson and Spearman correlation analysis were made. Age groups and length of professional experience, the two variables used as criteria for inclusion in the qualitative study, were also included in this quantitative analysis.

Age groups and the length of professional experience present a positive and significant correlation with affective commitment ($r= .33$; $p< .01$ and $r= .40$; $p< .01$, respectively), therefore, the longer the career, the higher the levels of affective commitment and the younger the employees the higher their affective commitment. A very high correlation between age groups and the length of professional ($r= -.80$; $p< .01$) allows using age groups as the only moderator for this study. The correlation between these variables and co-worker support and supervisor support is significant in both cases but positive for age groups and the two resources ($r= .24$; $p< .01$ and $r= .23$; $p< .01$, respectively), and negative for length of professional experience and the resources ($r= -.20$; $p< .01$ and $r= -.27$; $p< .01$, respectively). Therefore, belonging to the age group of older employees (i.e., employees with 28 years old or more) is related to lower levels of co-worker support and supervisor support compared to belonging to the other age group (between 18 and 27 years old). No significant correlations were obtained between age groups and the remaining variables.

Considering the independent variables, the highest significant and positive correlations are verified between team atmosphere and co-workers support ($r= .60$; $p< .01$), and task variety and possibilities for learning and development ($r= .54$; $p< .01$). The lowest significant correlations occur between task variety and co-worker support, fair pay and co-worker support, and possibilities for learning and development and fair pay (all with $r= .19$; $p< .05$). The significant and positive correlations show that when one resource raises, the other increases in the same proportion, being team atmosphere and co-workers support, the independent variables with the higher impact of growth between them.

Besides the high positive significant correlation between mediators: engagement and affective commitment ($r = .70; p < .01$), engagement also presents the highest significant positive correlation with possibilities for learning and development ($r = .52; p < .01$) and autonomy ($r = .51; p < .01$), and the lowest positive and significant correlation with fair pay ($r = .32; p < .01$), and the length of professional experience ($r = .17; p < .05$), as well. Possibilities for learning and development have the highest impact on increasing engagement levels.

In terms of affective commitment, team atmosphere ($r = .44; p < .01$) represents the highest significant and positive correlation and co-worker support ($r = .21; p < .05$) the lowest. Therefore, high levels of team atmosphere create a higher positive impact, by raising affective commitment levels the most, when comparing to other independent variables of the model.

Turnover intentions, reveal higher significant correlations with the mediators: affective commitment ($r = -.68; p < .01$) and engagement ($r = -.52; p < .01$). Thus, and due to the negative correlations, the higher the levels of these mediators, the lower are employees' intentions to leave the company. In terms of correlation with the independent variables, team atmosphere ($r = -.38; p < .01$) and possibilities for learning and development ($r = -.35; p < .01$) represent the higher significant and negative correlations, and co-worker support and supervisor support (both $r = -.20; p < .01$), the lower significant correlation with turnover intentions. High levels of team atmosphere have more impact in decreasing turnover intentions.

Table 5.1*Mean, Standard Deviation and Pearson and Spearman Correlations*

	<i>M</i> (<i>SD</i>)	1.	2.	3.	4.	5.	6.	7.	8.	9.	10.	11.
1. Age Groups	--											
2. Length of Professional Experience (months)	109.65 (140.95)	-.80**										
3. Co-worker Support	3.86 (0.58)	.24**	-.20**									
4. Supervisor Support	3.44 (0.82)	.23**	-.27**	.46**								
5. Team Atmosphere	4.20 (0.63)	.11	-.07	.60**	.48**							
6. Possibilities for Learning and Development	3.97 (0.58)	-.08	.15	.25**	.29**	.34**						
7. Task Variety	3.81 (0.77)	-.15	.25**	.19*	.16	.20*	.54**					
8. Fair Pay	2.65 (0.92)	.11	-.10	.19*	.27**	.27**	.19*	-.04				
9. Autonomy	3.69 (0.64)	-.07	-.10	.25**	.09	.40**	.36**	.13	.25**			
10. Engagement	4.54 (1.29)	-.17	.17*	.36**	.38**	.49**	.52**	.39**	.32**	.51**		
11. Affective Commitment	3.96 (1.11)	.33**	.40**	.21*	.30**	.44**	.36**	.31**	.25**	.43**	.70**	
12. Turnover Intentions	2.79 (1.14)	-.41**	-.43**	-.20*	-.20*	-.38**	-.35**	-.32**	-.29**	.24**	-.52**	-.68**

Note. *N* = 139, Age Groups: 1= (>=28 years old), 2= (>=18; <=27 years old), **p* <.05, ***p* <.01, *M* = Mean, *SD* = Standard Deviation

5.2. Moderated Mediation Model

To test hypotheses 2 and 3, it was used model 8 of Macro Process (Hayes, 2022). Due to the data provided from the direct effects of this analysis, hypothesis 1 will also be tested in this moderated mediation. Fourteen moderated mediations were tested: seven to analyse the moderated mediating effect of engagement between each resource and turnover intentions, and seven to analyse the moderated mediating effect of affective commitment between the resources and turnover intentions, all with age groups as a moderator. Results of the models are displayed in Table 5.2. According to Hayes (2013), the significance of the effects of the mediation can be assumed if 0 is not within the confidence interval (BootLLCI; BootULCI).

For the first model, H1b), regarding supervisor support, ($B = -.50$, Boot CI = $-.90; -.10$) is supported, thus, age groups moderate the relationship between supervisor support and turnover intentions. Results suggest that the effect is significant for the group of younger employees (Age Group 2) ($B = -.40$, Boot CI = $-.70; -.10$), and not significant for the group of older employees (Age Group 1) ($B = .10$, Boot CI = $.20; -.39$). All the other sub hypothesis from hypothesis 1 were not supported in both models. Even though H1b) is not supported in model 2, there is a moderation effect of age groups in the relation between supervisor support and affective commitment ($B = -.44$, Boot CI = $.04; .83$), being crucial for the commitment but not for their turnover intentions ($B = -.29$, Boot CI = $-.66; .08$). This effect is higher for younger employees ($B = .81$, Boot CI = $.53; 1.09$) than for older employees ($B = .37$, Boot CI = $.09; .65$).

Considering hypothesis 2, none of the sub hypotheses are supported, meaning that age groups do not moderate the relation between these job resources, engagement, and turnover intentions. However, H3b) is supported ($B = -.27$, Boot CI = $-.52; -.04$), suggesting that the effect of supervisor support is more significant for the group of younger employees ($B = -.50$, Boot CI = $-.72; -.31$), than for the group of older workers ($B = -.23$, Boot CI = $-.42; -.06$). Every other sub hypothesis of hypothesis 3 was not supported. For the other resources, age groups is not a moderator of the relation between them, affective commitment, and turnover intentions.

As seen in Annex H, where additional information is displayed, it is important to highlight a few significant effects, outside the scope of our hypotheses. In model 1, there is a significant direct effect between the following variables: team atmosphere and turnover intentions ($B = -.88$, Boot CI = $-1.76; -.01$), possibilities for learning and development and engagement ($B = 1.26$, Boot CI = $.09; 2.44$), and autonomy and engagement ($B = 1.20$, Boot CI = $.03; 1.38$). Whereas for model 2, affective commitment presents significant direct effects with the respective resources: team atmosphere ($B = .90$, Boot CI = $.06; 1.73$), possibilities for learning and development ($B = 1.19$, Boot CI = $.18; 2.21$), task variety ($B = .95$, Boot CI = $.14; 1.74$), and autonomy ($B = 1.46$, Boot CI = $.49; 2.43$).

Table 5.2*Effects of Moderated Mediations (Process Model 8)*

	<i>B (SE)</i>	<i>BootLLCI</i>	<i>BootULCI</i>
<i>H1 – Model 1</i>	.08 (.29)	-.49	.66
H1a) Co-worker Support * Age Groups → Turnover Intentions	-.50 (.20)	-.90	-.10
H1b) Supervisor Support * Age Groups → Turnover Intentions	.28 (.26)	-.23	.80
H1c) Team Atmosphere * Age Groups → Turnover Intentions	.08 (.29)	-.49	.65
H1d) Possibilities for Learning and Development * Age Groups → Turnover Intentions	-.02 (.22)	-.46	.42
H1e) Task Variety * Age Groups → Turnover Intentions	.03 (.18)	-.32	.38
H1f) Fair Pay * Age Groups → Turnover Intentions	.28 (.28)	-.27	.83
H1g) Autonomy * Age Groups → Turnover Intentions			
<i>H1 – Model 2</i>			
H1a) Co-worker Support * Age Groups → Turnover Intentions	-.15(.26)	-.66	.36
H1b) Supervisor Support * Age Groups → Turnover Intentions	-.29 (.19)	-.66	.08
H1c) Team Atmosphere * Age Groups → Turnover Intentions	.20 (.24)	-.27	.67
H1d) Possibilities for Learning and Development * Age Groups → Turnover Intentions	-.10 (.26)	-.61	.42
H1e) Task Variety * Age Groups → Turnover Intentions	-.19 (.20)	-.58	.21
H1f) Fair Pay * Age Groups → Turnover Intentions	.00 (.16)	-.32	.32
H1g) Autonomy * Age Groups → Turnover Intentions	.02 (.26)	-.48	.53
<i>H2 – Engagement – Model 1</i>			
H2a) Co-worker Support * Age Groups → Engagement → Turnover Intentions	-.26	-.55	.02
H2b) Supervisor Support * Age Groups → Engagement → Turnover Intentions	-.06	-.25	.14
H2c) Team Atmosphere * Age Groups → Engagement → Turnover Intentions	-.08	-.29	.15
H2d) Possibilities for Learning and Development * Age Groups → Engagement → Turnover Intentions	-.03	-.23	.26
H2e) Task Variety * Age Groups → Engagement → Turnover Intentions	.05	-.16	.27
H2f) Fair Pay * Age Groups → Engagement → Turnover Intentions	-.03	-.21	.16
H2g) Autonomy * Age Groups → Engagement → Turnover Intentions	-.05	-.21	.40

H3 – Affective Commitment – Model 2

H3a) Co-worker Support * Age Groups → Affective Commitment → Turnover Intentions	-.02	-.41	.32
H3b) Supervisor Support * Age Groups → Affective Commitment → Turnover Intentions	-.27	-.52	-.04
H3c) Team Atmosphere * Age Groups → Affective Commitment → Turnover Intentions	.00	-.26	.30
H3d) Possibilities for Learning and Development * Age Groups → Affective Commitment → Turnover Intentions	.20	-.15	.60
H3e) Task Variety * Age Groups → Affective Commitment → Turnover Intentions	.22	-.07	.54
H3f) Fair Pay * Age Groups → Affective Commitment → Turnover Intentions	.00	-.22	.23
H3g) Autonomy * Age Groups → Affective Commitment → Turnover Intentions	.30	-.01	.70

Note. *N*=136, Age Groups: 1= (>=28 years old), 2= (>=18; <=27 Years old), *CI* = 95% (bootstrapping), *SE* = Stand Error

5.3. Post-hoc Analysis: Linear Multiple Regression Model

To understand which independent variables are significant and crucial for the explanation of turnover intentions when considered all resources together, two linear multiple regression were executed and presented in Table 5.3, one for age group 1 (older workers) and one for age group 2 (younger workers). According to the ANOVA analysis, the significance value is lower than .05, therefore the model used is valid for analysis, representing the existence of linearity.

For the two age groups, the resources that impact the turnover intentions are not equal. For older employees, team atmosphere ($\beta = -.58$; $p < .05$), is the only job resource that has significant impact on their turnover intentions. On the other hand, for younger employees, supervisor support and fair pay, are the two resources that significantly affect their intentions to leave the company, having the same effect in both cases ($\beta = -.28$; $p < .05$).

In terms of multicollinearity, the variance inflation factor is lower than 10, confirming that there is no collinearity between variables, and therefore, the variance of the regression coefficient is not inflated, once the independent variables are not correlated (Shrestha, 2020).

Table 5.3

Linear Multiple Regression

Variable	Standardized Coefficient β	Sig.	Collinearity Analysis (variance inflation factor)
<i>Age Group 1</i>			
Team Atmosphere	-.58	.004	2.58
Task Variety	-.21	.17	1.61
Fair Pay	-.15	.17	1.31
Autonomy	-.15	.27	1.31
Possibilities for Learning and Development	.00	.98	1.83
Co-worker Support	.13	.45	2.02
Supervisor Support	.27	.07	1.49
<i>Age Group 2</i>			
Supervisor Support	-.28	.01	1.43
Fair Pay	-.28	.01	1.13
Team Atmosphere	-.23	.06	1.81
Task Variety	-.20	.07	1.48
Possibilities for Learning and Development	-.04	.74	1.88
Co-worker Support	-.02	.88	1.58
Autonomy	.07	.56	1.56

Note. $N = 139$, Age Groups: 1= (≥ 28 years old), 2= (≥ 18 ; ≤ 27 Years old)

CHAPTER 6

Data Discussion

In concordance, results from study 2 confirm the main ideas identified in study 1. For the younger employees present in the focus groups, the most important aspect in their current job is supervisor support, also affirming that the most crucial job resource to have in their ideal job is fair pay. These two preferences were verified in the linear multiple regression of study 2, since these resources reveal to be the only ones that can significantly explain turnover intentions of this younger age group. For older employees, team atmosphere was highlighted as the only resource with significant impact on turnover intentions.

The preference for supervisor support is aligned with Job Demands-Resources Model studies, since impactful leaderships lead to more motivation, more job resources and less job demands, and positive attitudes towards work (Fernet et al., 2015), It is also aligned with studies on Psychological Basic Needs, that confirmed that when supervisors provide the proper support, employees became more autonomously motivated and therefore with less turnover intentions (Otis & Pelletier, 2005). These findings indicate the importance of supervisor support for younger employees' development, in order to raise their knowledge and improve their skills in the initiation of their professional careers, applying ways of performance according to their experiences and mentoring, leading to properly executed tasks (Kim et al., 2022).

Regarding the preference for fair pay, data from the qualitative study also confirmed this result, since when asked about the most important aspect that made them accept their current job offer, participants considered fair pay as their top priority. These two job resources placement in terms of priorities, reflect the conclusions regarding the increase of intrinsic motivation by providing job autonomy, constructive feedback, proper information about the importance of their tasks, and competitive salaries (Kuvaas et al., 2017).

It is interesting to note that from the three job resources with impact on employees' turnover intentions, supervisor support ($r=.23$; $p<.01$) is the only resource with a significant correlation with the variable age groups. In the same perspective, when asked about what aspects would be essential for younger employees to keep motivation, social resources – recognition and team atmosphere, work resources – challenging work, and developmental resources – career perspective, were mentioned. In the qualitative study, employees from this younger age group tended to keep a negative perspective

when confronted with factors that impact their motivation at work, mentioning work demands, such as the content or deadline of the task.

Even though these results seem promissory, most of the hypotheses tested were not supported, besides the moderation of age groups in the relationship between supervisor support and affective commitment, and, consequently, turnover intentions. This phenomenon, and the significant effects of job resources on engagement and affective commitment without the moderation of age groups, confirm that defining static age groups does not have a crucial impact on the interactions between variables of the model studied.

Confirming this almost total absence of significance by age groups, many participants of study 1 mentioned the lack of influence of age in their answers, affirming that “age is not a good predictor to indicate the amount of personal experience that we may have (...) Even though our perspective change over time I believe that some aspects remain the same, such as our personal values” (P1.5). This factor is aligned with the concern of the static definition of generations. Similar issues, behaviours, and characteristics are common (Mahmoud et al., 2020), however, personal experiences impact ideals and perspectives (Pew Research Center, 2015). Not only job but also personal resources lead to work engagement, leading to personality being a moderator of the daily effects of job demands and resources on well-being (Bakker et al., 2023). In addition, interpersonal relationships tend to raise employees’ motivation as well (Gersick et al., 2000; Wrzesniewski et al., 2003). Therefore, the idea of reinforcing the adjustment of lifespan theories was confirmed to be essential to understand the continuous impact of age on important motivational aspects (Rudolph & Zacher, 2022).

In practice, and according to the results, supervisor support and fair pay are replaced with team atmosphere during the course of professional career, reaching more significance for older employees, once team atmosphere has also been present in younger participants preferences, following supervisor support and fair pay, in the two exercises performed using Job Demands - Resources Model. This perspective is in line with Socioemotional Selectivity Theory (Carstensen, 1991), since during the ageing process, people become more selective, maximizing their positive emotional and minimizing their risks (Carstensen et al., 1999). Thus, their goals are reflected on the changes occurring in their life and in what criteria match their needs more specifically, that in this case is reflected to be the increase of impact of team atmosphere instead of job resources, such as supervisor support and fair pay. These results are supported by literature, once a higher relevance is given to relations during the course of life, as for young employees the priority is seen as knowledge-acquisition purposes, prioritizing future-oriented goals (Carstensen, 1991).

When confronted with the evolution of motivation, the answers of study 1 balanced between increasing and decreasing perspectives. Participants reported an additional perspective where motivation throughout their professional life would not decrease or increase but change the focus

(P4.3 “(...) factors that influence your motivation change along the time. It is not bad or good it is just different”). Family and economic responsibilities were referred as the main factors responsible for this change, due to the fact that with more professional experience comes different goals and expectations, such as remote flexibility to balance personal work-life. This leads to the importance of intraindividual variability, a concept that shows that participants of the qualitative study are aware that their life experience will influence their priorities over time, which may be different from their current version (Weber & Urlick, 2017).

Research reveals that as employees get older, they became heterogeneous, having a spread of different opinions and perspectives about life and career, creating a huge dynamic in the aging process and their preferences (Nesselroade & Molenaar, 2010). As seen in Job Demands-Resources Model, the person $\times$ situation, therefore the integration of personality, is crucial, since personality factors influence the perception of job demands and resources (Borst & Knies, 2021). In addition, life stage perspectives are also responsible for the explanation of the current findings, due to its impact on the division of life and career stages into several age-related phases, such as exploration, establishment, and decline, each of them focused on different psychosocial tasks with impact on progress and development (Zacher & Froidevaux, 2021).

In line with the concern of the definition of static generations, participants of the qualitative study describe their “age peers” as ambitious, with ability to adapt, demanding, innovative, with a high level of education, with preference for good team atmosphere and technology, but stressed and with lack of commitment. In the literature, many of these characteristics tend to fit this description, once this age group is defined as realistic, with tendency to have low level of commitment (Jenkins, 2015), ambitious and self-confident (Bittó & Kapusy, 2021), motivated to find opportunities to expand skills (Magano et al., 2020), focused on technology, with interest in performing more flexible working hours jobs (Ryback, 2016), and to change jobs more frequently, to fit better their current needs (Kocsír & Fodor, 2018). As mentioned in literature, and as confirmed by the focus groups, this younger age group is seen as demanding, with lack of commitment, once they referred their intention to withdraw from a recruitment process if the duration exceeds their expectations, considering this as an eliminatory factor.

On contrary, some characteristics presented were not confirmed by all, such as being individualistic, once support from their supervisor and team atmosphere were two of the most important aspects highlighted in the focus groups. Taste for structure (Jenkins, 2015) was not entirely confirmed, since employees in the beginning of their career affirmed searching for development and career perspective, being stability only a main concern when they achieve more responsibilities in their personal life. Additionally, supervisor support is highly associated to Generation Y, and not only to

younger age groups, enhancing the idea that standard affirmations of preferences should not be associated to one specific age group (Adigüzel et al., 2014).

Due to these findings, it is necessary to adapt current motivation theories to this younger age group, that is initiating their professional career after the pandemic of COVID-19, where drastic changes occurred, changing the way that companies and employees placed their needs in their professional experience (Pataki-Bittó & Kapusy, 2021). Additional concerns were mentioned throughout the discussion between participants. As reported in Job Design Theory (Grant, 2007), proactive management leads to employees' proactivity to search for energy, and motivation, by connecting with people with different points of view (Bakker et al., 2023). The reputation of the company, the flexibility provided, and the location of the office are also important factors that weigh in their decision.

The sample of the focus groups shows a slightly discontent with the current Human Resources practices present in companies, affirming that to fit their specific needs, remote and schedule flexibility must be the focus. Top management strategies for Human Resources and the organizational climate influence job demands and resources, and the impact on well-being and performance (Tummers & Bakker, 2021). Therefore, according to this concern, flexibility has been mentioned in employees' motivation, since organizations need to become more flexible in current competitive environments (Berk & Kaše, 2010).

When employees do not feel free to use the flexible work schedules provided by the company, the benefits of these initiatives, such as work-life balance may not be created (Hayman, 2009). Employee flexibility is crucial to provide the ability to adapt to changes in their workplace (Beltrán-Martín & Roca-Puig, 2013). Employees' workplaces create the need for them to be more flexible in the use of their skills, in their perceptions of their job roles, and in use of their abilities in order to adapt to constant changing of work demands.

It is important to highlight the similarity of flexibility and autonomy, a concept present in Basic Psychological Needs Theory (Ryan & Deci, 2017; Vansteenkiste et al., 2010) since autonomy definition can be misunderstood. In study 1, participants may have not considered the correct definition of each resource, referring to the concept of flexibility in situations where autonomy should have been indicated. Autonomy, characterized as behaviour of psychological freedom (Deci & Ryan, 2000) is associated to three levels: autonomy in work planning, autonomy in decision making, and autonomy in work methods, and can be slightly mistaken with schedule and remote flexibility (Beltrán-Martín & Roca-Puig, 2013).

6.1. Limitation Disclosures and Future Directions

By analysing critically, the studies performed, some limitations have been identified, being presented alongside some recommendations for future lines of investigation. Firstly, and focused on the qualitative study, the procedure of selection of the sample must be highlighted. Due to its Judgemental/Purposive nature, to allow the sample to meet the criteria intended, the willing to participate was restrict to the author's circle of networking, creating similar profiles among participants, in terms of levels of educations, age, length of professional experience, and geographic area. The majority of the sample had completed at least their bachelor's degree (97.23%). Only 8.33% was not from Lisbon, and the standard deviation for mean age and mean years of professional experience were low (1.62 and 1.75, respectively), not creating as much dispersion of profiles possible within the criteria defined. For this reason, it would be important to extend the sample to more heterogeneous groups, to verify if the results would remain identical or if it would change due to different perspectives and realities.

Additionally, the fact that the focus groups were composed by at least by six people each, made it difficult to match schedules and availability. To prevent this issue of distance group interviews, and to achieve a better interaction between all participants, allowing to include interactive objects (Gaskell, 2008), providing rewards for their participation in a physic format could be important.

In terms of the quantitative study, the length of the questionnaire may have contributed to a small valid sample ($N= 139$), since the system where it was created revealed that surveys with ten minutes or more have lower changes to see their questions answered entirely. Due to that issue, the sample is formed mainly by people within the same circle of acquaintances and their respective network. This creates a younger sample from what was expect, not allowing to fully use different perspectives from older people. Following the same line of perspective used in the focus groups sample, the level of education was very similar among participants – only less than 13% had 12th grade or lower. Regarding the field of experience, the same occurred, and Human Resources register the higher number of participations.

In future investigation, it would be important to deeper the scope of search regarding flexibility. Even through it was not profoundly analysed, it appeared multiple times in the qualitative study results, and, therefore, it will have impact as an additional job resource in the current motivation theories, besides its association to autonomy. A scale for measuring flexibility (in terms of organizational practices) would also be critical for this research, since in this case autonomy was associated to flexibility to fill this gap. In addition, in following quantitative studies, it would be essential to analyse the impact of job resources on engagement, affective commitment and turnover

intentions in terms of the desirable level for each resource, and not only in the evaluation of the current level present in participants' jobs.

6.2. Practical Implications

Due to practical context of the qualitative study, and the possibility to analyse the age groups comparison in the quantitative study, it was crucial to design some practical implications for current Human Resources practices.

As referred previously, these practices should be aligned with employees' age, however with caution, since when considering only this factor, other important aspects, such as personal experiences, beliefs, values, personality, and personal preferences may be forgotten (Borst & Knies, 2021). With this aspect in consideration, for younger employees, companies need to improve and redefine, if needed, their compensation policies and have solid leadership positions, with an effective training. Different team structures, and work-related interpersonal processes established even more this need (Klein et al., 2008).

To improve these practices, training with evaluation and feedback should be considered, especially to leadership positions, creating a good environment of learning and communication, to teams and employees in the beginning of their professional careers. New attitudes towards work create the need for always improving current forms of managing employees (Scholz, 2019). For representing a figure of leadership, supervisors are responsible for interpersonal, informative, and decision-making roles, setting the example of performance among their employees (Griffin et al., 2015). Considering those aspects, it is important to sensitize them to certain stereotypes that may be associated towards younger employees and their lack of professional experience, setting the example.

Additionally, transparent compensation policies should be pre-defined to clarify the remuneration progression, allowing employees to align their compensation expectations during their career (Kuvaas et al., 2017). Regarding older employee's expectations, such as good levels of team atmosphere, Human Resources practices should consider group activities, team buildings, and group challenges to improve team connection.

With caution, these practices should not be forced to specific age groups only, once, as previously stated, age is not the only predictor used to adapt Human Resources practices. Human Resources may choose to have diverse policies available for the workforce in general, allowing employees to opt for policies that may fit specific their needs in certain time frames, following their professional evolution and goals (e.g., career stage). In addition, remote and schedule flexibility practices are also important to retain young talent in a competitive pool and should also be included in Human Resources practices (Berk & Kaše, 2010), and therefore, should be highly considered.

Conclusion

In conclusion, this dissertation main goal was to understand which aspects were crucial for younger employees' motivation, to consequently retain them, adapting Human Resources practices to new context and perspectives, since most of recent studies have been focused on older employees. According to this purpose, the goals previously defined were accomplished. In study 2, supervisor support and fair pay were identified as crucial aspects with significance to properly explain younger employees' turnover intentions. In line, these resources were mentioned by participants of the focus groups (study 1) as the most important factors present in their current jobs and to create their ideal job, respectively.

As for motivation evolution, additional perspectives were discussed, with impact in the change of the main focus to opt for certain job resources in detriment of others. Family and economic responsibilities and flexibility to balance work-life were mentioned as crucial for these new demands throughout life stages. Intraindividual and interindividual variability, and heterogeneity also revealed to have an essential role in explaining different perspectives with dynamic in the aging process.

These findings and associations with literature and recent implication of new realities created by COVID-19 pandemic, contribute to highlight the concern of defining static generations. For this reason, individuals should not be considered as members of a certain age group, but as individuals with unique and specific characteristics and perspectives. Therefore, this dissertation, contributes to increase and advance in the knowledge and management of younger groups of employees, understanding their main focus, and how their motivation evolves. Willing to learn, development and heterogeneity lead to different impactful aspects, such as the choice for team atmosphere in later stages of their careers. As analysed, the current definitions of generation were not confirmed entirely when associated to every participant of study 1.

In practice, these two studies presented allow to reinforce the idea that organizations should not define universal policies without considering individuality, since age was concluded to be non-significant when used as a unique moderator. In addition, new important resources, such as remote and schedule flexibility, emerged as crucial for implying turnover intentions, raising the idea of reanalyzing the importance of certain resources present in current motivation theories and their relevance in new and highly demanding realities.

Bibliographical References

- Adigüzel, O., Batur, Z., & Ekşili, N. (2014). Generation's Changing Side and The Newly Arisen Work Style After Y- Generation: Mobile Collars. *Journal of Süleyman Demirel University Institute of Social Sciences*, 1(19)
- Agarwal, U. A. (2014). Linking justice, trust and innovative work behaviour to work engagement. *Personnel Review*, 43(1), 41-73. <https://doi.org/10.1108/PR-02-2012-0019>
- Allen, N., & Meyer, J. (1990). The measurement and antecedents of affective, continuance and normative commitment to the organization. *Journal of Occupational Psychology*, 63(3), 1-18. <https://doi.org/10.1111/j.2044-8325.1990.tb00506.x>
- Al-Rodhan, N. & Stoudmann, G. (2006). Definitions of Globalization: A Comprehensive Overview and a Proposed Definition. *Program on the Geopolitical Implications of Globalization and Transnational Security*. <https://www.studocu.com/en-gb/document/university-of-dundee/international-relations/definitions-of-globalization-a-comprehensive-overview-and-a-proposed-definition/1566906>
- Anand, A., & Vohra, V. (2020). The impact of organisation work environment on job satisfaction, affective commitment, work-family conflict and intention to leave: a study of SMEs in India. *International Journal of Entrepreneurship and Small Business*, 41, 173-196. <https://doi.org/10.1504/IJESB.2020.109931>
- Anderson, H., Baur, J., Griffith, J., & Buckley, M. (2016). What works for you may not work for (Gen)Me: Limitations of present leadership theories for the new generation. *The Leadership Quarterly*. <https://doi.org/10.1016/j.leaqua.2016.08.001>
- Andreassen, C., Hetland, J., & Pallesen, S. (2010). The relationship between “workaholism”, basic needs satisfaction at work and personality. *European Journal of Personality*, 24(1), 3–17. <https://doi.org/10.1002/per.737>
- Angloinfo Portugal. (2022). *Youth Employment in Portugal*. <https://www.angloinfo.com/how-to/portugal/family/living-with-teenagers/youth-employment>
- Aw, S., Ilies, R., Li, X., Bakker, A. B., & Liu, X-Y. (2021). Work-related helping and family functioning: a work-home resources perspective. *Journal of Occupational and Organizational Psychology*, 94, 55–79. <https://doi.org/10.1111/joop.12331>

- Bakker, A. B., & Demerouti, E. (2017). Job Demands–Resources theory: taking stock and looking forward. *Journal Occupational Health Psychology*, 22(3), 273–85. <https://doi.org/10.1037/ocp0000056>
- Bakker, A. B., & Van Wingerden, J. (2021). Do personal resources and strengths use increase work engagement? The effects of a training intervention. *Journal of Organizational Behavior*, 26(1), 20–30. <https://doi.org/10.1037/ocp0000266>
- Bakker, A. B., Demerouti, E., & Euwema, M. C. (2005). Job resources buffer the impact of job demands on burnout. *Journal of Occupational Health Psychology*, 10, 170–180. <https://doi.org/10.1037/1076-8998.10.2.170>
- Bakker, A., & Demerouti, E. (2018). Multiple levels in job demands-resources theory: Implications for employee well-being and performance. In E. Diener, S. Oishi, & L. Tay (Eds.), *Handbook of well-being*
- Bakker, A., Demerouti, E., & Sanz-Vergel, A. (2023). Job Demands–Resources Theory: Ten Years Later. *Annual Review of Organizational Psychology and Organizational Behavior*, 10, 25–53. <https://doi.org/10.1146/annurev-orgpsych-120920-053933>
- Bal, P., & Izak, M. (2021). Paradigms of Flexibility: A Systematic Review of Research on Workplace Flexibility. *European Management Review*, 18, 37–50. <https://doi.org/10.1111/emre.12423>
- Balkundi, P., Kilduff, M., Michael, J., & Barsness, Z. (2007). Demographic antecedents and performance consequences of structural holes in work teams. *Journal of Organizational Behavior*, 28, 241–260. <https://doi.org/10.1002/job.428>
- Baltes, P. B., & Baltes, M. M. (1990). Psychological perspectives on successful aging: The model of selective optimization with compensation. *Successful aging: Perspectives from the behavioral sciences*, 1–34. <https://doi.org/10.1017/CBO9780511665684.003>
- Bannon, S., Ford, K. & Meltzer, L. (2011). Understanding millennials in the workplace. *The CPA Journal*, 81. <https://www.cpajournal.com/>
- Banton, C. (2022). *What Is a Bureaucracy and How It Works, With Examples*. <https://www.investopedia.com/terms/b/bureaucracy.asp>
- Bao, Y., Zhu, F., & Hu, Y., & Cui, N. (2016). The Research of Interpersonal Conflict and Solution Strategies. *Psychology*, 7, 541-545. <http://dx.doi.org/10.4236/psych.2016.74055>
- Barbosa, R. (2012). *Práticas de Gestão de Recursos Humanos e Intenções de Saída: Compromisso uma variável mediadora?* [Master's dissertation, ISPA]. <https://repositorio.ispa.pt/handle/10400.12/2277>
- Batson, C. D. (1991). *The altruism question: Toward a social-psychological answer*. Lawrence Erlbaum Associates, Inc.

- Batson, C. D., Sager, K., Garst, E., Kang, M., Rubchinsky, K., & Dawson, K. (1997). Is empathy-induced helping due to self-other merging?. *Journal of Personality and Social Psychology*, 73(3), 495–509. <https://doi.org/10.1037/0022-3514.73.3.495>
- Bauer, M., & Gaskell, G. (2008). *Qualitative Researching with Text, Image and Sound: a Practical Handbook*.
- Baum, T. (2019). A changing world of work. What can we learn from the service sector about employing millennials (and Gen Z)?. *Organizational Dynamics*. <https://doi.org/10.1016/j.orgdyn.2019.04.001>
- Beechler, S., & Woodward, I. (2009). The global “war for talent”. *Journal of International Management*, 15, 273-285. <https://doi.org/10.1016/j.intman.2009.01.002>
- Behraves, E., Abubakar, A., & Tanova, C. (2021). Participation in decision-making and work outcomes: evidence from a developing economy. *Employee Relations*, 43 (3), 704-723. <https://doi.org/10.1108/ER-08-2018-0228>
- Beier, M. E., Kanfer, R., Kooij, D. T., & Truxillo, D. M. (2022). What's age got to do with it? A primer and review of the workplace aging literature. *Personnel Psychology*. <https://doi.org/10.1111/peps.12544>
- Beltrán-Martín, I., & Roca-Puig, V. (2013). Promoting employee flexibility through HR practices. *Human Resource Management*, 52, 645–67. <https://doi.org/10.1002/hrm.21556>
- Bennett, M., Beehr, A. & Ivanitskaya, V. (2017). Work-family conflict: differences across generations and life cycles. *Journal of Managerial Psychology*, 32, 314-332. <https://doi.org/10.1108/JMP-06-2016-0192>
- Berk, A., & Kaše, R. (2010). Establishing the value of flexibility created by training: Applying real options methodology to a single HR practice. *Organization Science*, 21, 765–780. <https://doi.org/10.1287/orsc.1090.0476>
- Berk, R. (2013). Multigenerational diversity on the academic workplace: implications for practice. *Journal of Higher Education Management*, 28(1), 10-23. https://www.ronberk.com/articles/2013_diversity.pdf
- Berkup, S. (2014). Working With Generations X And Y In Generation Z Period: Management Of Different Generations In Business Life. *Mediterranean Journal of Social Sciences*, 5 (19). <https://www.richtmann.org/journal/index.php/mjss/article/view/4247>
- Billett, S. (2001). Learning through work: workplace affordances and individual engagement. *Journal of Workplace Learning*, 13(5), 209-214. <https://doi.org/10.1108/EUM0000000005548>
- Bindl, U. K., & Parker, S. K. (in press). Proactive work behavior: Forward-thinking and changeoriented action in organizations. In S. Zedeck (Ed.), *APA handbook of industrial and organizational psychology*. Washington, DC: American Psychological Association.

- Boehm, S. A., Schröder, H., & Bal, M. (2021). Age-related human resource management policies and practices: Antecedents, outcomes, and conceptualizations. *Work, Aging and Retirement*, 7(4), 257-272. <https://doi.org/10.1093/workar/waab024>
- Boon, C., Hartog, D., Boselie, P., & Paauwe, J. (2011). The relationship between perceptions of HR practices and employee outcomes: examining the role of person–organisation and person–job fit. *The International Journal of Human Resource Management*, 22(1), 138-162. <https://doi.org/10.1080/09585192.2011.538978>
- Bornstein, R. F. (1989). Exposure and affect: Overview and meta-analysis of research, 1968–1987. *Psychological Bulletin*, 106(2), 265–289. <https://doi.org/10.1037/0033-2909.106.2.265>
- Borst, R. T., & Knies, E. (2021). Well-being of public servants under pressure: the roles of job demands and personality traits in the health-impairment process. *Review of Public Personnel Administration*, 43(1), 159–184. <https://doi.org/10.1177/0734371X211052674>
- Bozeman, D. P., & Perrewé, P. L. (2001). The effect of item content overlap on Organizational Commitment Questionnaire–turnover cognitions relationships. *Journal of Applied Psychology*, 86(1), 161–173. <https://doi.org/10.1037/0021-9010.86.1.161>
- Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3, 77–101. <https://doi.org/10.1191/1478088706qp063oa>
- Broeck, A., Ferris, D., Chang, C., & Rosen, C. (2016). A Review of Self-Determination Theory’s Basic Psychological Needs at Work. *Journal of Management*, 42(5). <https://doi.org/10.1177/0149206316632058>
- Carstensen, L. (1995). Evidence for a Life-Span Theory of Socioemotional Selectivity. *American Psychological Society*
- Carstensen, L. L. (1991). Selectivity theory: Social activity in life-span context. *Annual review of gerontology and geriatrics*, 11, 195–217. https://doi.org/10.1007/978-981-287-080-3_110-1
- Carstensen, L. L., Isaacowitz, D. M., & Charles, S. T. (1999). Taking time seriously: A theory of socioemotional selectivity. *The American Psychologist*, 54(3), 165–181. <https://doi.org/10.1037/0003-066X.54.3.165>
- Cennamo, L., Macky, K. & Gardner, D. (2008). Generational differences in work values, outcomes and person-organisation values fit. *Journal of Managerial Psychology*, 23, 891-90. <https://doi.org/10.1108/02683940810904385>
- Cerdeira, L., Machado-Taylor, M., Cabrito, B., Patrocínio, T., Brites, R., Gomes, R., Lopes, J., Vaz, H., Peixoto, P., Magalhães, D., Silva, S., & Ganga, R. (2016). Brain drain and the disenchantment of being a higher education student in Portugal. *Journal of Higher Education Policy and Management*, 38(1), 68–77. <http://dx.doi.org/10.1080/1360080X.2015.1126892>

- Cham, B., Andrei, D., Griffin, M., Grech, M., & Neal, A. (2021). Investigating the joint effects of overload and underload on chronic fatigue and wellbeing. *Work & Stress*, 35(4), 344-357. <https://doi.org/10.1080/02678373.2021.1888822>
- Chaves, M., Ramos, M., & Santos, R. (2016). Convergences and disparities of work orientations among recent graduates in Portugal. *Sociologia, Problemas e Práticas*, 80, 9–29. <https://journals.openedition.org/spp/2042>
- Cilenti & Cooper. (2021). *What Is The Meaning Of Fair Pay And Why Is It Important?*. <https://wagefirm.com/what-is-the-meaning-of-fair-pay-and-why-is-it-important/>
- Coleman, J. S. (1990). Foundations of social theory. *Harvard University Press*. <https://www.hup.harvard.edu/catalog.php?isbn=9780674312265>
- Collins, J. & Smith, G. (2006). Knowledge exchange and combination: the role of human resource practices in the performance of high-technology firms. *Academy of Management Journal*, 49 (3), 544-60. <https://doi.org/10.5465/AMJ.2006.21794671>
- Combs, Y., Hall, L., & Ketchen, D. (2006). How Much do High-performance Work Practices Matter? A Meta-analysis of their Effects on Organizational Performance. *Personnel Psychology*, 59, 501–528. <https://doi.org/10.1111/j.1744-6570.2006.00045.x>
- Cousins, R., Mackay, C. J., Clarke, S. D., Kelly, C., Kelly, P. J., & McCaig, R. H. (2004). Management Standards' and work-related stress in the UK: Practical development. *Work & Stress*, 18(2), 113–136. <https://doi.org/10.1080/02678370410001734322>
- Crawford, E. R., LePine, J. A., & Rich, B. L. (2010). Linking job demands and resources to employee engagement and burnout: A theoretical extension and meta-analytic test. *Journal of Applied Psychology*, 95, 834–848. <https://doi.org/10.1037/a0019364>
- Crowe, E., & Higgins, E. T. (1997). Regulatory focus and strategic inclinations: Promotion and prevention in decision-making. *Organizational Behavior and Human Decision Processes*, 69, 117–132. <https://doi.org/10.1006/obhd.1996.2675>
- Cruces, J., Álvarez, I., Trillo, F. & Leonardi, S. (2015). Impact of the euro crisis on wages and collective bargaining in southern Europe—A comparison of Italy, Portugal and Spain. *Brussels: European Trade Union Institute*, 93–137. https://www.researchgate.net/publication/323244558_Impact_of_the_euro_crisis_on_wages_and_collective_bargaining_in_southern_Europe_A_comparison_of_Italy_Portugal_and_Spain
- Csiszárík-Kocsír, Á., & Garia-Fodor, M. (2018). Motivation analysis and preference system of choosing a workplace as segmentation criteria based on a country wide research result focus on generation of Z. *On-line Journal Modelling the New Europe*, 27, 67–85. https://www.researchgate.net/publication/327985491_Motivation_Analysing_and_Preference

System of Choosing A Workplace as Segmentation Criteria Based on a Country Wide Research Result Focus on Generation of Z

- Daniels, K., Gedikli, C., Watson, D., Semkina, A., & Vaughn, O. (2017). Job design, employment practices and well-being: a systematic review of intervention studies. *Ergonomics*, 60(9), 1177-1196. <https://doi.org/10.1080/00140139.2017.1303085>
- De Cooman, R., Stynen, D., Van Den Broeck, A., Sels, L., & De Witte, H. (2013). How job characteristics relate to need satisfaction and autonomous motivation: implications for work effort. *Journal of Applied Social Psychology*, 43(6), 1342–52. <https://doi.org/10.1111/jasp.12143>
- deCharms, R. (1968). Personal causation: The internal affective determinants of behaviour. *New York: Academic Press*. <https://doi.org/10.4324/9781315825632>
- Deci, E. L., & Ryan, A. M. (1985). Intrinsic motivation and self-determination in human behavior. *New York: Plenum Press*. <http://dx.doi.org/10.1007/978-1-4899-2271-7>
- Deci, E., & Ryan, R. (1980). The Empirical Exploration of Intrinsic Motivational Processes. *Advances in Experimental Social Psychology*, 13, 39-80. [https://doi.org/10.1016/S0065-2601\(08\)60130-6](https://doi.org/10.1016/S0065-2601(08)60130-6)
- Deci, E., & Ryan, R. (1985). The general causality orientations scale: self-determination in personality. *Journal of Research in Personality*, 19(2), 109–34. [https://doi.org/10.1016/0092-6566\(85\)90023-6](https://doi.org/10.1016/0092-6566(85)90023-6)
- Deci, E., Olafsen, A., & Ryan, R. (2017). Self-Determination Theory in Work Organizations: The State of a Science. *The Annual Review of Organizational Psychology and Organizational Behavior*. <https://doi.org/10.1146/annurev-orgpsych032516-113108>
- Delecta, P. (2011). Work Life Balance. *International Journal of Current Research*, 3(4), 186-189. <http://www.journalcra.com>
- Demerouti, E., & Peeters, M. C. W. (2018). Transmission of reduction-oriented crafting among colleagues: a diary study on the moderating role of working conditions. *Journal of Occupational and Organizational Psychology*, 91, 209–34. <https://doi.org/10.1111/joop.12196>
- Demerouti, E., Bakker, A. B., Nachreiner, F., & Schaufeli, W. B. (2001). The job demands-resources model of burnout. *Journal of Applied Psychology*, 86, 499–512. <https://doi.org/10.1037/0021-9010.86.3.499>
- Dohm, A. (2000). Gauging the labor force effects of retiring baby-boomers. *Monthly Labor Review*, 123 (7), 17-25. <https://www.bls.gov/opub/mlr/2000/07/art2full.pdf>
- Dowling, W. F., & Sayles, L. R. (1978). How managers motivate: The imperatives of supervision. *New York: McGraw-Hill*.
- Dwivedula, R. (2020). Job Characteristics as a Determinant of Intrinsic Motivation: An Empirical Study of Generation Z. *Journal of Strategic Human Resource Management*, 9 (2 & 3), 29-40. <http://publishingindia.com/jshrm/>

- Dysvik, A., & Kuvaas, B. (2009). *Exploring the relative and combined influence of mastery-approach goals and work intrinsic motivation on employee turnover intention*, 39 (5), 622-638. <https://www.emerald.com/insight/content/doi/10.1108/00483481011064172/full/pdf>
- Dysvik, A., & Kuvaas, B. (2010). Exploring the relative and combined influence of mastery approach goals and work intrinsic motivation on turnover intention. *Personnel Review*, 39(5), 622–638. <https://doi.org/10.1108/00483481011064172>
- Eurofound. (2017). *Sixth European Working Conditions Survey – Overview Report*. https://www.eurofound.europa.eu/sites/default/files/ef_publication/field_ef_document/ef1634en.pdf
- Fereday, J., & Muir-Cochrane, E. (2006). Demonstrating rigor using thematic analysis: A hybrid approach of inductive and deductive coding and theme development. *International Journal of Qualitative Methods*, 5, 1–11. <https://doi.org/10.1177/160940690600500107>
- Fernet, C., Gagne, M., & Austin, S. (2010). When does quality of relationships with coworkers predict burnout over time? The moderating role of work motivation. *Journal of Organizational Behavior*, 31(8), 1163–80. <https://doi.org/10.1002/job.673>
- Fernet, C., Trépanier, S., Austin, S., Gagné, M., & Forest, J. (2015). Transformational leadership and optimal functioning at work: on the mediating role of employees' perceived job characteristics and motivation. *Work Stress*, 29(1), 11–31. <https://doi.org/10.1080/02678373.2014.1003998>
- Flippin, C. S. (2017). Generation Z in the Workplace: Helping the Newest Generation in the Workforce Build Successful Working Relationships and Career Paths. *Candace Steele Flippin*. https://books.google.pt/books/about/Generation_Z_in_the_Workplace.html?id=ewzTAQAACAAJ&redir_esc=y
- Foss, N., Minbaeva, D., Pedersen, T., & Reinholt, M. (2009). Encouraging knowledge sharing among employees: how job design matters. *Human Resource Management*, 48(6), 871–93. <https://doi.org/10.1002/hrm.20320>
- Francisco, E., & Peixoto, A. (2019). Adaptação e Validação do Questionário de Desenho do Trabalho (QDT) em Angola. *Revista Psicologia: Organizações e Trabalho*, 19(4), 836-845. <https://doi.org/10.17652/rpot/2019.4.17513>
- Gagné, M., & Deci, E. L. (2005). Self-determination theory and work motivation. *Journal of Organizational Behavior*, 26, 331–362. <https://doi.org/10.1002/job.322>
- Gagné, M., Forest, J., Gilbert, M.-H., Aubé, C., Morin, E., & Malorni, A. (2010). The motivation at work scale: Validation evidence in two languages. *Educational and Psychological Measurement*, 70(4), 628–646. <https://doi.org/10.1177/0013164409355698>
- Gaidhani, S., Arora, L., & Sharma, B. (2019). Understanding the attitude of generation z towards workplace. *International Journal of Management, Technology And Engineering*.

https://www.researchgate.net/profile/bhuvanesh-sharma-3/publication/331346456_understanding_the_attitude_of_generation_z_towards_workplace/links/5c751d22458515831f7025d7/understanding-the-attitude-of-generation-z-towards-workplace.pdf

- Ganster, D. C., Kiersch, C. E., Marsh, R. E., & Bowen, A. (2011). Performance-based rewards and work stress. *Journal of Organizational Behavior Management*, 31 (4), 221–235. <http://dx.doi.org/10.1080/01608061.2011.619388>
- Gersick, C. J. G., Bartunek, J. M., & Dutton, J. E. (2000). Learning from academia: The importance of relationships in professional life. *Academy of Management Journal*, 43, 1026 –1044. <https://doi.org/10.2307/1556333>
- Govindarajulu, N., & Daily, B.F. (2004). Motivating employees for environmental improvement. *Industrial Management and Data Systems*, 104, 364-372. <http://dx.doi.org/10.1108/02635570410530775>
- Grant, A. (2007). Relational job design and the motivation to make a prosocial difference. *Academy of Management Review*, 32(2), 393–417. <https://doi.org/10.2307/20159308>
- Grant, A. M., & Parker, S. K. (2009). Redesigning work design theories: The rise of relational and proactive perspectives. *Academy of Management Annals*, 3, 273–331. <https://doi.org/10.5465/19416520903047327>
- Grant, A., Campbell, E., Chen, G., Cottone, K., Lapedis, D., & Lee, K. (2006). Impact and the art of motivation maintenance: The effects of contact with beneficiaries on persistence behavior. *Organizational Behavior and Human Decision Processes*, 103, 53–67. doi: <https://doi.org/10.1016/j.obhdp.2006.05.004>
- Grant, A., Fried, Y., Parker, S., & Frese, M. (2010). Putting job design in context: Introduction to the special issue. *Journal of Organizational Behavior*, 31, 145–157. doi: 10.1002/job.679
- Griffin, M., & Clarke, S. (2011). Stress and well-being at work. In: Zedeck S (ed.). *APA Handbook of Industrial and Organizational Psychology*, 359–397. <http://dx.doi.org/10.1037/12171-010>
- Griffin, R., Phillips, J., & Gully, S. (Ed.). (2015). *Organizational Behaviour: Managing People and Organizations*. Cengage Learning
- Gursoy, D., Maier, A., & Chi, G. (2008). Generational differences: an examination of work values and generational gaps in the hospitality workforce. *International Journal of Hospitality Management*, 27, 448-458. <https://doi.org/10.1016/j.ijhm.2007.11.002>
- Gutek, B. A., Bhappu, A. D., Liao-Troth, M. A., & Cherry, B. (1999). Distinguishing between service relationships and encounters. *Journal of Applied Psychology*, 84(2), 218 –233. <https://doi.org/10.1037/0021-9010.84.2.218>

- Hackman, J., & Lawler, E. (1971). Employee reactions to job characteristics. *Journal of Applied Psychology Monograph*, 55, 259–286. <https://doi.org/10.1037/h0031152>
- Hackman, J., & Oldham, G. (1976). Motivation through the Design of Work: Test of a Theory. *Organizational behavior and human performance*, 16, 250-279. [https://doi.org/10.1016/0030-5073\(76\)90016-7](https://doi.org/10.1016/0030-5073(76)90016-7)
- Halbesleben, J. R. (2010). A meta-analysis of work engagement: relationships with burnout, demands, resources, and consequences. *Work Engagement: A Handbook of Essential Theory and Research*, Psychology Press, 102-117.
- Hall, D. T., Feldman, E., & Kim, N. (2013). Meaningful work and the protean career. *Psychological Association*. <https://doi.org/10.1037/14183-004>
- Hansen, N., Sverke, M., & Näswall, K. (2009). Predicting nurse burnout from demands and resources in three acute care hospitals under different forms of ownership: A cross-sectional questionnaire survey. *International Journal of Nursing Studies*, 46, 95–106. <https://doi.org/10.1016/j.ijnurstu.2008.08.002>
- Hansez, I., & Chmiel, N. (2010). Safety behavior: Job demands, job resources, and perceived management commitment to safety. *Journal of Occupational Health Psychology*, 15(3), 267–278. <https://doi.org/10.1037/a0019528>
- Harrison, D. A., Virick, M., & William, S. (1996). Working without a net: Time, performance, and turnover under maximally contingent rewards. *Journal of Applied Psychology*, 81(4), 331–345. <http://dx.doi.org/10.1037//0021-9010.81.4.331>
- Hausknecht, J., Rodda, L., & Howard, M. (2009). Targeted employee retention: performancebased and job-related differences in reported reasons for staying. *Wiley InterScience*, 48(2), 269– 288. <https://doi.org/10.1002/hrm.20279>
- Hayes, A. (2022). The Process macro for SPSS, SAS, and R. *Process Macro*. <https://www.processmacro.org/index.html>
- Hayes, A. F. (2013). *Introduction to mediation, moderation, and conditional process analysis: A regression based approach*. Guilford Press.
- Hayman, J. (2009). Flexible work arrangements: exploring the linkages between perceived usability of flexible work schedules and work/life balance. *Community, Work & Family*, 12(3), 327-338. <https://doi.org/10.1080/13668800902966331>
- Hayton, J., & Kelley, D. (2006). A competency-based framework for promoting corporate entrepreneurship. *Human Resource Management*. <http://dx.doi.org/10.1002/hrm>
- Henkens, K. (2021). Forge healthy pathways to retirement with employer practices: a multilevel perspective. *Work, Aging and Retirement*. <https://doi.org/10.1093/workar/waab016>

- Hill, E., Grzywacz, J., Allen, S., Blanchard, V., Matz-Costa, C., Shulkin, S., & Pitt-Catsoupes, M. (2008). Defining and conceptualizing workplace flexibility. *Community, Work and Family*, 11, 149–163. <https://doi.org/10.1080/13668800802024678>
- Hobfoll, S. E. (2002). Social and psychological resources and adaptation. *Review of General Psychology*, 307–324. <https://doi.org/10.1037/1089-2680.6.4.307>
- Hon, A. (2012). Shaping environments conducive to creativity: the role of intrinsic motivation. *Cornell Hospitality Quarterly*, 53(1), 53–64. <https://doi.org/10.1177/19389655114247>
- Horton, K., McClelland, C., & Griffin, M. (2014). Defined by our hierarchy? How hierarchical positions shape our identifications and well-being at work. *Human Relations*, 67(10), 1167–1188. <https://doi.org/10.1177/0018726713516374>
- Hu, Q., & Schaufeli, W. B. (2011). Job insecurity and remuneration in Chinese family-owned business workers. *Career Development International*, 16(1), 6–19. <https://doi.org/10.1108/13620431111107784>
- Hu, Q., Schaufeli, W. B., & Taris, T. W. (2011). The job demands-resources model: An analysis of additive and joint effects of demands and resources. *Journal of Vocational Behavior*, 79(1), 181–190. <https://doi.org/10.1016/j.jvb.2010.12.009>
- INE. (2021). *Censos* 2021. https://censos.ine.pt/xportal/xmain?xpgid=censos21_populacao&xpid=CENSOS21
- INE. (2021). *Sociedade da Informação e do Conhecimento - Inquérito à Utilização de Tecnologias da Informação e da Comunicação nas Famílias: Há cada vez mais utilizadores do comércio eletrónico, principalmente mulheres* – 2021. https://www.ine.pt/xportal/xmain?xpid=INE&xpgid=ine_destaques&DESTAQUESdest_boui=473557834&DESTAQUESmodo=2
- Jain V., & Pant S. (2012). Navigating Generation Y For Effective Mobile Marketing In India: A Conceptual Framework. *Mobile Marketing Association IJMM*, 7 (3), https://www.researchgate.net/publication/329012274_Navigating_Generation_Y_for_effective_mobile_marketing_in_India_A_conceptual_framework
- Jehn, K. A., Rispens, S., & Thatcher, S. M. B. (2010). The effects of conflict asymmetry on work group and individual outcomes. *Academy of Management Journal*, 53(3), 596–616. <https://doi.org/10.5465/AMJ.2010.51468978>
- Johansson, B., Rask, K., & Stenberg, M. (2010). Piece rates and their effects on health and safety—A literature review. *Applied Ergonomics*, 41(4), 607–614. <https://doi.org/10.1016/j.apergo.2009.12.020>

- Josey, B., & Van Alstyne, S. (2008). *Talent shortage emerges as no. 1 employer concern*. <https://www.areadevelopment.com/studiesresearchpapers/3-1-2008/talent-shortage-emerges.shtml>
- Kahn, A. (1990). Psychological conditions of personal engagement and disengagement at work. *Academy of Management Journal*, 33, 692–724. <https://doi.org/10.5465/256287>
- Kanfer, R. (2012). Work motivation: Theory, practice, and future directions. In S. W. J. Kozlowski (Ed.). *The Oxford handbook of industrial and organizational psychology*, 455–495. Oxford University Press.
- Kanfer, R., & Chen, G. (2016). Motivation in organizational behavior: History, advances and prospects. *Organizational Behavior and Human Decision Processes*, 136, 6–19. <http://dx.doi.org/10.1016/j.obhdp.2016.06.002>
- Kilduff, M., & Brass, D. (2010). Job design: A social network perspective. *Journal of Organizational Behavior*, 31, 309–318. https://www.researchgate.net/publication/229473097_Job_design_A_social_network_perspective
- Kim, H., Mattson, L., Zhang, D., & Cho H. (2022). The role of organizational and supervisor support in young adult workers' resilience, efficacy and burnout during the COVID-19 pandemic. *Journal of Applied Communication Research*. <https://doi.org/10.1080/00909882.2022.2141070>
- Kinnie, N., Hutchinson, S., Purcell, J., Rayton, B., & Swart, J. (2005). Satisfaction with HR practices and commitment to the organization: Why one size does not fit all. *Human Management Journal*, 15, 9–29. <https://doi.org/10.1111/j.1748-8583.2005.tb00293.x>
- Klein, H. J., Austin, J. T., & Cooper, J. T. (2008). Goal choice and decision processes. In R. Kanfer, G. Chen, & R. D. Pritchard (Eds.), *Work motivation: Past, present, and future* (pp. 101–150). Routledge/Taylor & Francis Group
- Knight C, Patterson M, Dawson J. (2017). Building work engagement: a systematic review and meta-analysis investigating the effectiveness of work engagement interventions. *Journal of Organizational Behavior*, 38, 792–812. <https://doi.org/10.1002/job.2167>
- Knight, C., Patterson, M., & Dawson, J. (2017). Building work engagement: a systematic review and meta-analysis investigating the effectiveness of work engagement interventions. *Journal of Organizational Behavior*, 38, 792–812. <https://doi.org/10.1002/job.2167>
- Kooij, D. T. A. M., Jansen, P. G. W., Dikkers, J. S. E., & De Lange, A. H. (2010). The influence of age on the associations between HR practices and both affective commitment and job satisfaction: a metanalysis. *Journal of Organizational Behavior*, 31(8), 1111–1136. <https://doi.org/10.1002/job.666>

- Korunka, C., Kubicek, B., Schaufeli, W., & Hoonakker, P. L. T. (2009). Burnout and work engagement: Do age, gender, or occupation level matter? Testing the robustness of the job demands-resources model. *Positive Psychology*, 4, 243–255. https://doi.org/10.1007/978-94-007-5640-3_4
- krackhardt, D., & Kilduff, M. (2002). Structure, culture and Simmelian ties in entrepreneurial firms. *Social Networks*, 24, 279–290. [https://doi.org/10.1016/S0378-8733\(02\)00008-4](https://doi.org/10.1016/S0378-8733(02)00008-4)
- Kristensen, T., Hannerz, H., Hogh, A., & Borg, V. (2005). The Copenhagen psychosocial Questionnaire – a tool for the assessment and improvement of the psychosocial work environment. *Scandinavian Journal of Work, Environment and Health*, 31(6), 438-449. <https://doi.org/10.5271/sjweh.948>
- Kuvaas, B. (2006). Work performance, affective commitment, and work motivation: The roles of pay administration and pay level. *Journal of Organizational Behavior*, 27(3), 365–385. <https://doi.org/10.1002/job.377>
- Kuvaas, B., Buch, R., Weibel, A., Dysvik, A., & Nerstad, C. (2017). Do intrinsic and extrinsic motivation relate differently to employee outcomes?. *Journal of Economic Psychology*. <http://dx.doi.org/10.1016/j.joep.2017.05.004>
- Lawler, E. J., & Yoon, J. (1998). Network structure and emotion in exchange relations. *American Sociological Review*, 63, 871– 894. <https://doi.org/10.2307/2657506>
- Levickaite, R. (2010). Generations x, y, z: How social networks form the concept of the world without borders (the case of Lithuania). *LIMES: Cultural Regionalistics*. <https://doi.org/10.3846/limes.2010.17>
- Levy, P., & Norris-Watts, C. (2004). Organizational Justice. *Encyclopedia of Applied Psychology*, 731-735. <https://doi.org/10.1016/B0-12-657410-3/00575-4>
- Lockwood, R. (2006). Talent management: Driver for organizational success. *HR Magazine*, 1–11. <https://www.shrm.org/Research/Articles/Documents/0606RQuartpdf.pdf>
- Lu, C., Wang, H., Lu, J., Du, D., Bakker, A. (2013). Does work engagement increase person–job fit? The role of job crafting and job insecurity. *Journal of Vocational Behavior*, 84, 142-152. <https://doi.org/10.1016/j.jvb.2013.12.004>
- Magano, J., Silva, C., Figueiredo, C., Vitória, A., Nogueira, T., & Pimenta Dinis, M. A. (2020). Generation Z: fitting project management soft skills competencies—A mixed-method approach. *Educational Science*, 10 (187). <https://doi.org/10.3390/educsci10070187>
- Mahmoud, A. B., & Reisel, W. D. (2014). Relating patient satisfaction to nurses’ job satisfaction, job security, and obedience OCBs. *International Journal of Pharmaceutical and Healthcare Marketing*, 8, 47-61. <https://doi.org/10.1108/IJPHM-01-2013-0001>
- Mahmoud, A. B., Tehseen, S., & Fuxman, L. (2020). The dark side of artificial intelligence in retail services innovation. *Retail Futures: The Good, the Bad and the Ugly of the Digital Transformation*, 165–180. <http://doi.org/10.1108/978-1-83867-663-620201019>

- Mahmoud, A., Fuxman, L., Mohr, I., Reisel, W., & Grigoriou, N. (2021). Generation and workplace motivation: “We aren’t your reincarnation!” workplace motivation across X, Y and Z generations. *International Journal of Manpower*, 42(1), 193-209. <https://doi.org/10.1108/IJM-09-2019-0448>
- Malheiro, J., & Veloso, A. (2014). A satisfação laboral e a confiança organizacional em três empresas de tecnologias da informação: um estudo exploratório. *Conferência - Investigação E Intervenção Em Recursos Humanos*, 1. <https://doi.org/10.26537/iirh.v0i1.1904>
- Marques, T., Sousa, I., & Ramos, S. (2023). Engaging age-diverse workers with autonomy and feedback: the role of task variety. *Journal of Managerial Psychology*. <https://doi.org/10.1108/JMP-04-2022-0160>
- Márquez, M., Teba, E., González, G., & Rydman, E. (2022). Generation Z Within the Workforce and in the Workplace: A Bibliometric Analysis. *Frontiers in Psychology*. <https://doi.org/10.3389/fpsyg.2021.736820>
- Maslach, C., & Leiter, P. (2016). Understanding the burnout experience: recent research and its implications for psychiatry. *World Psychiatry*. 15(2): 103-111. <https://doi.org/10.1002/wps.20311>
- Maslach, C., Jackson, S. E., & Leiter, M. P. (1996). Maslach Burnout Inventory Manual. Mountain View, CA: CPP, Inc.
- MaxQDA. (2022). *The #1 software for qualitative and mixed methods data analysis*. <https://www.maxqda.com/>
- McGuire, G. (2007). Intimate work: A typology of the social support that workers provide to their network members. *Work and Occupations*, 34(2), 125-147. <https://doi.org/10.1177/073088840629731>
- Meijman, T. F., & Mulder, G. (1998). Psychological aspects of workload. In P. J. D. Drenth, H. Thierry, & C. J. de Wolff (Eds.), *Handbook of work and organizational: Work psychology* (pp. 5–33). Psychology Press/Erlbaum (UK) Taylor & Francis.
- Mobley, H. (1977). Intermediate linkages in the relationship between job satisfaction and employee turnover. *Journal of Applied Psychology*, 62, 237–240. <http://dx.doi.org/10.1037/0021-9010.62.2.237>
- Mobley, W. H., Griffeth, R. W., Hand, H. H., & Meglino, B. M. (1979). Review and conceptual analysis of the employee turnover process. *Psychological Bulletin*, 86, 493-522. <https://doi.org/10.1037/0033-2909.86.3.493>
- Mone, E., Eisinger, C., Guggenheim, K., Price, B., & Stine, C. (2011). Performance Management at the Wheel: Driving Employee Engagement in Organizations. *Journal of Business and Psychology*, 26, 205–212. <https://doi.org/10.1007/s10869-011-9222-9>
- Morgeson, F. P., & Humphrey, S. E. (2006). The Work Design Questionnaire (WDQ): Developing and validating a comprehensive measure for assessing job design and the nature of work. *Journal of Applied Psychology*, 91(6), 1321–1339. <https://doi.org/10.1037/0021-9010.91.6.1321>

- Morgeson, F. P., & Humphrey, S. E. (2008). Job and team design: Toward a more integrative conceptualization of work design, *Bingley: Emerald Group Publishing Limited*, 27, 39–91). [http://dx.doi.org/10.1016/S0742-7301\(08\)27002-7](http://dx.doi.org/10.1016/S0742-7301(08)27002-7)
- Myrden, S., & Kelloway, K. (2015). Young workers' perception of brand image: main and moderating effects. *Journal of Organizational Effectiveness: People and Performance*, 2 (3), 267–281. <https://doi.org/10.1108/JOEPP-09-2014-0055>
- Nascimento, J., Lopes, A., & Salgueiro, M. (2008). Estudo sobre a validação do “Modelo de Comportamento Organizacional” de Meyer e Allen para o contexto português. *Comportamento Organizacional e Gestão*, 14(1), 115–133. <https://repositorio.ispa.pt/handle/10400.12/150>
- Nesselroade, J., & Molenaar, P. (2010). Emphasizing Intraindividual Variability in the Study of Development Over the Life Span - Concepts and Issues. *The Handbook of Life-Span Development*. <https://doi.org/10.1002/9780470880166.hlsd001002>
- Nicholls, J. G. (1984). Achievement motivation: Conceptions of ability, subjective experience, task choice, and performance. *Psychological Review*, 91, 328–346. <https://doi.org/10.1037/0033-295X.91.3.328>
- Nieżurawska, J., Kycia, R., & Niemczynowicz, A. (2023). Managing Generation Z. Motivation, Engagement and Loyalty. *Taylor & Francis Group*. <https://doi.org/10.4324/9781003353935>
- Norman, S. M., Avolio, B. J., & Luthans, F. (2010). The impact of positivity and transparency on trust in leaders and their perceived effectiveness. *The Leadership Quarterly*. 21, 350–364. <https://doi.org/10.1016/j.leaqua.2010.03.002>
- Observatório da Emigração. (2015). *Emigração Portuguesa: Relatório Estatístico 2015*. Observatório da Emigração. <https://observatorioemigracao.pt/np4/4447.html>
- Op den Kamp, E. M., Bakker, A. B., Tims, M., & Demerouti, E. (2018). Proactive vitality management and creative work performance: the role of self-insight and social support. *The Journal of Creative Behavior*, 54(2), 323–336. <https://doi.org/10.1002/jocb.368>
- Otis, N., & Pelletier, L. (2005). A motivational model of daily hassles, physical symptoms, and future work intentions among police officers. *Journal of Applied Social Psychology*, 35(10), 2193–214. http://selfdeterminationtheory.org/SDT/documents/2007_OtisPelletier_JASP.pdf
- Pataki-Bittó, F., & Kapusy, K. (2021). Work environment transformation in the post COVID-19 based on work values of the future workforce. *Journal of Corporate Real Estate*, 23(3). <https://doi.org/10.1108/JCRE-08-2020-0031>
- Peralta, C., Lourenço, P., Lopes, P., Baptista, C, & Pais, L. (2018). Team Development: Definition, Measurement and Relationships with Team Effectiveness. *Human Performance*, 31(2), 97–124. <https://doi.org/10.1080/08959285.2018.1455685>

- Pereira, A., & Lains, P. (2011). From an Agrarian Society to a Knowledge Economy? The Rising Importance of Education to the Portuguese Economy, 1950–2009. *Higher Education in Portugal*, 109–34. https://doi.org/10.1007/978-94-007-2135-7_5
- Pettigrew, T. F. (1998). Intergroup contact theory. *Annual Review of Psychology*, 49: 65– 85. <https://doi.org/10.1146/annurev.psych.49.1.65>
- Pfeffer, J., & Sutton, R. I. (2006). Hard facts, dangerous half-truths, and total nonsense: *Profiting from evidence-based management*. <https://doi.org/10.1108/10878570610652617>
- Pinto, A., Ramos, S., & Nunes, S. (2015). Managing an aging workforce: What is the value of human resource management practices for different age groups of workers?. *Review of Applied Management Studies*. <http://dx.doi.org/10.1016/j.tekhne.2015.01.007>
- Pritchard, R., & Ashwood, E. (2008). Managing Motivation: A Manager's Guide to Diagnosing and Improving Motivation. *Routledge*. <https://doi.org/10.4324/9780203888346>
- Proença, T. (2015). Questionário de Desenho do Trabalho. *Faculty of Economics, University of Porto*. http://www.morgeson.com/downloads/Portuguese_WDQ.pdf
- Rabiee, F. (2004). Focus-group interview and data analysis. *Proceedings of the Nutrition Society*. <https://doi.org.10.1079/PNS2004399>
- Rappaport, A., Bancroft, E., & Okum, L. (2003). The aging workforce raises new talent management issues for employers. *Journal of Organizational Excellence*, 23, 55–66. <https://doi.org/10.1002/npr.10101>
- Rauvola, R. S., Rudolph, C. W., & Zacher, H. (2019). Generationalism: Problems and implications. *Organizational Dynamics*, 48(4), 100-664. <https://doi.org/10.1016/j.orgdyn.2018.05.006>
- Richer, S., Blanchard, C., & Vallerand, R. (2002). A motivational model of work turnover. *Journal of Applied Social Psychology*, 32(10), 2089–113. <https://doi.org/10.1111/j.1559-1816.2002.tb02065.x>
- Rosa, M. (2012). O Envelhecimento da Sociedade Portuguesa. Relógio D'Água Editores
- Rousseau, D. (2005). I-deals, idiosyncratic deals employees bargain for themselves. *M.E. Sharpe*. <https://www.jstor.org/stable/20159261>
- Rudolph, C. W., & Zacher, H. (2022). Generations, We Hardly Knew Ye: An Obituary. *Group & Organization Management*, 47(5), 928–935. <https://doi.org/10.1177/10596011221098307>
- Rusu, G., & Avasilcai, S. (2013). Human resources motivation: an organizational performance perspective. *Annals of the Oradea University. Fascicle of Management and Technological Engineering*, 22(12), 331-334.
- Ryan, R. (2022). The Oxford Handbook of Self-Determination Theory. [https://books.google.pt/books?hl=pt-PT&lr=&id=LMGoEAAAQBAJ&oi=fnd&pg=PA33&dq=Cognitive+Evaluation+Theory+\(CET\)+evaluat](https://books.google.pt/books?hl=pt-PT&lr=&id=LMGoEAAAQBAJ&oi=fnd&pg=PA33&dq=Cognitive+Evaluation+Theory+(CET)+evaluat)

[ion+of+sdt&ots=TZFDQy42 t&sig=88LU7HPIvQTIG712O3QxO7J9sHk&redir_esc=y#v=onepage&q=Cognitive%20Evaluation%20Theory%20\(CET\)%20evaluation%20of%20sdt&f=false](https://doi.org/10.1037/0022-3514.43.3.450)

- Ryan, R. M. (1982). Control and information in the intrapersonal sphere: An extension of cognitive evaluation theory. *Journal of Personality and Social Psychology*, 43, 450–461. <https://doi.org/10.1037/0022-3514.43.3.450>
- Ryan, R., & Deci, E. (2000). Intrinsic and Extrinsic Motivations: Classic Definitions and New Directions. *Contemporary Educational Psychology*, 25, 54-67. <https://doi.org/10.1006/ceps.1999.1020>
- Ryan, R., & Stiller, J. (1991). The social contexts of internalization: Parent and teacher influences on autonomy, motivation and learning. *Advances in motivation and achievement*, 7, 115–149. <https://doi.org/10.1177/0272431694014002>
- Ryback, R. (2016). *From baby boomers to generation Z: a detailed look at the characteristics of each generation*. *Psychology Today*. <https://www.psychologytoday.com/gb/blog/the-truism-wellness/201602/baby-boomers-generation-z?amp>
- Šakan, D., Žuljević, D., & Rokvić, N. (2020). The Role of Basic Psychological Needs in Well-Being During the COVID-19 Outbreak: A Self-Determination Theory Perspective. *Frontiers in Public Health*, 8. <https://doi.org/10.3389/fpubh.2020.583181>
- Samsami, M., & Schøtt, T. (2022). Past, Present, and Intended Digitalization around the World: Leading, Catching up, Forging Ahead, and Falling Behind. *Our Economy*, 68(3), 1-10. <http://doi.org/10.2478/ngoe-2022-0013>
- Schalk, R., van Veldhoven, M., de Lange, A. H., De Witte, H., Kraus, K., Stamov Roßnagel, C., et al. (2010). Moving European research on work and ageing forward: Overview and agenda. *European Journal of Work and Organizational Psychology*, 19(1), 76-101. <https://doi.org/10.1080/13594320802674629>
- Scharp, Y. S., Bakker, A. B., Breevaart, K., Kruup, K., & Uusberg, A. (2022). Playful work design: conceptualization, measurement, and validity. *Human Relations*. <https://doi.org/10.1177/00187267211070996>
- Schaufeli, W. (2017). Applying the Job Demands-Resources model: A ‘how to’ guide to measuring and tackling work engagement and burnout. *Elsevier Inc*. <https://doi.org/10.1016/j.orgdyn.2017.04.008>
- Schaufeli, W., & Bakker, A. (2004). UWES, UTRECHT, Work Engagement Scale. *Occupational Health Psychology Unit Utrecht University*. <https://doi.org/10.1037/t05561-000>
- Schaufeli, W., & Bakker, A. B. (2004). Job demands, job resources, and their relationship with burnout and engagement: A multi-sample study. *Journal of Organizational Behavior*, 25, 293–315. <https://doi.org/10.1002/job.248>

- Schaufeli, W., & Taris, T. (2014). A Critical Review of the Job Demands-Resources Model: Implications for Improving Work and Health. *Hämmig, Bridging Occupational, Organizational and Public Health: 43 A Transdisciplinary Approach*. https://doi.org/10.1007/978-94-007-5640-3_4
- Scheeler, M. C., Ruhl, K. L., & McAfee, J. K. (2004). Providing performance feedback to teachers: A review. *Teacher Education and Special Education*, 27(4). <https://doi.org/10.1177/088840640402700>
- Scholz, C., & Renning, A. (2019). Generations Z in Europe: Inputs, Insights and Implications. *The Changing Context of Managing People*. <https://books.emeraldinsight.com/resources/pdfs/chapters/9781789734928-TYPE23-NR2.pdf>
- Schreyögg, G., & Sydow, J. (2010). Organizing for fluidity? Dilemmas of new organizational forms. *Organization Science*, 21, 1251–1262. <http://www.jstor.org/stable/40926740>
- Schullery, N. M. (2013). Workplace engagement and generational differences in values. *Business Communication Quarterly*, 76, 252-265. <http://dx.doi.org/10.1177/1080569913476543>
- Šević, N., Slijepčević, M., & Ilić, M. (2020). The Effects of Company CSR on Generation Z – Example of an Insurance Company. *Sustainable Economic Development and Advancing Education Excellence in the Era of Global Pandemic*. https://www.researchgate.net/profile/Milica-Slijepcevic/publication/349043828_The_Effects_of_Company_CSR_on_Generation_Z_-_Example_of_an_Insurance_Company/links/601c727d458515893980675c/The-Effects-of-Company-CSR-on-Generation-Z-Example-of-an-Insurance-Company.pdf
- Shirom, A. (2005). Reflections on the study of burnout. *Work & Stress*, 19(3), 263-270. <https://doi.org/10.1080/02678370500376649>
- Shrestha, N. (2020). Detecting Multicollinearity in Regression Analysis. *American Journal of Applied Mathematics and Statistics*, 8 (2), 39-42. <https://doi.org/10.12691/ajams-8-2-1>
- Shultz, K. S., Wang, M., Crimmins, E. M., & Fisher, G. G. (2010). Age differences in the demand-control model of work stress: An examination of data from 15 European countries. *Journal of Applied Gerontology*, 29, 21–47. <https://ssrn.com/abstract=2639363>
- Silva, C. (2006). Copenhagen Psychosocial Questionnaire. *Fundação para a Ciência e a Tecnologia*. https://aciff.pt/uploads/Copenhagen%20psychosocial%20questionnaire_COPSOQ.pdf
- Silva, J., & Carvalho, A. (2021). The Work Values of Portuguese Generation Z in the Higher Education-to-Work Transition Phase. *Social Sciences*, 10, 297. <https://doi.org/10.3390/socsci10080297>
- Silva, S., Costa, P., Costa, R., Tavares, S., Leite, E., & Passos, A. (2013). Meanings of quality of care: Perspectives of Portuguese health professionals and patients. *British Journal of Health Psychology*. <https://doi.org/10.1111/bjhp.12031>

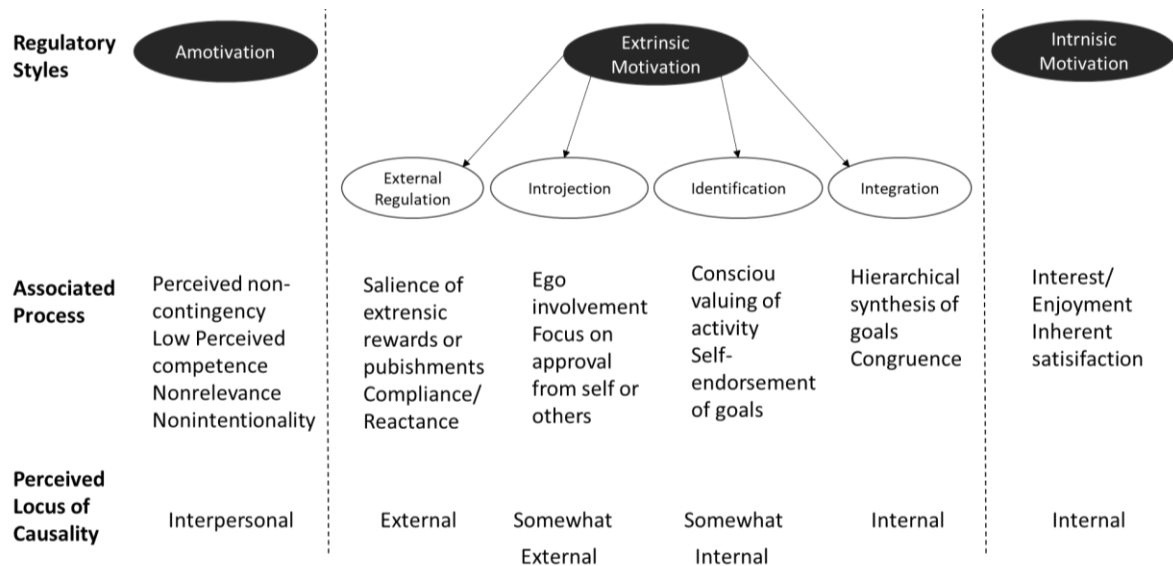
- Sinval, J., Pasian, S., Queirós, C., & Marôco, J. (2018). Brazil-Portugal Transcultural Adaptation of the UWES-9: Internal Consistency, Dimensionality, and Measurement Invariance. *Front. Psychol.* <https://doi.org/10.3389/fpsyg.2018.00353>
- Stam, E., & van de Ven, A. (2021). Entrepreneurial ecosystem elements. *Small Business Economics*, 56(2), 809–832. <https://doi.org/10.1007/s11187-019-00270-6>
- Steers, R. M., Mowday, R. T., & Shapiro, D. L. (2004). Introduction to special topic forum: The future of work motivation theory. *Academy of Management Review*, 29, 379-387. <https://doi.org/10.2307/20159049>
- Suleman, F., & Figueiredo, M. (2019). Entering the labour market in the context of higher education reform and economic recession: Young bachelor and master graduates in Portugal. *Journal of Youth Studies*, 1, 22. <https://doi.org/10.1080/13676261.2019.1679744>
- Ten Brummelhuis, L. L., & Bakker, A. B. (2012). A resource perspective on the work–home interface: the work–home resources model. *American Psychologist*, 67(7), 545–556. <https://doi.org/10.1037/a0027974>
- Then, F., Luck, T., Luppá, M., Arélin, K., Schroeter, M., Engel, C., Löffler, M., Thiery, J., Villringer, A., & Riedel-Heller, S. (2014). Association between mental demands at work and cognitive functioning in the general population – results of the health study of the Leipzig research center for civilization diseases (LIFE). *Journal of Occupational Medicine and Toxicology*, 9 (23). <https://doi.org/10.1186/1745-6673-9-23>
- Tomlinson, J., Baird, M., Berg, P., & Cooper, R. (2018). Flexible careers across the life course: Advancing theory research and practice. *Human Relations*, 71, 4–22. <https://doi.org/10.1177/0018726717733313>
- Triplett, R., Mullings, J. L., & Scarborough, K. E. (1999). Examining the effect of work-home conflict on work-related stress among correctional officers. *Journal of Criminal Justice*, 27(4), 371–385. [https://doi.org/10.1016/S0047-2352\(98\)00066-X](https://doi.org/10.1016/S0047-2352(98)00066-X)
- Truxillo, D. M., Cadiz, D. M., Rineer, J. R., Zaniboni, S., & Fraccaroli, F. (2012). A lifespan perspective on job design: Fitting the worker to the job to promote job satisfaction, engagement, and performance. *Organizational Psychology Review*, 2, 340–360. <https://doi.org/10.1177/2041386612454043>
- Tubre, T. C., & Collins, J. M. (2000). Jackson and Schuler (1985) revisited: A meta-analysis of the relationship between role ambiguity, role conflict and job performance. *Journal of Management*, 26, 155–169. [https://doi.org/10.1016/S0149-2063\(99\)00035-5](https://doi.org/10.1016/S0149-2063(99)00035-5)
- Tudorache, A. M. (2013). The relationship between motivation and efficiency of human resources. *Ovidius University Annals, Series Economic Sciences*, 13, 1035-1038. <https://doi.org/10.1177/026858092091297>

- Tummers, L., & Bakker, A. B. (2021). Leadership and Job Demands–Resources theory: a systematic review. *Frontiers in Psychology*. <https://doi.org/10.3389/fpsyg.2021.722080>
- Twenge, J. M., Campbell, S. M., Hoffman, B. J. & Lance, C.E. (2010). Generational differences in work values: leisure and extrinsic values increasing, social and intrinsic values decreasing. *Journal of Management*, 36, 1117-1142. <https://doi.org/10.1177/014920630935224>
- Van den Broeck, A., Vansteenkiste, M., De Witte, H., Soenens, B., & Lens, W. 2010. Capturing autonomy, competence, and relatedness at work: Construction and initial validation of the Work-Related Basic Need Satisfaction scale. *Journal of Occupational and Organizational Psychology*, 83 (4), 981-1002. <https://doi.org/10.1348/096317909X481382>
- Van Veldhoven, M., Van den Broeck, A., Daniels, K., Bakker, A. B., Tavares, S. M., & Ogbonnaya, C. (2020). Challenging the universality of job resources: Why, when and for whom are they beneficial? *Applied Psychology: An International Review*, 69(1), 5–29. <https://doi.org/10.1111/apps.12211>
- Vansteenkiste, M., Neyrinck, B., Niemiec, C., Soenens, B., DeWitte, H., & Van Den Broeck, A. (2007). On the relations among work value orientations, psychological need satisfaction and job outcomes: a self-determination theory approach. *Journal of Occupational and Organizational Psychology*, 80 (2), 251–77. <https://doi.org/10.1348/096317906X111024>
- Vansteenkiste, M., Ryan, R., & Soenens, B. (2020). Basic psychological need theory: Advancements, critical themes, and future directions. *Motivation and Emotion*, 44, 1–31. <https://doi.org/10.1007/s11031-019-09818-1>
- Virga, D., Maricutoiu, L. P., & Iancu, A. (2021). The efficacy of work engagement interventions: a meta-analysis of controlled trials. *Current Psychology*, 40, 5863–5880. <https://doi.org/10.1007/s12144-019-00438-z>
- Warr, P. (2002). The study of well-being, behavior and attitudes. *Psychology at Work*, 1–25.
- Warr, P. (2007). *Work, happiness, and unhappiness*. Lawrence Erlbaum Associates Publishers.
- Weber, J., & Urick, M. J. (2017). Examining the Millennials' ethical profile: Assessing demographic variations in their personal value orientations. *Business and Society Review*, 122(4), 469-506. <https://doi.org/10.1111/basr.12128>
- Weibel, A., Rost, K., & Osterloh, M. (2010). Pay for performance in the public sector: Benefits and (hidden) costs. *Journal of Public Administration Research and Theory*, 20(2), 387–412. <https://doi.org/10.1093/jopart/mup009>
- Weinstein, N., Hodgins, H., & Ryan, R. (2010). Autonomy and control in dyads: effects on interaction quality and joint creative performance. *Pers. Soc. Psychol*, 36(12), 1603–17. <https://doi.org/10.1177/0146167210386385>

- Wieth, M. B., & Burns, B. D. (2014). Rewarding multitasking: Negative effects of an incentive on problem solving under divided attention. *The Journal of Problem Solving*, 7(1), 7. <https://doi.org/10.7771/1932-6246.1163>
- Wright, P., & Bretthauer K. (2010). Strategies for addressing the nursing shortage: Coordinated decision making and workforce flexibility. *Decision Sciences*, 41, 373–401. <https://doi.org/10.1111/j.1540-5915.2010.00269.x>
- Wrzesniewski, A., Dutton, J. E., & Debebe, G. (2003). Interpersonal sensemaking and the meaning of work. In R. M. Kramer & B. M. Staw (Eds.), *Research in organizational behavior: An annual series of analytical essays and critical reviews*, 25, 93–135. Elsevier Science Ltd.
- Zacher, H., & Froidevaux, A. (2021). Life stage, lifespan, and life course perspectives on vocational behavior and development: A theoretical framework, review, and research agenda. *Journal of Vocational Behavior*, 126. <https://doi.org/10.1016/j.jvb.2020.103476>.
- Zaniboni, S., Truxillo, D., & Fraccaroli, F. (2013). Differential effects of task variety and skill variety on burnout and turnover intentions for older and younger workers. *European Journal of Work and Organizational Psychology*, 22(3), 306–317. <https://doi.org/10.1080/1359432X.2013.782288>
- Zapf, D. (2002). Emotion work and psychological well-being: A review of the literature and some conceptual considerations. *Human Resource Management Review*, 12(2), 237–268. [https://doi.org/10.1016/S1053-4822\(02\)00048-7](https://doi.org/10.1016/S1053-4822(02)00048-7)

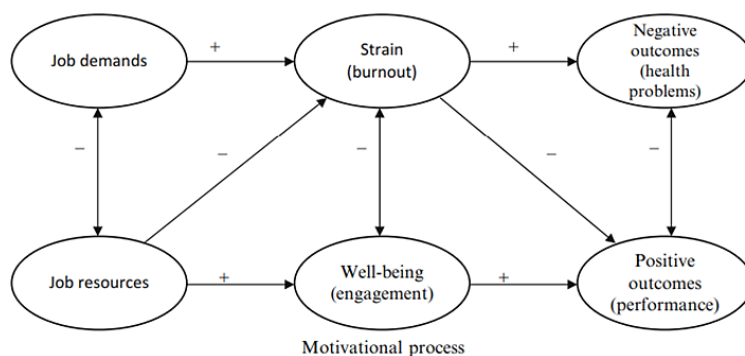
Annexes

Annex A - Classification of Human Motivation – Self-Determination Theory



Source: Deci & Ryan (2002)

Annex B - The Revised Job Demands-Resources Model



Source: Schaufeli (2017)

Annex C - Job Demands-Resources Model

Job demands (26)

- *Qualitative job demands*
 - Emotional demands (1)
 - Mental demands (1)
 - Physical demands (1)
 - Work-home conflict (1)*
- *Quantitative job demands*
 - Work overload (3)
 - Work underload (1)
 - Pace of change (1)*
- *Organizational demands*
 - Negative change (3)*
 - Bureaucracy (3)*
 - Harassment (4)
 - Role conflicts (3)
 - Interpersonal conflicts (4)*

Job resources (51)

- *Social resources*
 - Co-worker support (3)
 - Supervisor support (3)
 - Team atmosphere (2)*
 - Team effectiveness (3)*
 - Role clarity (3)
 - Fulfillment of expectations (2)*
 - Recognition (1)*
- *Work resources*
 - Job control (7)
 - Person-job fit (2)*
 - Task variety (2)
 - Participation in decision making (1)
 - Use of skills (1)
 - Availability of tools (1)*
- *Organizational resources*
 - Communication (3)
 - Alignment (2)*
 - Trust in leadership (2)*
 - Organizational justice (3)
 - Fair pay (1)
 - Value congruence (1)*
- *Developmental resources*
 - Performance feedback (3)
 - Possibilities for learning & development (3)
 - Career perspective (2)

Source: Schaufeli & Bakker (2004)

Annex D - Focus Group Composition

Table D.1

Focus Group Composition

Information about the participants FOCUS GROUP 1										
Participant	Age	Gender	Geographic Region	Number of Children	Civil Status	Academical Level	Industry of Experience	Time of Professional Experience	Current Job Position/Function	Duration in the current position
P1.1	22	M	Algarve	0	In a relationship	Frequency of bachelors' degree	Automobile	2 years and 8 months	Commercial - Product Specialist	2 years and 8 months
P1.2	23	M	Lisbon	0	Single	Frequency of master's degree	Government	1 year and 2 months	Human Resources - Human Resources specialist	8 months
P1.3	24	F	Lisbon	0	In a relationship	Frequency of master's degree	Telecommunications	4 years and 7 months	Human Resources - Talent Acquisition and Employer Branding	6 months
P1.4	22	M	Lisbon	0	Single	Frequency of master's degree	Laboratory Services	6 months	Human Resources - Campus Coordinator	6 months
P1.5	23	M	Lisbon	0	In a relationship	Frequency of master's degree	Consultancy	6 months	Human Resources - Recruitment and Selection	6 months
P1.6	27	F	Lisbon	0	In a relationship	Master's degree	Telecommunications	3 years	Marketing - Digital Marketing – social media	6 months

Information about the participants FOCUS GROUP 2										
Participant	Age	Gender	Geographic Region	Number of Children	Civil Status	Academical Level	Industry of Experience	Time of Professional Experience	Current Job Position/Function	Duration in the current position
P2.1	23	F	Lisbon	0	Single	Frequency of master's degree	Consultancy	7 months	Human Resources - Junior Tech and Digital Recruiter	7 months
P2.2	21	M	Lisbon	0	Single	Bachelor's degree	Telecommunications	8 months	Data Science - Data analyst	8 months
P2.3	26	F	Lisbon	0	In a relationship	Master's degree	Insurance	4 years	Data Science - Project Manager and Data Analyst	4 months
P2.4	22	F	Lisbon	0	In a relationship	Frequency of master's degree	Automobile	9 months	Human Resources - Human Resources and Communication	9 months
P2.5	24	F	Lisbon	0	Single	Post-graduation	Telecommunications	1 year and 4 months	Marketing - Social Media Manager	6 months
P2.6	21	M	Lisbon	0	Single	Bachelor's degree	Telecommunications	6 months	Data Science - Data Analyst	6 months
Information about the participants FOCUS GROUP 3										
Name	Age	Gender	Geographic Region	Number of Children	Civil Status	Academical Level	Industry of Experience	Time of Professional Experience	Current Job Position/Function	Duration in the current position
P3.1	22	F	Lisbon	0	Single	Frequency of master's degree	Telecommunications	8 months	Commercial - Terminal management and after sales team	8 months
P3.2	24	F	Algarve	0	In a relationship	Post-Graduation	Health	2 years and 6 months	Health - Nurse	2 years and 6 months
P3.3	27	M	Lisbon	0	In a relationship	Frequency of master's degree	Military (Air Force)	7 years	IT - Telecommunication technician	6 years
P3.4	22	F	Lisbon	0	In a relationship	Frequency of master's degree	Health	6 months	Human Resources- Human Resources	6 months
P3.5	22	M	Lisbon	0	In a relationship	Frequency of master's degree	Investigation	6 months	IT - Investigator in Robotics	2 months
P3.6	23	F	Lisbon	0	Single	Frequency of master's degree	Energy	12 months	Human Resources - Human Resources Business Partner	8 months

Information about the participants FOCUS GROUP 4										
Participant	Age	Gender	Geographic Region	Number of Children	Civil Status	Academical Level	Industry of Experience	Time of Professional Experience	Current Job Position/Function	Duration in the current position
P4.1	22	F	Lisbon	0	Single	Frequency of master's degree	Telecommunications	6 months	Commercial - Account Manager	6 months
P4.2	23	F	Lisbon	0	In a relationship	Frequency of master's degree	Telecommunications	6 months	Logistics - Network and IT procurement	6 months
P4.3	25	F	Lisbon	0	Single	Master's degree	Telecommunications	1 year and 6 months	Human Resources – Human Resources development	1 year and 6 months
P4.4	22	F	Lisbon	0	In a relationship	Bachelor's degree	Telecommunications	6 months	Marketing - Strategic Marketing	6 months
P4.5	25	M	Lisbon	0	In a relationship	Bachelor's degree	Consultancy	3 year and 6 months	IT - Outsystems Developer	1 year and 6 months
P4.6	22	M	Lisbon	0	Single	Frequency of master's degree	Consultancy	7 months	Finances - Fiscal Consultor	7 months
Information about the participants FOCUS GROUP 5										
Participant	Age	Gender	Geographic Region	Number of Children	Civil Status	Academical Level	Industry of Experience	Time of Professional Experience	Current Job Position/Function	Duration in the current position
P5.1	21	F	Lisbon	0	In a relationship	Frequency of master's degree	Consultancy	2 years	Marketing - Marketing Assistant	6 months
P5.2	23	F	Lisbon	0	In a relationship	Master's degree	Telecommunications	9 months	Marketing - Content Management	6 months
P5.3	23	F	Lisbon	0	Single	Master's degree	Telecommunications	6 months	Marketing - Digital Content project management	6 months
P5.4	26	M	Lisbon	0	Single	Master's degree	Telecommunications	1 year and 6 months	Human Resources - Human Resources Consultor	6 months
P5.5	21	M	Lisbon	0	Single	Bachelor's degree	Telecommunications	6 months	Finances - Finances Assistant	6 months
P5.6	24	F	Algarve	0	Single	Master's degree	Retail	6 years	Commercial - Sales Assistant	1 year and 6 months

Information about the participants FOCUS GROUP 6										
Participant	Age	Gender	Geographic Region	Number of Children	Civil Status	Academical Level	Industry of Experience	Time of Professional Experience	Current Job Position/ Function	Duration in the current position
P6.1	22	F	Lisbon	0	In a relationship	Frequency of master's degree	Consultancy	4 years	Human Resources - Talent Acquisition	8 months
P6.2	25	M	Lisbon	0	Single	Master's degree	Telecommunications	3 years	IT - Telecommunications engineer	1 year and 8 months
P6.3	22	F	Lisbon	0	In a relationship	Frequency of master's degree	Telecommunications	6 months	Data Science - Data analyst	8 months
P6.4	22	F	Lisbon	0	In a relationship	Master's degree	Telecommunications	4 years	Commercial - Client Manager	8 months
P6.5	22	M	Lisbon	0	Single	Bachelor's degree	Telecommunications	2 years	Marketing - Product Manager	8 months
P6.6	23	F	Lisbon	0	Single	Master's degree	Telecommunications	4 years	Logistics - Sales and Supply chain	8 months

Annex E - Focus Group Script

1. Preparation:

- a. Ensure that every participant fulfils the following criteria:
 - i. Inclusion criteria: age equal or superior to 18 years old; maximum of 6 years of professional experience; younger than 27 years old; and professional experience in Portugal;
 - ii. Exclusion criteria: non-professional experience or less than 6 months of experience; less than 18 years old; equal or more than 28 years old; more than 7 years of professional experience; and non-professional experience in Portugal.
- b. Prepare materials: recording instruments, link for the session, documents for the activities.
- c. Contact participants to explain time and place of the focus group – Creation of heterogeneous groups.

2. Initial Presentation:

- a. Self-presentation as the moderator.
- b. Thank everyone for their presence and time available.
- c. Reinforce the importance of honest answers and critical spirit, stating that no idea/answer is wrong, therefore they show exposure their thoughts about something in order and with respect to other participants.
- d. Ask for permission to audio record and confidentiality agreement. After starting to record ask again.

- e. Explain procedure, duration of the exercise, main concepts throughout the focus group, and importance of the research problem about which the focus group is going to be made for and its objectives: The focus of this focus group will be to debate our main ideas and beliefs about work and motivation, using your professional experience so far. It is important to have everyone's opinion. Please feel free to add information or discuss other participant ideas, but always with respect for your turn. If there are concepts or questions that are not clear for you, please ask me so I can clarify them.

3. Ice Breaker

Game of Similarities:

- a. Goal: Participants need to find at least 7 similarities between them, that cannot visible or physical. For that, they maximum 5 minutes.
 - i. The purpose is to find the higher number of similarities in the deadline. A speaker will represent the group and share the discoveries with the moderator.

4. Open Questions:

- a) How is your normal day of work?
- b) How was the process of finding your current job?
 - i. What were the aspects that made you take that offer?
 - ii. What would make you change jobs currently?
- c) How do you evaluate what is offered in terms of HR policies in your organization?
 - i. In what sense are these policies according to your current needs? Give examples if possible.
 - ii. For your case in specific, what aspects should be rearranged or changed to fit your needs and expectations?
- d) In your opinion, what affects your productivity at work?
 - a. How has your motivation evolved throughout your professional career?
 - b. Which factors are responsible for that change?
 - c. What aspects are essential for you to keep motivation at work? Why?
- e) There are several job resources and job demands presented in the document shared on the screen. Additional characteristics can be chosen by the group if the present ones do not fulfil their answers. Give examples of situations that made you choose the previous resources and demands.

- i. The goal of the exercise is to individually choose 3 of each that are present in your current job and to explain why. To reach a decision, you will have 10 minutes.
 - a) After choosing, you will have to explain your decision and preference for the 6 job characteristics chosen and not for some other mentioned throughout the discussion.
- ii. Please perform the same exercise but choose the 3 job resources and 3 job demands that would create the perfect job in terms of group opinion. You will have 15 minutes to reach a decision.
 - a) Please present your justification of each resource and demand chosen.
- f) Which factors characterized the workforce with ages comprehend between 18 and 27?
 - i. Do you see yourself reflected in the definition presented in the previous answer? Explain your thoughts.
 - ii. In what way does your age influences your answers to the previous questions?
 - iii. How do you think your responses will be like 15 years from now?
 - a) If you believe that they will be different from today, what will be the reasons for those changes?

5. Final Acknowledgement for participation:

- a) Acknowledgment for the time spend and for their willingness to be collaborate.
- b) Ask if they are still some aspects or ideas that the participants want to address before the end of the focus group.
- c) Registration of professional and personal information of the participants: Age, gender, geographic region, number of children, civil status, academical level, industry of experience, time of professional experience and current job position and its duration so far.

Source: Own elaboration

Annex F - Focus Group Dynamics

GAME OF
SIMILARITIES

Ice Breaker

7 similarities in maximum 5 minutes

JOB RESOURCES

- Social resources
 - o Co-worker support
 - o Supervisor support
 - o Team atmosphere
 - o Team effectiveness
 - o Role clarity
 - o Fulfillment of expectations
 - o Recognition
- Work resources
 - o Job control
 - o Person-job fit
 - o Task variety
 - o Participation in decision making
 - o Use of skills
 - o Availability of tools
- Organizational resources
 - o Communication
 - o Alignment
 - o Trust in leadership
 - o Organizational justice
 - o Fair pay
 - o Value congruence
- Developmental resources
 - o Performance feedback
 - o Possibilities for learning & development
 - o Career perspective

JOB DEMANDS

- Qualitative job demands
 - o Emotional demands
 - o Mental demands
 - o Physical demands
 - o Work-home conflict
- Quantitative job demands
 - o Work overload
 - o Work underload
 - o Pace of change
- Organizational demands
 - o Negative change
 - o Bureaucracy
 - o Harassment
 - o Role conflicts
 - o Interpersonal conflicts

Source: Own elaboration

Annex G - Questionnaire

Section 1 - Informed Consent

Dear participant,

The present study is related with the scope of a research project taking place at Iscte – Instituto Universitário de Lisboa, in order to obtain a Master's in Human Resources Management and Organizational Consultancy.

The questionnaire aims to study the aspects that affect motivation of workers in Portugal. Your participation will be highly valued and will contribute to the advancement of knowledge in this field of science. This questionnaire will take approximately 14 minutes.

The study is carried out by Ana Marta Fialho (amsfo1@iscte-iul.pt), under the guidance of Professors Patrícia Costa and Inês C. Sousa, who you may contact if you wish to clarify any doubts, share a comment, or exercise your rights regarding the processing of your personal data.

Participation in this study is confidential and strictly voluntary. If you choose to participate, you can stop participating and withdraw your consent to the processing of your personal data at any time. Personal data will not be disclosed or shared with third parties.

Thank you in advance for your collaboration!

I declare that I have understood the objectives explained and that I have been given the opportunity to ask all questions about this study. I agree to participate in the study and consent to my personal data being used in accordance with the information provided to me.

- Yes, I declare.

Confirm that you are currently working?

- Yes, I confirm.
- No, therefore I cannot respond to the questionnaire.

Section 2

In your responses to the following information, please consider your current job, as well as the organizational characteristics inherent to it.

Co-worker Support	1	2	3	4	5
Copenhagen Psychosocial Questionnaire					
I get help and support from my colleagues, if needed.					
My colleagues are willing to listen to my problems at work, if needed.					
My colleagues talk with me about how well I carry out my work.					
1- Never; 2- Rarely; 3- Sometimes; 4- Frequently; 5- Always					

Supervisor Support	1	2	3	4	5
Copenhagen Psychosocial Questionnaire					
My immediate superior is willing to listen to my problems at work, if needed.					
I get help and support from my immediate superior, if needed.					
My immediate superior talks with me about how well I carry out my work.					
1- Never; 2- Rarely; 3- Sometimes; 4- Frequently; 5- Always					

Team Atmosphere	1	2	3	4	5
Copenhagen Psychosocial Questionnaire					
There is a good atmosphere between me and my colleagues.					
There is a good co-operation between colleagues at work.					
I feel part of a community at my place of work.					
1- Never; 2- Rarely; 3- Sometimes; 4- Frequently; 5- Always					

Possibilities for Learning and Development	1	2	3	4	5
Copenhagen Psychosocial Questionnaire					
I have the possibility of learning new things through my work.					
My work gives me the opportunity to develop my skills.					
I use my skills or expertise in my work.					
1- Never; 2- Rarely; 3- Sometimes; 4- Frequently; 5- Always					

Task Variety	1	2	3	4	5
Work Design Questionnaire					
The job involves a great deal of task variety.					
The job involves doing a number of different things.					
The job requires the performance of a wide range of tasks.					
The job involves performing a variety of tasks.					
1- Never; 2- Rarely; 3- Sometimes; 4- Frequently; 5- Always					

Fair Pay	1	2	3	4	5
Human Resources Practices					
The organization offers me a performance-related pay.					
The organization offers me a competitive salary.					
The organization offers me an above average salary for this function.					
The organization offers me a fair compensation system.					
1- Totally disagree; 2- Disagree; 3- Neither agree nor disagree; 4- Agree, 5- Totally agree					

Section 3

Please respond to the following questions according to your level of agreement with the autonomy you have at work.

Autonomy		1	2	3	4	5
Work Design Questionnaire						
Autonomy in work planning	The job allows me to make my own decisions about how to schedule my work					
	The job allows me to decide on the order in which things are done on the job.					
	The job allows me to plan how I do my work.					
Autonomy in decision making	The job gives me a chance to use my personal initiative or judgment in carrying out the work.					
	The job allows me to make a lot of decisions on my own.					
	The job provides me with significant autonomy in making decisions.					
Autonomy in work methods	The job allows me to make decisions about what methods I use to complete my work.					
	The job gives me considerable opportunity for independence and freedom in how I do the work.					
	The job allows me to decide on my own how to go about doing my work.					

1- Totally disagree; 2- Disagree; 3- Neither agree nor disagree; 4- Agree, 5- Totally agree

Section 4

Please respond to the following questions according to your level of agreement with the engagement you feel towards your work.

Engagement		1	2	3	4	5	6	7
Utrecht Work Engagement Scale (UWES-9)								
At my work, I feel bursting with energy. (vigor)								
At my job, I feel strong and vigorous. (vigor)								
I am enthusiastic about my job. (dedication)								
My job inspires me. (dedication)								
When I get up in the morning, I feel like going to work. (vigor)								
I feel happy when I am working intensely. (absorption)								

I am proud on the work that I do. (dedication)

I am immersed in my work. (absorption)

When I am working, I forget everything else around me.
(absorption)

1- Never; 2- Rarely; 3- Sometimes; 4- Regularly; 5- Frequently; 6- Almost always; 7- Always

Section 5

Please respond to the following questions according to your level of agreement with the commitment you feel towards your work.

Affective Commitment	1	2	3	4	5	6
Affective Commitment Scale						
I do not feel 'emotionally attached' to this organization. (R)						
This organization has a great deal of personal meaning for me.						
I do not feel like 'part of my family' at this organization. (R)						
I really feel as if this organization's problems are my own.						
I would be very happy to spend the rest of my career in this organization.						
I do not feel 'emotionally attached' to this organization. (R)						
1- Totally disagree; 2- Strongly disagree; 3- Slightly disagree; 4- Slightly agree; 5- Strongly agree, 6- Totally agree						

Section 6

Please respond to the following questions according to your level of agreement with the turnover intention you have about your work.

Turnover Intentions	1	2	3	4	5
Turnover Cognition Scale					
I will probably look for a new job in the near future.					
At the present time, I am actively searching for another job in a different organization.					
I do not intend to quit my job. (R)					
It is unlikely that I will actively look for a different organization to work for in the next year. (R)					
I am not thinking about quitting my job at the present time. (R)					
1- Totally disagree; 2- Disagree; 3- Neither agree nor disagree; 4- Agree, 5- Totally agree					

Section 7

Please answer the following questions according to your personal information. I remind you that all information will be confidential and exclusively used for the ongoing investigation.

Gender:

- Female
- Male
- Other

Age (in years): _____

Level of education (concluded):

- Inferior to the 9th Grade
- 9th Grade
- Highschool (12th Grade)
- Bachelor's degree
- Master's degree
- Doctor's degree

Area of experience:

- Commercial/Services
- Social Communication
- Accounting/Finance
- Law/Justice
- Education/Teaching
- Engineering
- Hospitality/Tourism
- Logistics
- Advertising/Marketing
- Human Resources
- Restauration
- Health
- Others

Total of professional experience (in months): _____

Section 8 – Thank You Message

Your contribution is essential for the development of this study!

Thank you so much for your answers and for your time!

If you have any questions, please send an email to amsfo1@iscte-iul.pt.

Annex H - Moderated Mediation - SPSS Analysis

Table H.1

Moderated Mediation - SPSS Analysis

	B (SE)	BootLLCI	BootULCI
<i>Model 1</i>			
<i>Direct effects</i>			
Co-worker Support → Engagement	-.09 (.59)	-.1.25	1.07
Co-worker Support → Turnover Intentions	-.35 (.47)	-1.28	.59
<i>Moderation</i>			
Co-worker Support * Age groups → Engagement	.67 (.36)	-.04	1.37
Co-worker Support * Age groups → Turnover Intentions	.08 (.29)	-.49	.66
Co-worker Support * Age Groups → Engagement → Turnover Intentions	-.26	-.55	.02
	B (SE)	BootLLCI	BootULCI
<i>Model 1</i>			
<i>Direct effects</i>			
Supervisor Support → Engagement	.47 (.40)	-.33	1.27
Supervisor Support → Turnover Intentions	.60 (.32)	-.03	1.23
<i>Moderation</i>			
Supervisor Support * Age groups → Engagement	.17 (.26)	-.34	.67
Supervisor Support * Age groups → Turnover Intentions	-.50 (.20)	-.90	-.10
Supervisor Support * Age Groups → Engagement → Turnover Intentions	-.06	-.25	.14
	B (SE)	BootLLCI	BootULCI
<i>Model 1</i>			
<i>Direct effects</i>			
Team Atmosphere → Engagement	.69 (.53)	-.36	1.74
Team Atmosphere → Turnover Intentions	-.88 (.44)	-1.76	-.01
<i>Moderation</i>			
Team Atmosphere * Age groups → Engagement	.24 (.31)	-.38	.87
Team Atmosphere * Age groups → Turnover Intentions	.28 (.26)	-.23	.80
Team Atmosphere * Age Groups → Engagement → Turnover Intentions	-.08	-.29	.15

	B (SE)	BootLLCI	BootULCI
<i>Model 1</i>			
<i>Direct effects</i>			
Possibilities for Learning and Development → Engagement	1.26 (.59)	.09	2.44
Possibilities for Learning and Development → Turnover Intentions	-.34 (.51)	-.14	.67
<i>Moderation</i>			
Possibilities for Learning and Development * Age groups → Engagement	-.08 (.34)	-.76	.60
Possibilities for Learning and Development * Age groups → Turnover Intentions	.08 (.29)	-.49	.65
Possibilities for Learning and Development * Age Groups → Engagement → Turnover Intentions	-.03	-.23	.26

	B (SE)	BootLLCI	BootULCI
<i>Model 1</i>			
<i>Direct effects</i>			
Task Variety → Engagement	.85 (.49)	-.12	1.83
Task Variety → Turnover intentions	-.14 (.39)	-.90	.63
<i>Moderation</i>			
Task Variety * Age groups → Engagement	-.14 (.29)	-.70	.43
Task Variety * Age groups → Turnover Intentions	-.02 (.22)	-.46	.42
Task Variety * Age Groups → Engagement → Turnover Intentions	.05	-.16	.27

	B (SE)	BootLLCI	BootULCI
<i>Model 1</i>			
<i>Direct effects</i>			
Fair Pay → Engagement	.36 (.39)	-.42	1.14
Fair Pay → Turnover Intentions	-.28 (.30)	-.87	.31
<i>Moderation</i>			
Fair Pay * Age groups → Engagement	.08 (.23)	-.39	.54
Fair Pay * Age groups → Turnover Intentions	.03 (.18)	-.32	.38
Fair Pay * Age Groups → Engagement → Turnover Intentions	-.03	-.21	.16

	B (SE)	BootLLCI	BootULCI
<i>Model 1</i>			
<i>Direct effects</i>			
Autonomy → Engagement	1.20 (.60)	.03	1.38
Autonomy → Turnover Intentions	-.42 (.51)	-1.42	.59
<i>Moderation</i>			
Autonomy * Age groups → Engagement	-.11 (.33)	-.77	.55
Autonomy * Age groups → Turnover Intentions	.28 (.28)	-.27	.83
Autonomy * Age Groups → Engagement → Turnover Intentions	-.05	-.21	.40
	B (SE)	BootLLCI	BootULCI
<i>Model 2</i>			
<i>Direct effects</i>			
Co-worker Support → Affective Commitment	.59 (.49)	-.38	1.55
Co-worker Support → Turnover Intentions	.05 (.43)	-.79	.90
<i>Moderation</i>			
Co-worker Support * Age groups → Affective Commitment	.03 (.30)	-.55	.62
Co-worker Support * Age groups → Turnover Intentions	-.15 (.26)	-.66	.36
Co-worker Support * Age Groups → Affective Commitment → Turnover Intentions	-.02	-.41	.32
	B (SE)	BootLLCI	BootULCI
<i>Model 2</i>			
<i>Direct effects</i>			
Supervisor Support → Affective Commitment	-.07 (.32)	-.70	.55
Supervisor Support → Turnover Intentions	.38 (.29)	-.20	.96
<i>Moderation</i>			
Supervisor Support * Age groups → Affective Commitment	.44 (.20)	.04	.83
Supervisor Support * Age groups → Turnover Intentions	-.29 (.19)	-.66	.08
Supervisor Support * Age Groups → Affective Commitment → Turnover Intentions	-.27	-.52	-.04

	B (SE)	BootLLCI	BootULCI
<i>Model 2</i>			
<i>Direct effects</i>			
Team Atmosphere → Affective Commitment	.90 (.42)	.06	1.73
Team Atmosphere → Turnover Intentions	-.59 (.41)	-1.40	.22
<i>Moderation</i>			
Team Atmosphere * Age groups → Affective Commitment	.00 (.25)	-.49	.49
Team Atmosphere * Age groups → Turnover Intentions	.20 (.24)	-.27	.67
Team Atmosphere * Age Groups → Affective Commitment → Turnover Intentions	.00	-.26	.30

	B (SE)	BootLLCI	BootULCI
<i>Model 2</i>			
<i>Direct effects</i>			
Possibilities for Learning and Development → Affective Commitment	1.19 (.51)	.18	2.21
Possibilities for Learning and Development → Turnover Intentions	-.08 (.46)	-.98	.82
<i>Moderation</i>			
Possibilities for Learning and Development * Age groups → Affective Commitment	-.34 (.30)	-.92	.25
Possibilities for Learning and Development * Age groups → Turnover Intentions	-.10 (.26)	-.61	.42
Possibilities for Learning and Development * Age Groups → Affective Commitment → Turnover Intentions	.20	-.15	.60

	B (SE)	BootLLCI	BootULCI
<i>Model 2</i>			
<i>Direct effects</i>			
Task Variety → Affective Commitment	.95 (.41)	.14	1.74
Task Variety → Turnover Intentions	.13 (.35)	-.56	.82
<i>Moderation</i>			
Task Variety * Age groups → Affective Commitment	-.35 (.24)	-.82	.11
Task Variety * Age groups → Turnover Intentions	-.19 (.20)	-.58	.21
Task Variety * Age Groups → Affective Commitment → Turnover Intentions	.22	-.07	.54

	B (SE)	BootLLCI	BootULCI
<i>Model 2</i>			
<i>Direct effects</i>			
Fair Pay → Affective Commitment	.37 (.32)	-.25	1
Fair Pay → Turnover intentions	-.19 (.27)	-.73	.34
<i>Moderation</i>			
Fair Pay * Age groups → Affective Commitment	.00 (.19)	-.37	.37
Fair Pay * Age groups → Turnover Intentions	.00 (.16)	-.32	.32
Fair Pay * Age Groups → Affective Commitment → Turnover Intentions	.00	-.22	.23
	B (SE)	BootLLCI	BootULCI
<i>Model 2</i>			
<i>Direct effects</i>			
Autonomy → Affective Commitment	1.46 (.49)	.49	2.43
Autonomy → Turnover Intentions	.06 (.47)	-.87	.98
<i>Moderation</i>			
Autonomy * Age groups → Affective Commitment	-.44 (.28)	-1	.10
Autonomy * Age groups → Turnover Intentions	.02 (.26)	-.48	.53
Autonomy * Age Groups → Affective Commitment → Turnover Intentions	.30	-.01	.70