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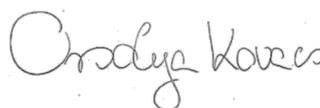
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Master's Thesis

Case study: How generation affect the motivation of Hungarian employees

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Abstract

This research paper investigates how generation affect the motivation of Hungarian employees in an organizational context. The outlined research topic indicates two main concepts that have to be explored within the course of the investigation: 1) Hungarian generations in relation to 2) motivation. The literature review about the living Hungarian generations claims that there are fundamental differences in between Generation Y, Generation X and the Baby boom generations in terms of their values, perceptions, preferences and motives. Based on this argument, the research derives the following hypothesis: *'Hungarian generations are motivated by different need variables and factors'*. Herein, the research participants are asked to evaluate their level of job satisfaction, motivation factors. Due to the sensitive nature of the research topic, snowball sampling is used in order to collect both quantitative and qualitative data through the employment of web survey method. The empirical data are archived in an Excel file, which analysis allows the researcher to test the hypothesis, hence revise the theoretical concepts. The analysis of the collected data proves to confirm the theoretical ideas in relation to both core concepts, concluding that intrinsic motivation is deemed to be highest motivating force, as Maslow (1943) predicted. However, what motivates the Hungarian employees differ from generation to generation. With regards to the rich data that are generated in the given research, future investigation may apply those as basis in their work and analyze the variables in relation to different ones used in this paper.

Keywords: Hungarian generations, differences and similarities, motivation, web survey

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1. Introduction and theoretical framework

Over the last years, regulations of the Hungarian government and social movements have made headlines in the global media. By all means, the country is one of the worst performing economies within the European Union, as it generates less than 1% of the total gross domestic product (Share of Member States in EU GDP, 2017). Such information and data are easy to access, yet it remains difficult to perceive what social processes are happening under the surface. Hence, this research paper is dedicated to dig into deeper layers of the national culture and represent it through that angle of its labor market.

Hungarians, currently counting 9.794.123 people, are facing the emerging issue of social aging, which gradually declining number in the population strongly affects the domestic workforce (Hungary population, 2017; “Population on 1 January”, 2017). By 2060, the number of Hungarians above the age of 65 is expected to raise to double, thus causing reduction in the number of active labor force and increase the presence of older people at work (Nagy, n.d.).

Kissné (2014) examines the same problem for a different angle, claiming that the Hungarian labor market has undergone a radical transformation, where the demand, especially for young and talented employees seems to increase, yet the supply side of the market appears to be greatly reduced. This situation leads to a fierce competition between employers for the young talent, which can be explained by not only the decreasing fertility rate in the country, but by the raising number of Hungarian emigrants predominantly within the European Union (Nagy, n.d.). Based on data from 2016, their number is estimated to be around 500.000, which indicates a significant extent of missing workforce from the Hungarian labor market (“File:Number of EU citizens”, 2016). Even with number of immigrants, counting around 58.300 people, many fields are currently lacking young professionals in Hungary (“File:Immigration”, 2015). How could it be possible to improve the current situation?

Based on academic literature, the diversity of living generational groups is brought into the focus of inquiry and is studied in terms of differences and similarities people possess in the perception of their work-related needs. More precisely, the purpose of the research is to investigate the level of motivation and job satisfaction of the active Hungarian workforce. Two main concepts are seen to emerge out the research area which need to be examined in the course of the given research: (1) Hungarian generations in relation to (2) motivation.

With regards to the former, Hungarian human resource specialists argue that there has never been such a significant gap in between generations working in one workplace as yet (Nagy, n.d; Kamasz, 2016; Kissné, 2014). Due to the technological developments, information society has gradually replaced the industrial society, and then the knowledge-based society, which process has drastically affected, for instance, the communication system (Kissné, 2014). Nowadays, the Internet predominantly facilitates information exchange, whereby it influences the nature of interpersonal relations and causes unprecedented generational conflicts (Kissné, 2014). As a matter of fact, the information society has created another version of reality with a virtual society inside. These tend to play an integral part in the lives of the younger living generations, whilst the older ones are likely to be less skilled in using the new technological advancements and often feel excluded from this whole new world (The Editors of New Strategist Press, 2013, p. 1).

In order to create attractive workplaces, as well as develop workforce synergy and employee retention rates, the attention of management is herein suggested to be drawn to the similarities and differences that can occur in terms of preferences and motives of the respective generations (Dokadia, Rai, & Chawla, 2015, p. 93). Once 'generation' as a key concept is understood, it can be investigated in relation to the concept of human 'motivation', assuming that there is an interrelation in between the two. Hungarian generations are examined first on the purpose to support the identification of the research's sample groups, which are subsequently analyzed according to theoretical assumptions upon motivation. In order to provide a comprehensive understanding of both phenomenon, as well as their assessment and conceptualization, the research paper aims for their determination, elaborates on their importance from the managerial perspective and discusses related theories throughout the following literature reviews.

1.1. Hungarian generations

Generation, one of the key concepts, can be investigated through a broad range of theoretical approaches due to the mass of subject areas it covers. For instance, anthropological, political and sociological studies address the notion differently and match multiple meanings to the phenomena (Corsten, 1999, p. 251). Therefore, agreeing on a certain meaning for the concept in inquiry becomes essential in order to conduct a thorough investigation.

Etymologically, the conception of generations derives from the Greek word ‘genesis’ and “...refers to genealogies as lines of descent”, meaning that “[t]he sequence of generations is based on biological fact of birth and death” (Corsten, 1999, p. 251). Yet, the concept can be also examined through the successions and relationships between different generations, indicating that generations are in fact “...specific collective identities” (Corsten, 1999, p. 252). This is the reason why herein the term ‘generation’ is used instead of ‘age-group’. This paper concentrates on “...generations as collectives in the process of history...” (Corsten, 1999, p. 252), which are defined through succession of certain historical events. Those people who have been born and raised within the same period of time tends to develop a common understanding of their experiences (Corsten, 1999, p. 252). Hence, what the concept generation refers to and which definition is applied to the given research paper is summarized by Corsten (1999) as follows:

“Generations share a picture of ‘their time’ or a script of the drama of their collective development in the course of ‘their’ historical phase” (p. 252).

Not only Corsten (1999), but other scholars and generation researchers agree on determining generational groups based on juvenile cohort experiences, which definition is hereinafter applied and explained by Kissné (2014) as:

The term ‘generation’ refers to a subgroup of people who are grouped by some of their characteristics, for example, have been born within a certain period of time. This time frame involves common experiences of a given age group that can affect their personality and values.

In the given empirical research, the concept generation is used as a technical term, whereby “...units of birth year groups are investigated with regard to the features they have in common” (Corsten, 1999, p. 252). In this sense, features can be both “...objective social indicators such as level of education, professional position, marital status, or income” (Corsten, 1999, p. 252) and subjective ones like “...attitudes, value convictions, preferences, or motives...” (Corsten, 1999, p. 252). This way different birth cohorts can be compared in their lives and in features of their collective life course.

Consequently, in order to understand what a certain generation is like in terms of values, perception, preferences and motives, it is vital to look into external factors that have affected

its members throughout their socialization (see Chapter 9.1.). Both the economic and social environment that hosts the individuals, as well as the nature of the encountered objects, events and processes influence the performance, attitude and behavior of an age group on the labor market (Kissné, 2014). Even though the generational division of society does not mean that all members of a generation are the same, the exceptions make the identities prevail (Kissné, 2014).

The following table (see Figure 1.) contains those three Hungarian generations which are currently and predominantly present on the Hungarian labor market, according to data gained from the Hungarian Central Statistical Office (“2.2.5”, 2011). Herein the generations are divided based on the different life stages people were at when they first met the technological inventions that have become widely integrated into people’s lives, especially the Internet. As, several other factors account for generational differences, each generation is examined in details later on in the paper, including differing educational attainment, household income, living arrangements, family models and perception of the labor force status (The Editors of New Strategist Press, 2013, p. 2). These aspects are discussed based on the findings of Hungarian human resource specialists such as Nagy (n.d.), Kamasz (2016) and Kissné (2014), as well as social psychologist Hofstede (n.d.) and best-selling author Gesteland (2012).

Name of generation	Date of birth	First met the technological inventions
<i>Baby boomer generation</i>	1946 – 1964	Between age of 30-40
<i>Generation X</i>	1965 – 1979	During teenager years
<i>Generation Y</i>	1980 – 1995	During childhood

Figure 1. Active Hungarian generations predominantly present on the labor market in 2017

1.2. Motivation

The above mentioned human nature and behavior have provided basis for numerous debates about motivation among social scientists over the last century, hence eventuating that various theoretical approaches and practical application models concerning the inquiry have been developed. All acknowledges the fundamental role motivated employees play in the success of a firm, as well as the importance of having one or more needs that can cause individuals to pursue work tasks and goals. Skemp-Arlt and Toupençe (2007, p. 28) describes motivation as a force that directs human behavior, affects the degree of effort and persistence

one wills to invest into his/her own work, as well as orients the person towards goals set either on personal or organizational level.

In an organizational context, motivation is deemed to be a key resource to create and maintain sustainable competitive advantage on the market, whereas it empowers management to attain improved job satisfaction and employee productivity. The following quote from Skemp-Arlt & Toupenca (2007, p. 28) represents the interrelation between these terms:

“Employee performance is a function of motivation and competency. To improve or maintain such organizational effectiveness, it’s important for the administrators to know their employees and how to improve or maintain their job satisfaction”.

The scholars add, when motivation of the staff is low, the outcome of their performed tasks is likely to be unsatisfactory, as well (Skemp-Arlt and Toupenca, 2007, p. 32). Furthermore, Frey & Osterloh (2002, p. 8) also claim when “...employees feel that standards of material or procedural fairness are not being met, productivity will fall...”, which indicates a tangible linkage between motivation, job satisfaction and employee productivity.

Hence, it is herein agreed that motivation is a unifying term for various phenomena and theoretical constructs that support the elucidation of behavioral changes and direct human behavior according to the interaction of various needs and incentives (Ramachandran, 2012). Highlighting what mechanisms affect the work performance of employees to the highest degree is crucial for management, who is deemed to be accountable to provide their staff with the responsibility for achieving goals in a working climate that enhances self-motivation (Skemp-Arlt and Toupenca, 2007, p. 28).

Out of that huge pool of existing theories and models upon motivation, this research paper is predominantly focusing on the *Hierarchy of needs* theory developed by Maslow (1943), the professor who is often referred to as the father of humanistic psychology. Even though the theory dates decades back, the novel ideas of Maslow (1943) are seen to be pioneering as those have encouraged science to study human motivation from a formerly unknown angle as well as opened door for several subsequently emerged models and theories in the field of management and employee motivation. This theoretical standpoint is discussed the understanding, supporting and counter arguments of Maslow, Stephens and Heil (1998),

Frey and Osterloh (2002), Skemp-Arlt and Toupençe (2007), Ramachandran (2012), Noltemeyer, Bush, Patton and Doris Bergen (2012), as well as Lomas (2013) throughout the paper.

Maslow (1943, 1998) perceives human potential as the primary source of competitive advantage and emphasizes that organizations can keep pace with globalization only when committed, well-educated and highly motivated employees are hired at all organizational levels. The professor adds, "...compliance or authoritarian means of leadership no longer work ...", due to the intertwined needs of society and business, entailing that "...if one entity is dysfunctional the other will suffer the consequences" (Maslow et al., 1998). Consequently, successful management is deemed to realize and support the always growing inner drive of individuals, the untapped potential (Lomas, 2013). As Maslow (1943) states in his *Hierarchy of needs* theory, self-actualization is expected to be the highest motivating force for employees. This empirical work paints a picture of an age decades ahead of the time of Maslow (1943, 1998), hence providing ground for subsequent researches to gradually form different clusters of human needs in relation to existing organizational structures.

1.2.1. Clusters of employee needs

Managerial approaches towards motivation can entail a distinction in the way how human motivators are grouped. In his *Hierarchy of needs* theory, Maslow (1943) proposes first five basic human needs organized into a hierarchy of lower to higher sequence, whereof each need possesses fundamental importance to optimal existence (Noltemeyer et al., 2012). Lower-order needs, often referred to as 'deficiency needs', are to be gratified first in order to progress to the achievement of higher-order needs, called 'growth needs'. Consequently, the appearance of one need is often rests on the prior gratification of another need. In addition, Maslow (1943, p. 370) claims that "...an act has more than one motivation", hence suggesting that employees tend to be simultaneously motivated by multiple needs. Although, one need is expected to take precedence at a time as well as needs that were formerly gratified can possibly become motivating again under certain circumstances (Noltemeyer et al., 2012). This theory represents a particular way how individuals can reach their optimal level of functioning, whereby their full potential can be invested in their work. However, the highest-order state of the hierarchy, called self-actualization, is claimed to be never fully achieved, as a matter of fact, the apex of the hierarchy remains elusive (Lomas, 2013). Based on such critiques of the theory, some scholars prefer a simplified way of grouping basic human needs.

According to Frey and Osterloh (2002, p. 7), clusters can be distinguished based on whether someone is motivated by "...exogenous salaries and constraints...", as part of extrinsic motivation, or intrinsic motivation generated by "...internal factors such as job satisfaction and identification with common values...". In other words, the need categorization can be based on whether a person is exerted to perform a task or feels initially motivated to do so (Ramachandran, 2012). This perspective overlaps with the deficiency and growth needs of Maslow. Deficiency needs are consistent with extrinsic motivation as those require external sources to be met, whereas growth needs are viewed to be part of intrinsic motivation due to the aim of provoking one to act because of the enjoyment it brings. Despite this similarity, Frey and Osterloh (2002) question whether intrinsic motivation is necessarily dependent on the gratification of external needs, as Maslow (1943) claims. Alternatively, Frey and Osterloh (2002) view human behavior as being primarily shaped by standards and preferences that might change over time and are less likely to entail external stimuli. In fact, they argue that the more complex and demanding an activity is, the more crucial intrinsic motivation becomes due to its status as a strategic resource. In other words, Frey & Osterloh (2002) consider intrinsic motivation as a source that supports innovation, whereas external motivators may prevent people carrying out challenging tasks under certain situations.

Criticizing their own theoretical assumptions, the authors point out that in most cases intrinsic and extrinsic motivation rather go hand in hand than having the to draw a clear empirical distinction in between. According to them, what matters is whether a goal is being pursued as a means of achieving another, which would eventuate that the first goal loses its inherent value (Frey & Osterloh, 2002, p. 8). Consequently, the above quoted scholars commonly agree that intrinsic motivation, provoked by growth needs, represent a desirable state of human existence, regardless whether they see it as a dependent variable of extrinsic motivation or not.

1.2.2. Need variables

To support the conceptualization of motivation, the different motivation variables hereby are characterized. As mentioned above, the *Hierarchy of needs* theory predicates people to satisfy innate needs in priority till those culminate in self-actualization (Lomas, 2013). Primarily deficiency needs, such as physiological, safety and love needs, are to be gratified, followed by growth needs, such as esteem and self-actualization needs. Even though these five hierarchic classes are typically represented by the image of a pyramid, Maslow (1943) neither

provides means for meeting the unfilled needs, nor does he produce the iconic pyramid image (Lomas, 2013). What Maslow (1943) proposes are five need stages in an emergent sequence of hierarchical ascension, as well as percentages of how the adult population occupies the tiers (Lomas, 2013). The following quote of the professor somewhat indicates the pyramid hierarchy:

“...for the sake of illustration, it is as if the average citizen is satisfied perhaps 85 percent in his physiological needs, 70 percent in his safety needs, 50 percent in his love needs, 40 percent in his self-esteem needs, and 10 percent in his self-actualization needs” (Maslow, 1943, p. 388-389).

In addition, Skemp-Arlt and Toupenca (2007, p. 28) suggest how these need variables of the *Hierarchy of needs* theory can be applied to an organizational context. The table below (Figure 2.) summarizes how the authors perceive the theory and provide a better understanding on it.

Maslow’s Needs	Tips and Practices for Leaders
<i>Self-Actualization</i>	Opportunities for professional growth, training, and development; opportunities for advancement within the organization.
<i>Esteem</i>	Recognition of work done well; job titles and awards; wellness programs.
<i>Social Affiliation / Belonging</i>	Opportunities to know and interact with co-workers.
<i>Safety and Security</i>	Lighted work areas and parking lots; secure storage for personal belongings during working hours; reasonable certainty of continued employment and benefits.
<i>Physiological</i>	Comfortable work environment including temperature controls, access to restroom facilities, reasonable breaks and working hours, wellness programs.

Figure 2. Motivation practices addressing Maslow’s Needs (Skemp-Arlt & Toupenca, 2007, p. 28)

Based on the literature review (Maslow, 1943; Frey & Osterloh, 2002; Skemp-Arlt & Toupence, 2007;), deficiency need variables are discussed first in details. *Physiological needs* include air, water and food as necessary resources for survival, as well as wage in the amount that enables the employee to meet all basic human needs. Aside of those, both the equipment and certain facilities of a workplace belong to this category, likewise reasonable quantity of breaks and working hours. *Safety needs* impact the sense of safety in a form of job security that protects a person from any hazards at work. Regulations of the Labor Law and the financial situation of an employee hereby are to be mentioned as examples. The third stage aims at the gratification of *love needs*, requesting one to be social, have friends, feel loved and belong to a certain group. For instance, employee participation activities can provide opportunity for bounding with others of the workflow. All in all, extrinsic motivation is concerned with fulfilling indirect or instrumental needs as it mainly emphasizes the outcome associated with an action (Frey & Osterloh, 2002, p. 8).

Continuing with growth need variables, *self-esteem needs* are concerned with the good feeling an employee has about him/herself, requiring to find life meaningful and set some goals. Therefore, employers are encouraged to create jobs and tasks that are both important and valuable to the workforce. Besides, empowering individuals with higher statuses, responsibilities and recognition can all support human well-being. Even the simplest of virtues can be recognized and not necessarily by the superior or an employee. Recognition can come from anybody, including co-workers, clients or community members. At the last stage of the hierarchical order, *self-actualization* refers to the state where an employee can reach his or her full potential. To support accomplishing this stage, management can provide trainings at a workplace. According to how Frey and Osterloh (2002, p. 9) describes these need variables, intrinsic motivation is concerned with an activity or an end goal that gratifies a direct need in its own right, even when the process is barely enjoyable by the individual. Hence, intrinsic motivation most often takes a form of job satisfaction (the experience per se), compliance with standards for their own sake and the fulfillment of goals.

Skemp-Arlt and Toupence (2007, p. 28-30) add to the theory that individual behavior is always unique, hence each employee is expected to respond to a different mix of stimuli. In addition, they emphasize the importance of creating a supportive work environment for motivation to thrive. According to the authors, management is responsible to "...refrain from diminishing employee motivation and to provide the means by which employees can become

self-motivating” (Skemp-Arlt and Toupenca, 2007, p. 32). Frey and Osterloh (2002, p. 21) share this viewpoint by claiming that creating the right motivator can be difficult.

2. Problem statement

Each generation has values that need to be explored and can be used as great assets in an organization, therefore, it is crucial to clarify in what aspects one generation differs from another. Kissné (2014) concludes the following factors wherein differences that can occur among the Hungarian generations in focus:

- *In relation to change;*
- *In relation to continuous learning;*
- *In a career building;*
- *In expectations towards leadership;*
- *In expectations towards the work environment.*

To provide a better understanding about them, the research paper applies Figure 3. wherein their diversity is explained more in depth. By paying special attention to these disparities, organizations are claimed to benefit, for instance, from knowing which employees to integrate into their system to reinforce the balance of the existing generations (Kissné, 2014).

Factors	Baby boom gen.	Generation X	Generation Y
<i>Respect of elderlies</i>	Comes natural	Polite treatment	Why to?
<i>Money</i>	Must work for!	Is not everything!	Well deserved!
<i>Loyalty, career</i>	Wants to get to top of hierarchy	Wants to get to top fast with shortcuts	No freedom in authority, no loyalty
<i>Change</i>	Resists	Accepts	Demands
<i>Decision making</i>	Deliberate	Fact-based	Based on opinions of others
<i>Learning</i>	Important, without time pressure	Within certain boundaries	Freely, continuously, rich in experience
<i>Technology</i>	Rules out	Serves comfort	Serves well-being
<i>Work environment</i>	Functional	Comfortable	Provides stimuli
<i>Role of management</i>	Leader	Manager	Coach

Figure 3. Generational diversity in an organizational context (Kissné, 2014)

According to literature about motivation, some factors of the table above (Figure 3.) can be also seen as motivational forces. Combining those theoretical perspectives with what Kissné (2014) suggests at the stage of data collection (see Chapter 8.3.1.) can lead to generating a database that allows testing these theoretical concerns.

With reference to the applied literature, the concept ‘Hungarian generation’ claims that different generations possess different values, perceptions, preferences and motives, which can cause conflicts in an organizational setting. Therefore, the following hypothesis is derived from the literature on the aim to be subsequently tested in the course of the study:

Hypothesis: Hungarian generations are motivated by different needs variables and factors.

3. Problem formulation

The above discussed reflections are narrowed down to the following problem formulation, which aims at describing the phenomenon in inquiry (Bryman, 2012, p. 9).

In an organizational context, how does generation affect the motivation of the sampled Hungarian employees?

The project at hand meets the requirement about addressing an intercultural dimension, as it integrates by examining a problem across various aspects of cultural belonging. Namely, it investigates across different age groups, as well as professional cultures within one large homogenous unit. Moreover, the stated problem formulation is aligned with the followed stream of specialization, namely Organization and Leadership.

4. Operationalization

This paper implies six research questions (RQ) in order to guide the study towards the final goal of answering the above stated problem formulation. Due to having deductive approach to theory, the outlined theoretical understandings on both core concepts – Hungarian generations and motivation - are considered as guidelines in the formation of these questions. Each RQ is discussed below in terms of how they are mutually related to the problem formulation and what purpose they serve in the given paper.

RQ1. According to literature, what are the definitions of the phenomenon ‘generation’ and ‘motivation’, which are perceived as core concepts in this paper?

RQ2. What sample groups can herein be identified? In other words, which living Hungarian generations are to be studied?

RQ3. According to literature, what are the characteristics of those generations? What similarities and differences are they seen to possess when being compared?

RQ4. According to literature, what factors can motivate an employee in an organizational context?

RQ5. Do the empirical data confirm the differences between Hungarian generations which the employed literature suggests?

RQ6. Do the empirical data confirm the factors that are claimed to motivate the generations?

The purpose of RQ1. is to discuss the definition of both key terms, ‘generation’ and ‘motivation’, according to literature, and narrow those down to what is perceived as acceptable knowledge in this paper. Simultaneously, various scholars are quoted to provide a comprehensive understanding of both phenomena. The notion of generation is discussed first, which supports the identification of the sample groups as well as their characterization, with reference to RQ2. and RQ3.

RQ2. requires the researcher to study data of the Hungarian Central Statistical Office (“2.2.5”, 2011) in order to learn which living generations constitute to the highest percentage of the Hungarian labor market. Namely, Baby boom generation, Generation X and Generation Y are identified for sampling.

Continuously, RQ3. stresses both similarities and differences among the three Hungarian generations, which comparison provides basis for the formation of survey questions together with the theoretical framework of motivation that is gained after answering RQ4. The latter examines two layers of motivation – extrinsic and intrinsic motivation - in parallel with

the well-known *Hierarchy of needs* theory, developed by Maslow (1943). Literature about the two key concepts in focus entails aspects that are consistent with each other. In particular, the overlapping work-related factors foster deriving the following hypothesis: *Hungarian generations are motivated by different needs variables and factors.*

When all the previous questions are answered and the empirical data are collected, RQ5. and RQ6. become applicable. The questions commonly aim at reflecting on the findings gained from the generated data with reference towards the literature. RQ5. refers back to the key concept Hungarian generations, whilst RQ6. elaborates on findings of the other main concept, motivation. To give a frame for the research, the hypothesis drawn from theory is being either confirmed or altered by the data, which realization supports answering the problem formulation.

5. Delimitations

Due to the chosen ontological stance (see Chapter 6.2.), the researcher is expected to be as value free as possible throughout the course of the investigation. However, taking into account that the investigator has the same nationality as the sample group and inquiry in focus, it is hence acknowledged that remaining completely unbiased is hardly possible. Yet, there is “...no untrammelled incursion of values in the research process...” (Bryman, 2012, p. 39) due to the course of showing self-reflectiveness.

Expectations which the researcher brought into the course of investigation are limited to the discussion phase, wherein the values might materialize (see Chapter 10.). Based on personal experiences, the researcher expects that the collected data indicate a high degree of dissatisfaction among Hungarian people towards their work. Additionally, it is supposed that Generation Y or the Baby boom generation is motivated to the lowest degree. The former because of the all the expectations they might had prior to entering the labor market, which recently happened and could be therefore unpleasant to experience otherwise. Whilst, the latter spent the most time with working which might cause them loosing motivation as well as create exhaustion. However, none of these assumptions influences the data analysis as that is purely based on the empirical data. Assumptions based on personal experiences and pre-understandings might occur when searching for a reasoning behind the collected data, yet it is to be highlighted in the paper in case it happens.

Continuously, the research topic is so broad that its coverage has to be delimited to some extent. With regards to the literature that frames the sample groups, only those Hungarian generations are investigated which are present to the highest percentage on the Hungarian labor market. Statistical data gained from the Hungarian Central Statistical Office (“2.2.5”, 2011) are examined to support the identification of the samples. Therefore, the older and younger generations, called Veteran (silent) and Alpha generation, are hereinafter excluded as those do not significantly occupy the labor market.

As mentioned above, generations cannot be examined universally due to the different external factors that have affected a nation throughout its socialization processes. Consequently, this research paper cannot be based on foreign literature to describe what the different generations are like, even though there is little academic literature upon Hungarian generations. Bryman (2012, p. 22) argues that the term ‘theory’ can be understood as something that “...means little more than the background literature in an area of social enquiry” and which is in the form of knowledge obtained from books and articles. Hence, the herein employed articles of Hungarian human resource specialists are perceived as equivalent of a theory, which literature “...acts as the spur to an enquiry” (Bryman, 2012, p. 22).

Due to the same reason, Hungarian generations are delimited to different time periods than their contemporaries in other countries. For instance, American living generations are defined based on the follows birth periods: World War II Generation (born between 1910-1932), Swing Generation (1933-1945), Baby-Boom Generation (1946-1964), Generation X (1965-1976), Millennial Generation (1977-1994), iGeneration (1995-2009), Recession Generation (2010-present) (The Editors of New Strategist Press, 2013, p. 5-6). As another example, Indian living generations are named and divided as follows: Pre-Liberalization/Mid Night Children/Baby boomers (born between 1945-1965), Early Liberalization/Social Revolution generation/No Vacancy Generation/Silent generation (1966-1976), Rapid Growth/EMI Generation/Generation X (1977-1988), as well as Plateaued Growth/Milennial/Generation Y (1987-2001) (Dokadia, Rai & Chawla, 2015, p. 83).

Last but not least, the herein applied literature about motivation is limited to the ones the researcher considers to be the most applicable. Numerous other theoretical concepts, frameworks and models exist concerning the phenomenon ‘motivation’, which are delimited in this paper on the purpose to maintain the focus of the research.

6. Research strategies

The following chapter discusses the chosen relation between theory and research, the epistemological and ontological orientation, as well as whether quantitative or qualitative research strategy is applied to the given paper.

6.1. Nature of relationship between theory and research

As seen from the above discussed literature review and operationalization, theory is applied within the given project as a standpoint that guides the overall research. Consequently, data collection is carried out on the purpose to test the chosen theories. These known characteristics of the research indicate having a deductive approach between theory and research. Its importance is explained by Bryman (2012, p. 20) as it “...provides a framework within which social phenomena can be understood and the research findings can be interpreted”. Additionally, applying deductive theory to the paper means that the investigator,

“...on the basis of what is known about in a particular domain and of theoretical considerations in relation to that domain, deduces a hypothesis (...) that must then be subjected to empirical scrutiny” (Bryman, 2012, p. 24).

In the current study, literature upon Hungarian living generations and motivation forms the background to the enquiry and the main impetus for the examination of the findings. A hypothesis is derived from those theoretical considerations in order to be tested through the collected data, thus help answering the problem formulation posed by theory. In other words, data collection process is shaped in relation to the concepts that are embedded within the derived hypothesis - Hungarian generations and motivation. For a better visualization of the process that guides empirical inquiry, deduction is presented in the table below (see Figure 4).

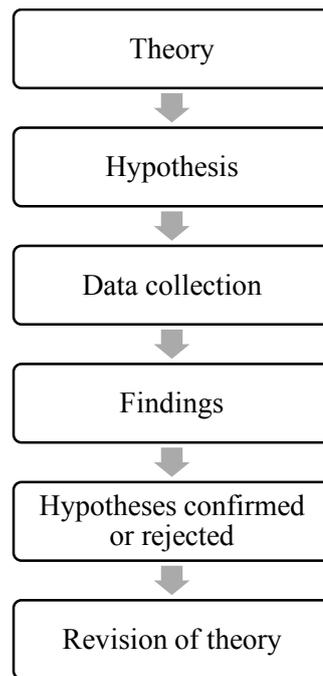


Figure 4. The process of deduction according to Bryman (2012, p. 24)

Even though Bryman (2012, p. 25) states that most research does not follow the above outlined sequence, this paper applies it in its pure form. As Figure 4. shows, deductivism is a linear process, wherein one step follows the other in a logical order. As the next step, both epistemological and ontological considerations must be taken into account in order to discuss what research strategy to imply.

6.2. Epistemological and ontological issues

First, epistemological issues are concerned with the question of what is, or should be, "...regarded as appropriate knowledge about the social world..." (Bryman, 2012, p. 19). One of the most fundamental perspectives in this context is whether the discipline should be studied according to natural sciences or not (Bryman, 2012, p. 27).

The given paper primarily takes the epistemological position that affirms the significant value of imitating the natural sciences, known as positivism. In general, the chosen positivistic stance applies the methods of the natural sciences to the study of social reality, whereas, the term 'positivism' goes beyond this principle as its component vary between scholars. The following arguments that affirm the chosen stance are made based on the principles Bryman (2012, p. 28) highlights, who further argues that "...deductive approach to the relationship

between theory and research is typically associated with a positivist position” (Bryman, 2012, p. 31).

The herein applied phenomena and knowledge are confirmed by the senses, which knowledge provides basis for hypotheses to derive from. The aim of the research is to test theories through the generation of hypothesis, which “...allow(s) explanations of laws to be assessed...”, as well as “...provide material for the development of laws” (Bryman, 2012, p. 27-28) based on the collected data. More precisely, the main emphasis herein is placed on the explanation of human behavior through the cluster of generations and motivation. As stated above, the research is desirably carried out in a less biased way. Last but not least, those theoretical terms are considered scientific which are directly amenable to observation. According to Bryman (2012, p. 29), positivism require the researcher to view the conceptualization of really in a way that it directly reflects the reality.

Continuously, ontological issues are concerned with the nature of social entities. Hence, ontology refers to a stance whereof “...the social world is regarded as something external to social actors or as something that people are in the process of fashioning” (Bryman, 2012, p. 19). These two most common positions of social science are called objectivism and constructionism. According to the problem formulation, this paper is dedicated to investigate how generation affects the degree of motivation of Hungarian employees in an organizational context. Therefore, this investigation predominantly takes the former, objectivist viewpoint, implying that “...social phenomena and their meaning have an existence that is independent of social actors” (Bryman, 2012, p. 33).

The social phenomena, such as an organization and culture, even the events social actors have encountered throughout their socialization processes, are all perceived as tangible objects. These objects entail certain rules and standardized procedures which the social actors are familiar with and/or adopt to. Besides, they also represent a social order that pressures the actors to conform requirements. For example, hierarchy is a system that every individual encounters at work and which influences the distribution of responsibilities and tasks. In other words, Hungarian employees are appointed to different jobs and work-related tasks within a division of labor.

The other social phenomenon, culture, is viewed as a collection of broadly shared values and customs into which people are socialized. Beliefs, values and the behavior of social actors are shaped by these external realities. Despite the fact that the features of such social systems can vary from organization to organization, or from culture to culture, the social phenomena are always perceived as a "...reality that is external to the individuals who inhabit it" (Bryman, 2012, p. 32).

To summarize the above stated arguments, ontological commitments are seen as being fed into the way the problem formulation and research questions are formed. For instance, when the questions suggest that the social phenomena, such as organizations and culture, are objective entities that act upon the individuals, "...the researcher is likely to emphasize the formal properties of organizations or the beliefs and values of member of the culture" (Bryman, 2012, p. 34). The given research emphasizes on the latter.

6.3. Research strategy

In addition to the previous sections of the chapter, a distinction between quantitative and qualitative research has to be made, which are viewed to be strategic clusters in the orientation to the conduct of the research. In case of quantitative research strategy, quantification in the collection and analysis of data is emphasized. By contrast, qualitative research strategy prefers words rather than quantification in data collection and analysis (Bryman, 2012, p. 35-36). However, the choice of research strategy reaches beyond the issue of quantification, as Bryman (2012, p. 41) suggests:

"...choices of research strategy, design, or method have to be dovetailed with the specific research question being investigated. If we are interested in teasing out a relative importance of a number of different causes of a social phenomenon, it is quite likely that a quantitative strategy will fit our needs..."

Hence, the choice about it is guided by the research question. Besides, the nature of the topic and the examined people have to be evaluated when deciding upon a stance which then eases the classification of different social research methods that can be applied. The given paper employs web survey method for data collection (see Chapter 8.3.), wherewith it generates both quantitative and qualitative data. Its choice is consistent with what Bryman (2012, p. 681)

suggests, “[b]oth quantitative and qualitative research can be adapted to e-research, such as web surveys”.

Yet, it is quantitative research strategy that is predominantly applied to the given paper. Deductive approach is most often associated with the use of quantitative data, which herein is combined with qualitative data in order to leave room for an alternative at the phase of revising the theory. Hereby, it is important to note here what Bryman (2012, p. 36-37) says: “... although qualitative research is typically associated with generating theories, it can be also employed for testing them”.

All in all, the herein applied research method is associated with quantitative research, as measurements are predominantly employed. In addition, it is applicable to the above discussed ontological stance, as “[q]uantitative researchers sometimes seem to be writing in a way that suggests an aura of objectivity...” (2012, p. 41). However, both quantitative and qualitative data are collected on the purpose to obtain a more complete account of the research inquiry than it would be possible with the application of only one of them alone.

7. Research design

The purpose of the research design is to guide the execution of a chosen research method and the analysis of the empirical data, hence enabling the researcher to answer the above stated research questions. In other words, the research design influences major decisions made throughout the course of the research, and is developed taking into consideration the formerly chosen research strategy.

The given research is dedicated to investigate a case – the Hungarian labor market. Therefore, case study design is applied which entails a detailed and intensive analysis of the homogeneous setting. This view advocates the way Bryman (2012, p. 67) describes the term ‘case’, which “...associates the case study with a location, such as a community...”. This type of research design can be distinguished from others based on the emphasis the researcher places on elucidating the unique features of the certain case. Bryman (2012, p. 69) continues as, “[w]ith a case study, the case is an object of interest in its own right, and the researcher aims to provide an in-depth elucidation of it”.

For instance, the state of Hungarian economics can influence the degree of motivation Hungarian employees possess regarding to financial rewards. People of other social settings are likely to have their own unique relation to monetary rewards. Bryman (2012, p. 69) names this approach to be known as idiographic, meaning that the research is concerned with generating statements that apply to a certain time and place. This viewpoint is to be discussed at a later stage of the paper, in relation to the issue of generalization.

With reference to the previous chapters, a predominantly quantitative research strategy is chosen in form of a case study which takes a deductive approach to the relationship between research and theory. Therefore, the research design is guided by the research questions derived from the theoretical concerns.

7.1. Strategic case selection

As discussed above, the aim of the particular research is to test those theoretical concerns that allow the research questions to emerge in a deductive manner, therefore, strategic case selection is employed. De Vaus (2001) associates this type of case selection with knowledge the researcher obtains prior to the investigation of the case study.

“The strategic selection of cases means that the researchers know something of the characteristics of a case before the case study proper beings. Since cases are selected because they meet particular requirements (as opposed to being randomly selected) something about each case should be known. This may require extensive case screening before actual cases are finally selected” (p. 239).

As the deductive approach indicates, an initial research is made first, taking into consideration the area of interest. The literature review indicates a lacuna in the studies of Hungarian living generations and theories concerning motivation, which provokes the case selection.

7.2. Units of analysis

Case study research design entails the processes of defining units of the research. What is referred to as the ‘case’ is perceived as the “...object of the study...”, whilst “[i]t is the unit of analysis about which we collect information. In case study designs it is the unit that we seek to understand as a whole” (De Vaus, 2001, p. 220). The given study perceives the Hungarian labor market as the case, wherein individual unites are selected to gain data from. The embedded case study design allows more than one element of the chosen object to be part of the analysis, hence three generations who are part of the Hungarian workforce are studied at once. This is consistent with the way De Vaus (2001) describes a well-designed case study, which tends to enable more constituent components to be investigated together. In this sense, the researcher can examine the holistic phenomenon, the Hungarian labor force, on many levels driven by the aim to test the hypothesis, thus answer the problem formulation.

7.3. Quality criteria

Case study research design is employed by considering its strengths and limitations. The former is seen in its ability to deal with various aspects of the complex problem in question. In terms of research method, web survey is conducted with several units of the investigation to provide more aspects of the inquiry in focus. The main concern hereby is seen regarding to the quality of the findings, whether the empirical data can cover all the aspects of interest. In response, multiple sources are applied to describe the social setting as well as both quantitative and qualitative data are collected from the units of the case to be analyzed.

When aiming to develop a research design, the concepts of internal and external validity represent fundamental concerns (De Vaus, 2001). In particular, case study research design is majorly criticized in terms of its external validity, the extent to what the findings can be generalized beyond the specific research context (Bryman, 2012, p. 47). The research design is perceived by many as it is unable to provide valid generalizations beyond the particular case, which is undisputedly seen as its main weakness. De Vaus (2001) considers the use of unrepresentative samples as reasons that can threaten the capacity of a researcher to generalize the findings more broadly from a research study.

On the other hand, several authors (Johansson, 2003; De Vaus, 2001; Flyvbjerg, 2006) argue in support to case study research design. For instance, Johansson (2003) claims that the study of a case can be driven by the intrinsic interest of a researcher, which eventuates that by no means it is the goal of the research to generalize the findings. Instead, the researcher focuses on providing an in-depth investigation of the case. The findings are generalized by audiences through "...naturalistic generalization" (Johansson, 2003). Bryman (2012, p. 70) shares this point of view by claiming, "[i]t is important to appreciate that case study researchers do not delude themselves that it is possible to identify typical cases that can be used to represent a certain class of object...".

According to De Vaus (2001), the applied research design is devised to produce sensible and plausible accounts for events, hence achieving internal validity. The validity of the findings in the recent paper is secured by including multiple sources of evidence which uniformly ensures a better understanding of the phenomenon, as suggested by Yin (2009). In particular, data are gained from Hungarians who belong to different age groups and work on various organizational levels, which provides multiple views on the problem.

Last but not least, reliability is deemed to be secured by creating a dataset, an Excel file, wherein both quantitative and qualitative data are archived. Based on the developed questionnaire, the researcher ensures that the investigation could be repeated anytime in the future. When it happens, the emphasis is not to be placed on replicating the results of one case study by doing another, instead, the purpose of reliability is to minimize the errors that might occur (Yin, 2009).

8. Applied method

As the case to be investigated is selected, it becomes crucial to discuss what sample group and sampling method is applicable in the paper, together with the research methods chosen for both data collection and analysis. The term 'method' herein refers to a set of techniques, whereby the sample can be studied.

8.1. Sample groups

This chapter is concerned with selecting individuals for the research. The term ‘sample’ is understood as a “...segment of the population that is selected for investigation”, in other words, “[i]t is a subset of the population” (Bryman, 2012, p. 187). A sampling frame is employed in order to identify units of the research, who are hence expected to currently have a job and fit into the age range of 22-71. According to the case study research design, the samples must possess Hungarian nationality, as well. Based on literature upon Hungarian generations, three sample groups are recognized, namely Baby boom generation, Generation X and Generation Y. Their characteristics are explained in details below (see Chapter 8.1.1., 8.1.2., 8.1.3.).

Consequently, a non-probability sampling method is applied, which makes “...some members of the population more likely to be selected than others” (Bryman, 2012, p 188). It also entails that the sampling is biased, as it does not “...represent the population from which the sample was selected” (Bryman, 2012, p. 188). Aside of this, bias are kept as minimum as possible. As discussed above, generalizing findings from the sample to the entire population of the Hungarian labor force is by no means the aim of the investigation, therefore non-probability sample is deemed to be suitable for the given paper.

8.1.1. Baby boomer generation (current age of 53-71)

Following the so called Veteran (silent) generation, Baby boomers were born during the demographic explosion that happened after the Second World War. In comparison to previous generations, Baby boomers are eager to build professional careers, whereas their most common characteristics are discipline, respect and perseverance, involving that people approach work with a certain degree of modesty and humility (Kissné, 2014). Members of this generation are emotionally tied to their workplaces, sometimes even to their desks, wherein status symbols, which represent their roles in hierarchy, are highly valued (Kissné, 2014). Even though Baby boomers tend to fear that they could loose their jobs due to lacking skills that other generations possess, they do have excellent knowledge, experience, wisdom, work discipline and loyalty (Kissné, 2014).

In contrast to previous generations, Baby boomers had received new learning possibilities, as well as had the opportunity to make use of the competitive advantages of democracy (Kissné, 2014). This generation is recognized for their positive mindset, regardless

to the fact that they had to experience unemployment for the first time after the regime has changed, which happened back in 1989, and that they are the ones who are unable to retire at the age they were previously told to due to changes in the law (Kissné, 2014).

8.1.2. Generation X (current age of 38-52)

Members of Generation X have higher education level than their forefathers, many have even two or more degrees (Kissné, 2014). They were born into families with two incomes, meaning that women were massively involved in the labor market (Kissné, 2014). With regards to changes in the family model, divorce became a commonplace as well as many Generation X children did not see their parents due to their workload (Kissné, 2014). Therefore, those latch-key children became independent, resourceful and self-sufficient who consequently appreciate freedom and responsibility even at in their work (Kissné, 2014).

Generation X is the first to become familiar with computers and other technological advances which stepped into their lives and which they learnt to handle during their teenager years. When Generation X entered the labor market, multinational companies offered them competitive wages together with unlimited working hours and amount of stress (Kissné, 2014). Consequently, most people are socialized in a way that they are willing to sacrifice their private lives for their work, which might be the reason for the large number of divorces among this generation in Hungary (Kissné, 2014).

8.1.3. Generation Y (current age of 22-37)

Generation Y refers to the ‘generation of young people’, as the abbreviation ‘Y’ stands for ‘young’, and includes the mainly ones who were born during the time of socialism but have grown up in the developing Hungarian democracy (Kissné, 2014). In general, Generation Y members are open, receptive, quick learners of technological innovations, agile, ambitious, recognized for their unlimited work spirit and unrealistically high salary expectations (Kissné, 2014). One of their most important *ars poetica* is not to live their lives as their parents do, who are money-driven and are anxiously trying to meet all expectations towards them (Kissné, 2014). Instead, Generation Y involves self-conscious workers who are willing to change jobs without any emotional attachments or traumas (Kissné, 2014).

Members of this generation are accompanied with Internet-related personas and new communication styles, hence their social relations exist both in the real and virtual world. They are risk-takers, initiators, less skeptical of their own abilities and limitations than any of the previous generations (Kissné, 2014). The generation is commonly characterized by having a practical point of view and high appreciation for freedom of formalities (Kissné, 2014). They do not represent interest for traditional office work but for flexibility, for instance, to be able to carry out work-related tasks through the Internet from any part of the world (Kissné, 2014). Consequently, Generation Y represents a great challenge for the previous generations on the labor market. They often fight against the old rules with a high degree of self-confidence, based on having excellent abilities in the usage of the newest technological inventions as they have grown up being surrounded with computers and the Internet (Kissné, 2014). This generation puts major emphasis on finding an enjoyable job and workplace. The latter is preferably modern and contains large open rooms that give place for conversations and common dining (Kissné, 2014).

Keeping work and private life in balance has paramount importance to Generation Y, which might originate from experiencing first-hand as children how their parents tend to sacrifice life on the altar of work, hence causing families to be ruined as the result of workload and lack of leisure time (Kissné, 2014). They speak more languages and are not bounded by country borders. They do not know everything but knows where exactly to look for information (Kissné, 2014). Generation Y members are continuously looking for new opportunities and try to acquire practical skills and aim to achieve rapid progresses, promotions at work (Kissné, 2014). Last but not least, this generation is sensitive for social issues, detects mistakes and looks for new ways to overcome those (Kissné, 2014).

With another words, Generation Y has been socialized in a reverse manner than the older ones. Previous generations received experiential knowledge from their forefathers which served as basis for respect of previous generations, however, Generation Y is living in a digital age whereof information and knowledge is gained by the individual and his/her contemporaries (Kissné, 2014). As a matter of fact, Generation Y is often responsible for passing knowledge about the usage of the digital world's tools and know-hows to older generations (Kissné, 2014).

8.2. Sampling method

In terms of practical considerations, the nature of the enquiry is both personal and sensitive, which puts a certain degree of limitation on the chosen sampling strategy. As agreed above, non-probability sampling is deemed to be an applicable method for the sample selection. Non-probability sampling is an umbrella term that includes different types of sampling strategies. In the given paper, snowball sampling is chosen.

According to Bryman (2012, p. 202), “[i]n a certain respect, snowball sampling is a form of convenience sample...”, whereby the author refers to limitations in terms of external validity. This approach to sampling requires the researcher to make initial contact with a group of people who are elaborated to be relevant to the research topic and then use those people to get in touch with others. Hence, tracing connections is established. The way how the researcher secures that the empirical data is collected only from the applicable sample is to be discussed below.

8.3. Method for data collection

This chapter is concerned with formulating a research instrument for data collection. As mentioned above, the research is dedicated to gather predominantly quantitative empirical data, aside of qualitative ones. Herein one method is applied, web survey, which is deemed to be the most feasible tool considering many of its functions, including the collection of both kind of data. The method is similar to self-completion questionnaires in a sense that the respondents complete the survey themselves, however, the survey hereby is administered online, meaning that respondents access it through an online link which then directs them to a website where the questions can be answered. According to Bryman (2012, p 670), web survey is a method that is most commonly used for a large group of online users.

First, the questionnaire is designed online by the researcher, then its web address is shared with the prospective respondents on the chosen platform. The following link invites the research units to website where the developed survey is found: <https://www.survey-xact.dk/LinkCollector?key=ZJMQ3V3U9PCP>. The site is closed now, but it was available during the data collection phase, which lasted from 06.05.2017. till 11.05.2017. The choice concerning which platform to use to obtain data was based on the sampling method and the aim

to reach a large group of people. Therefore, Facebook was chosen, wherein the network of the researcher was primarily targeted who were then asked to share the link with their own network. Over fifteen people shared the link on their own Facebook profiles and many more forwarded it in e-mails. One sample group in particular, the Baby boomer generation, showed a poor response rate, therefore certain age-specific Facebook groups were approached by the researcher. These groups gather people above the age of 50 and were accessed through the following links:

<https://www.facebook.com/groups/593065554122527/>

<https://www.facebook.com/groups/50evfelettiekanagyvilagban/>

<https://www.facebook.com/groups/tsacka/>

The researcher continuously monitored the responses, based on which experience only the first group is deemed to produce responses. There was an attempt to find another forum, outside of Facebook, where people above the age of 50 can be targeted, yet the moderators of the following website have not responded to the request of the researcher - <http://www.otvenentul.hu>.

The results of the data collection phase are listed in the tables below (see Figure 5. and 6.). As mentioned on the information sheet of the survey, only the completed questionnaires provide feasible data for analysis. Non-responses and partially completed surveys are excluded from data for analysis. In total, 1123 prospective respondents accessed the survey, which eventuates the following response rate:

Status	Number of responses	Response rate (total of 1123)
<i>Distributed</i>	915	81,48 %
<i>Partially complete</i>	35	3,12 %
<i>Complete</i>	173	15,41 %

Figure 5. Responses gained for conducting the web survey

Status	Meaning
<i>Distributed</i>	Webpage of survey is accessed by potential respondent
<i>Partially complete</i>	Respondent abandons the survey part of the way through
<i>Complete</i>	All questions are answered by respondent

Figure 6. Explanation of survey statuses

As the questions of the survey are displayed by categories, instead of having them all listed on one page, the researcher wonders whether adding a progress indicator could have eventuated a better response rate. By this term, "...a diagrammic representation of how far the respondent has progressed through the questionnaire at any particular point" (Bryman, 2012, p. 675) is meant.

Using web survey method has various advantages, as well as a few disadvantages. The first aspect to be mentioned is that web survey method entails no cost from the researcher or the respondents, as the usage of the chosen software for data collection, namely SurveyXact, is available for free of charge for university students. As discussed above, most households in Hungary have computers and Internet access. Therefore, this method allows accessing a large number of people at once without having to face any geographical constraints. Besides, respondents have access to the survey for nearly a week long period, hence allowing them to complete it anytime and at any speed they find comfortable. Due to all these features, web survey provides a fast response rates (Bryman, 2012, p. 676).

With regards to survey design, this online survey method empowers the researcher to choose from a broad variety of embellishments in terms of appearance. More importantly, it allows the researcher to implement different types of questions - the current study applies both close and open questions, which are to be discussed in-depth in the following chapter (see Chapter 8.3.1.). In addition, the same software, SurveyXact, that is used for creating the survey offers the possibility to have all the supplied answered downloaded into one database. This option saves time for the researcher, as there is no need for entering the data manually into this dataset. This way the researcher can avoid analyzing the handwriting of respondents. Beyond its time saving function, the method also minimalizes the likelihood of errors in the processing of the data. In fact, Bryman (2012, p. 677) argues for data accuracy in terms of "[d]ata entry is automated, so that the researcher does not have to enter data into a spreadsheet, and therefore

errors in data entry are largely avoided”. Last but not least, SurveyXact offers the possibility to have the collected data analyzed on its platform, however, the researcher decides to employ Excel for that purpose.

On the other hand, what might be alarming regarding to this method is that respondents can provide fake account of their opinion, as well as pretend to be someone else. There is also a possibility that someone completes the questionnaire more than once. However, as the respondents do not benefit from filling in the developed survey, it is rather unlikely that they would want to spend more of their time on doing the questionnaire all over again. Beyond that reasoning, it is clear from the information sheet posed in the front page of the survey that people are expected to fill it in only once.

Another disadvantage that the researcher has to take into account is that no contact information is collected from the research units, hence, they cannot be used for additional data collection. The current research does not seek for gathering more data, therefore it does not prove any obstacles. Last but not least, data collection is restricted to a sample that has Internet access. Bryman (2012, p. 673-674) claims that the Internet-user sample of the population supposedly includes better educated, wealthier and younger people who are not certainly representatives of the overall population. Yet, considering the sensitive nature of the research topic, this method is deemed to be the most applicable and is aligned with the above discussed non-probability sampling strategy. As Chapter 9.1. highlights, more than 70% of Hungarian households can reach the Internet from home, therefore it is no longer seen as an issue. Last but not least, one particular question of the survey, Q.5. (see Chapter 14.1.), aims at measuring how important the respondents find technology in relation to their work. Maybe this question could have evolved other responses if another method was used for data collection.

8.3.1. Operationalization of the survey's questions

The formation of the questions included in the web survey is based on three main sources of literature - out of which two are summarized in table formats on previous pages of the paper:

- Figure 2. Motivation practices addressing Maslow's Needs (Skemp-Arlt & Toupençe, 2007);
- Figure 3. Generational diversity in an organizational context (Kissné, 2014);
- The job satisfaction survey of Spector (1994).

The design of the questionnaire is inspired by the *Job Satisfaction Survey (JSS)* of Spector (1994). This survey measures nine facets of job satisfaction together with the overall satisfaction (Spector, 1997, p. 8). In total, 36 items are part of JSS which are employed in a rating scale format. Each of those nine facets includes four items, meaning that the total satisfaction score is calculated by combining all those scores. The applied items are either positive or negative statements about the aspects of a job, which the participator is expected to evaluate by choosing from a 1 to 6 Likert scale the number that corresponds the most to their agreement or disagreement. Only a few questions are adapted from JSS to the web survey, some with minor corrections (see below). Yet, the main reason why JSS herein is discussed is because it provides a logical framework to the researcher about how to structure the herein developed questionnaire.

The following questions are adapted from JSS to the web survey. The questionnaire developed by the researcher is part of the Appendix (see Chapter 13.1.).

Q.7: *Many of our rules and procedures make doing a good job ~~difficult~~.* ('easy' is used instead)

Q.12: *I like* the people I work with.* (* 'and respect' is added)

Q.14: *There is ~~too much~~ bickering and fighting at work.* ('no' is used instead)

Q.17: *When I do a good job, I receive the recognition for ~~it that~~ I should receive.*

Q.18: *I feel a sense of pride in ~~doing my job~~.* ('working for this particular brand or company' is used instead)

Q.21: *I like doing the things I do at work.*

With regards to its structure, the web survey is divided into eight segments. The first page contains the information sheet which provides the respondents with a few instructions and a better understanding about the aim of the study. Afterwards, questions concerning the *Hierarchy of needs* theory of Maslow (1943) are grouped together. See their relation below:

Physiological needs: Q.1. - Q.5.

Safety needs: Q.6. - Q.10.

Love needs: Q.11. - Q.15.

Self-esteem needs: Q.16. - Q.20.

Self-actualization needs: Q.21. - Q.25.

These questions are followed by one open question (Q.26.) that is meant to investigate what motivation factor is deemed to be the most important according to the account of the respondents, last but not least, personal factual questions are asked.

With regards to the body of the project (Q.1.-Q.25), each need variable entails five questions that have to be scored. Therefore, a Likert scale is employed, wherein the research subjects can score from 1 to 6 for each statement. Only positively worded items are used, favorable statements, in order to avoid confusing the respondents. The Likert scale offers a balanced list of scores for the identification of response sets, meaning that three positive and negative responses are available. The higher the score is, the higher degree of agreement it indicates with regards to the statement, as the example shows:

1: Egyáltalán nem értek egyet / Disagree very much

2: Részben nem értek egyet / Disagree moderately

3: Kevésbé nem értek egyet / Disagree slightly

4: Kevésbé egyetértek / Agree slightly

5: Részben egyetértek / Agree moderately

6: Teljesen egyetértek / Agree very much

To summarize what is written above, a questionnaire is developed in order to measure what need variables and motivation factors Hungarian employees possess. The theory of Maslow (1943) provides a basis for producing questions, together with job satisfaction. The linkage between those two terms are discussed in Chapter 1.2. Aside the aim of testing the

hypothesis (see Chapter 2.), the researcher wants to test the theoretical ideas regarding to the differences which are claimed to exist in between Hungarian generations. Therefore, the theory of motivation is combined with literature about the Hungarian generations. The main findings of the two key concepts are listed in Figure 2. and 3., which are combined into a new table below (see Figure 7.) to indicate how they can be synchronized in order to produce survey question. The column on the left refers to the main differences that are claimed to exist between Hungarian generations according to Kissné (2014), whilst the column in the middle lists the need variables Maslow (1943) proposes, interpreted by Skemp-Arlt & Toupenca (2007). Finally, the column on the right indicates which questions of the survey have to be examined in order to be able to test the theory about generational differences, which can lead to hypothesis testing.

Findings of Figure 2. (Generation)	Findings of Figure 3. (Motivation)	Number of question in the web survey
<i>Respect</i>	Love need	Q.12.
<i>Money</i>	Physiological and safety need	Q.3., Q.8.
<i>Loyalty, career</i>	Love and self-esteem needs	Q.15., Q.16.
<i>Change</i>	Safety need	Q.6.
<i>Decision making</i>	Self-actualization need	Q.20.
<i>Learning</i>	Self-actualization need	Q.24.
<i>Technology</i>	Physiological need	Q.5.
<i>Work environment</i>	Self-esteem needs	Q.18.
<i>Role of management</i>	Love need	Q.13.

Figure 7. Combining the main theoretical concepts into one table

As the researcher does not participate in the administration of the survey, meaning that the units answer it while being on their own, it becomes crucial that the questionnaire is easy to answer and its design is easy to follow. The language it applies is clear, unambiguous and avoids jargon. Only a few open questions are employed, "...since closed ones tend to be easier to answer" (Bryman, 2012, p. 233). The number of questions are minimized, in order to "...reduce the risk of 'respondent fatigue'...", referring to the case when respondents decide not to fully complete a questionnaire due to its unbearable length (Bryman, 2012, p. 233). In

addition, the questions are aiming to be as salient as possible to the subjects, in order to motivate them for completing the survey and not skipping any questions.

In terms of the format used, the researcher decides that the whole list of questions is not visible for the respondents, instead, those are divided the way as discussed above. By this method, as the respondents are allowed to view only a certain number of questions at a time, the right order of answering the question is ensured. The layout is easy on the eye, as both fonts and letter sizes are used in a consistent manner to avoid confusion. On the same purpose, fixed answers are arranged vertically, as “...vertical format minimizes the risk of confusion in comparison with horizontal arrangement” (Bryman, 2012, p. 237)

As mentioned above, both quantitative and qualitative data are collected for analysis. The former is most commonly gained from open questions, whilst the latter is from closed ones. This paper combines those two in order to gain the necessary quantifiable data, as well as opinions unique to the research units.

Closed questions

To an overwhelming extent, closed questions are employed in the web survey. As mentioned, they might be the easiest for the respondents to complete. Considering data analysis, closed questions can easily process answers, which are mechanically derived in form of codes generated by the software applied for data collection. In other words, “[o]ne of the advantages of using closed questions is that they can be pre-coded, thus turning the processing of data for computer analysis into a fairly simple task...” (Bryman, 2012, p. 239). Besides, they enhance the comparability of answers (Bryman, 2012, p. 249).

The following closed questions are employed in the study:

- Q.1.-Q.25;
- Gender;
- Highest level of education;
- Location of current workplace;
- Have I ever lived abroad for longer than three months?

Open questions

While closed questions present a set of fixed alternatives, open question enables the respondents to reply however they wish, in their own terms (Bryman, 2012, p. 246). The application of these questions open window for unusual responses. In relation to Q.26., rich data are provided about what motivates the research units. This is followed by personal factual questions, whereby personal information is gathered about the respondents. Special attention is paid for protecting confidentiality and anonymity, which concern is discussed further in Chapter 8.5.

The following closed questions are employed in the study:

- Q.26.;
- Age – quantitative data;
- Job title;
- Duration of active working life (in years) – quantitative data;
- Length of employment (in years) – quantitative data.

8.4. Method for data analysis

Theories of human motivation suggest five clusters of needs which can motivate employees, such as: physiological, safety, love, self-esteem and self-actualization. These clusters can be categorized into two main groups: the former three are referred to as needs that foster extrinsic motivation, whilst the latter two are referred to as needs that serve intrinsic motivation. These theoretical ideas are examined within a homogeneous setting, in Hungarian work environment, on purpose to test whether the theory can hold. Motivation theory is employed as a framework for the empirical findings. Other academic sources that are concerned with living generations indicate that the work behavior and motivation factors of people differ based on their age. Two methods are discussed in relation to the analysis of both quantitative and qualitative data below.

8.4.1. Quantitative data analysis

The quantitative information collected in the Excel database (see Chapter 14.2.) varies from question to question. For instance, *Age* entails real numbers, whilst *Gender* represents either/or answers in the form of dichotomies. In addition to those, the majority of the questions provide answers that are rank ordered, some due to the employed Likert scale. Different

questions generate different types of variables. In the given research, the following three types are classified: internal/ratio, ordinal, dichotomous.

According to Bryman (2012, p. 335) interval/ratio variable are the ones where "...the distance between the categories are identical across the range of categories". For instance, in the case of the variable *Age*, the distance between categories is always one year. The same consideration applies to the categories of variables as follows: *Duration of active working life (in years)* and *Length of employment (in years)*. The distance between categories always remains one.

Similarly to interval/ratio variables, categories of ordinal variables can be rank ordered, however, "...the distances between the categories are not equal across the range" (Bryman, 2012, p. 335). The variable of *Highest level of education* generates such categories in the course of the research, together with questions from Q.1. to Q.25. The latter ones apply Likert scale to measure concepts through multiple-items.

Continuously, dichotomous variables are also generated, which contain data with only two categories. The following questions of the web survey represents such variables: *Gender*, *Location of current workplace* and the final one, *Have I ever lived abroad for longer than three months?*

The researcher creates a table on a new sheet of the Excel database file (see Chapter 13.2.), named 'Dataset in means', wherein all types of variables are listed for analysis. Additionally, two small tables are created on separated sheets, one that lists generations and another that examines genders. The sheets are named accordingly, and are created to support filling in the overall table, 'Dataset in means'. As such a massive amount of data is collected from the 26 survey questions and the additional personal factual questions, the quantitative data is analyzed based on the average distribution of values. The arithmetic mean, hereinafter referred to as simply as mean, is calculated for all questions from Q.1. to Q.25. for comparison. Mean values are received by summing up all values in a distribution and dividing those by the number of values (Bryman, 2012, p. 338). When calculating the means, Excel is used to filter the overall dataset, whereby it shows only the right sample in terms of age variable. Once it is done, the command SUBTOTAL is added together with the function number 101, and reference

numbers of which the researcher wants to have the subtotal. Function number 101 ignores the hidden rows that appear in the filtered view.

The average amount of variation around the mean is added also to the dataset, known as standard deviation (SD). It is calculated by "...taking the difference between each value in a distribution and the mean and then dividing the total of differences by the number of values" (Bryman, 2012, p. 339). This method supports drawing contrasts between comparable distributions of values. Similarly to how mean is calculated in Excel, the researcher applies the command SUBTOTAL together with the function number 107, and the reference numbers.

Comparing means allows the researcher to examine the relationship between the 25 variables in focus – namely, Q.1. - Q.25. The paper is not concerned about statistical significance, as it does not aim to produce generalizable findings to the population. Besides, it is important to mention that only the completed questionnaires are analyzed (see Chapter 8). Because most partially completed surveys are lacking the personal information, they do not support the analysis based on age criteria. Hence, responses that miss any type of data are completely excluded, instead of having those coded as zero (Bryman, 2012, p. 333).

8.4.2. Qualitative data analysis

In preparation for analysis, coding qualitative data is more time consuming than it is in the case of quantitative data. Bryman (2012, p. 247) explains this process as it "...entails reading through answers, deriving themes that can be employed to form the basis for codes, and then going through the answers again so that the answers can be coded...".

The given paper is concerned with the coding of only one open question, Q.26., which is deemed to be able to produce a large volume of information alone. Besides, the question which is concerned with *Job title* also produces qualitative data, yet it does not support the current focus of the examination. The process of the herein applied coding method for Q.26. is explained in details below.

Replies logged into the dataset are read through repeatedly. Notes are taken about those, considering what answers can be aligned with the theoretical framework of motivation, as well as what are deemed to be significant or interesting remarks. Reviewing the data multiple times lead to producing marginal notes, herein referred to as codes. They are examined in relation to

each other and the existing literature. As the connections are outlined between the codes, those are grouped into categories based on repetitions, similarities and differences, as well as scientific concepts of theory – the numbers in the bracket represent how many people provided the same, or very similar, answers. Continuously, codes which belong to only one category are marked in the dataset awaiting to be analyzed, whilst other responses are coded manually within the paper, as seen in Chapter 10. Regardless, coding always follows what is stated in the manual Figure 8. represents. Within Chapter 10., the codes are discussed in relation to the sample groups on the aim to obtain a more detailed analysis (Bryman, 2012, p. 576-577).

Categories	Codes
Self-actualization needs	<ul style="list-style-type: none"> • Development, new experiences, trainings (17); • Sense of achievement, the joy of a job well done (10); • Challenges, challenging task (9); • Learning opportunities (8); • New methods, new ways to carry work out, implementing ideas, innovation (5); • Quality (5); • Change (5); • Interesting task, work (4); • To create, creativity (4); • Joy of work, profession of love (3); • Do my best (3); • Punctuality, precision (3).
Self-esteem needs	<ul style="list-style-type: none"> • Appreciation, recognition, reputation (53); • (Positive) feedback (10); • Performance, results (8); • Success (8); • Opportunity for promotion (7); • Professional development, career (5); • Authority, power, reinforcement (5); • Utility (4); • Satisfied clients (4);

Love needs	<ul style="list-style-type: none"> • Satisfied manager (4); • Compliment (4); • Good atmosphere (9); • Colleagues (9); • Good community, good cooperation between colleagues, good communication (8); • To help (8); • Respect, trust (6); • Teaching-related form of help, teaching others (4); • Networking (3); • Manager, boss, superior (2); • Teamwork (2); • Family-orientation (1).
Safety needs	<ul style="list-style-type: none"> • Money, salary, pay raise (51); • Financial recognition, remuneration, allowance, benefit, reward (10); • Routine, stability, predictability (2).
Psychological needs	<ul style="list-style-type: none"> • (Corporate) environment (6); • Working hours-related, spare time, breaks (6); • Flexibility, mobility (5); • To survive (1).

Figure 8. Codes and categories developed from Q.26.

8.5. Ethical and pragmatical considerations

Ethical issues are to be discussed as those "...relate directly to the integrity of a piece of research and of the disciplines that are involved" (Bryman, 2012, p. 130). The ethical principles in social research are elaborated through those four overlapping areas wherein ethical concerns may arise:

1. *"Whether there is harm to participants;*
2. *Whether there is a lack of informed consent;*
3. *Whether there is an invasion of privacy;*
4. *Whether deception is involved"* (Bryman, 2012, p. 135).

The first principle is primarily concerned with the term 'harm', which herein refers to any damages being caused physically to the research participants or on their development, self-esteem. Even stress generated in the subjects is perceived as a harmful act. On the other hand, these considerations are related to the researcher, as well, who is expected to remain harmless throughout the course of the study (Bryman, 2012, p. 136). The aim of the project is to maintain a high degree of confidentiality in the records, meaning that those do not support the possible identification of the subjects. This way, participants are protected from suffering any harm themselves or their relationship with their own environment. Considering the sensitive nature of the research topic, the data collection phrase is anonymous, hence encouraging people to give truthful account of their opinions. Even though, in some cases, the researcher can assume the identity of the research participants, the published records maintain anonymized. Beyond the ethical issue, revealing the actual identity of research participants is by no means represent any relevance to the given paper.

With regards to the second principle, concerning informed consent, the researcher is requested to provide the subjects with as much information about the study as "...might be needed to make an informed decision about whether or not they wish to participate..." (Bryman, 2012, p. 138). In response, the given paper provides an information sheet about the study which is available for the prospective respondents who accesses the link of the questionnaire online. On this first page of the survey information is provided about the nature of the research, the implications and outset of participation. The cooperation of participants is completely voluntarily, no one is placed under the impression that their participation is required. People

are informed that the supplied data are proceeded only when all the questions are answered. Consequently, participants have the opportunity to refuse providing responses at any stage, hence withdrawing the data. With certain numbers, 915 people decided not to participate in the survey after accessing its information sheet – some might did due not fitting the sampling frame – whereas, 35 people stopped in the completion of the survey – some might did due to being confused about how the system works. In total, 173 complete responses were collected, which provide a basis for analysis.

The issue of privacy, listed as the third area of ethical concern, is linked to the issue of anonymity and confidentiality throughout all research methods. This principle is not only overlapping with the first but with the second principle, as well. Bryman (2012, p. 142) describes the aspect as:

“...to the degree that informed consent is given on the basis of a detail understanding of what the research participant’s involvement is likely to entail, he or she is in a sense acknowledges that the right to privacy has been surrendered for that limited domain”.

Regardless that the web survey is autonym, some subjects might refuse participating in the research based on the feeling that questions concerning their work satisfaction, motivation and income delve into such private realms which they do not want to make public. As mentioned above, all participant has the opportunity to refuse the invasion of their privacy as they can stop filling in the questionnaire at any stages. Besides, as discussed above, personal information about the participants is kept confidential. Another aspect of ensuring privacy is concerned with taking care of not changing the meaning of the answers of the respondents. The qualitative data the respondents were asked to provide is so little, that the risk of changing the meaning when being translated from Hungarian to English is minimized. Some responses are received in English, hence ensuring that their meaning is not changed by the researcher.

Especially in the case of Internet researches, Bryman (2012, p. 680) points out that maintaining the complete protection of anonymity is hardly possible, since “...in computer-mediated communication, information about the origin of the computer-generated message (...) is very difficult to remove”. In addition, the risk that data are accessible to others than the researcher represents a certain risk for confidentiality. Last but not least, Bryman (2012, p. 680) suggests that “...some Internet environments enable ‘lurkers’ – people who listen to what is

going on without making themselves identifiable. This makes it difficult for researchers to protect the confidentiality of data...”. These might be somewhat extreme risk factors that are unlikely to happen in the current investigation, as the researcher is the only one that has access to the raw data. Yet, in order to be critical with the chosen applied methods, a wide range of aspects have to be discussed.

Finally, the last ethical concern is related to deception, which occurs “...when researchers present their work as something other than what it is” (Bryman, 2012, p. 143). As mentioned above, the study information sheet provides comprehensive information about the study, without trying to change any information about its nature. Some researchers want to limit the understanding of the subjects of what the research is about on the purpose to have them responding more naturally. This viewpoint is not shared in the current investigation. Hence, this research represents no damage to the reputation of social research or to the trust between social researchers and society.

9. Context information

This chapter gathers all context information that might be relevant to the findings of the research, hence it can support their discussion. The importance of including a broader range of aspects is mainly based on the literature about generations (see Chapter 1.1.), which suggests what external factors can have fundamental influence on the socialization process of its members. Therefore, a historical timeline, Hungarian national culture and work environment are briefly reviewed below. This chapter contains the work of various authors, might the most fundamental ones to be mentioned are Gesteland (2012) and Hofstede (n.d.), whose findings provide a comprehensive view to the reality external to the research units.

9.1. Hungarian historical timeline

The literature about the notion of generations, as discussed within Chapter 1.1., suggests that external factors such as social political, economic, social and technological ones can influence the characteristics, values and behaviors of generations. Hence, a list is created which takes into account all kinds of events that can contribute to the socialization processes of the research units.

1940: Hungary entered in the Second World War on the side of the Axis against the Allied Powers. During the war, the Hungarian soldiers fought mainly against the Soviet Union (A magyar történelem röviden, n.d.)

1944-1945: At this the time of the Second World War, the war front passed into Hungary which eventuated that the Soviet troops expelled the Germans and occupied the country. Apart from the half a million civilian and military victims of the war, the most significant loss was the collapse of the local infrastructure (A magyar történelem röviden, n.d.).

1948: The Social Democrat and Labor Party united and created the Hungarian Workers' Party, which followed the pattern of Stalinism and dictatorship. (A magyar történelem röviden, n.d.).

1956: The revolution started against the dictatorship and the Soviet invasion. At first, it was a peaceful protest led by students in Budapest, yet later armed insurgents joined the movement. While Imre Nagy was the Prime Minister, Hungary resumed the multiparty system, broke the Warsaw Pact and announced its independence. The revolution was ended by the Soviet troops, the new Prime Minister became János Kádár and the communist one-party system was established. (A magyar történelem röviden, n.d.).

1973: The oil crisis and the oil boom strengthened the ever-deeper crisis of the Hungarian economy (A magyar történelem röviden, n.d.).

1987-1989: A series of mass demonstrations for a democratic transformation took place all over Hungary (A magyar történelem röviden, n.d.).

1989: Proclamation of the Republic of Hungary. The political system changed, hence allowing Hungary to celebrate for the first time as an independent country the Revolution of 1956 (A magyar történelem röviden, n.d.). After the fall of communism, the country was considered "...one of the most prosperous emerging European countries (...) as the 'happiest barrack' of the Soviet blockade" (Darvas, 2008). Even so, that the country inherited a large government debt from the communists. Unlike Poland, Hungary did not receive partial debt forgiveness at the time of the transition.

1990: Commercial mobile services were launched in Hungary, besides, the national domain ".hu" was officially registered on the Internet and the national name server started to work (Az internet hazai megjelenése, 2015).

1991: The first Hungarian domain name, “sztaki.hu”, was registered on the Internet, which was shortly followed by the launch of the Internet in Hungary (Az internet hazai megjelenése, 2015).

1994: By the end of the year, 45 networks joined the Internet in Hungary. The registered domestic domain names slowly started to grow. The same year competition for mobile service providers was launched simultaneously with GSM and 2G network. Small-sized mobile phones appeared on the market (“25 éve mobilozunk”, 2015).

1995: Hungary became a member state of the Organisation for Economic Co-operation and Development (OECD), as well as the very first SMS in Hungary was sent (“Hungary Country Study Guide”, 2013; “25 éve mobilozunk”, 2015).

1996: Hungary joined the World Trade Organization (WTO) (“Hungary Country Study Guide”, 2013). In the meanwhile, a significant progress was made in terms of Internet usage, as more than 500 Hungarian domain names already functioned, hence entailing that international relations were established in several Hungarian universities (Az internet hazai megjelenése, 2015).

1999: Hungary became a member state of the North Atlantic Treaty Organisation (NATO) (A magyar történelem röviden, n.d.).

2001: A mobile provider first launched GPRS data service, hence enabling mobile Internet and multimedia (“25 éve mobilozunk”, 2015). The same year, Hungary successfully reduced its government debt from a peak of 90% to GDP to 52% (Darvas, 2008).

2002: The number of mobile phone subscribers exceeded the number of fixed telephone lines. Besides, multimedia messaging (MMS) was introduced to transfer text, picture, sound and video (“25 éve mobilozunk”, 2015).

2004: Hungary joined the European Union, whilst services such as mobile payment and wireless Internet were launched (“Hungary Country Study Guide”, 2013; “25 éve mobilozunk”, 2015).

2005: The third generation (3G) mobile network was launched, hence allowing multimedia applications, video calls, mobile TV and fast mobile Internet usage (“25 éve mobilozunk”, 2015).

2007: Hungary became a member state for the Schengen Agreement (Hungary, n.d.).

2008: Global financial crisis. Darvas (2008) claims that no other Central European EU member state was hit as hard by the crisis as Hungary.

“As the markets began to re-assess perceived risk, the forint started to weaken, the stock market had fallen to a two-year low, interest rates had increased, the inter-bank market as well as the Hungarian government securities market experienced serious stress, and financial institutions suffered shortages of liquidity” (Horvath, 2009).

One of the vulnerabilities of the Hungarian economy was that its government debt was to a large extent foreign-owned. Consequently, even though foreigners wanted to sell their Hungarian bonds, without being able to find quick buyers for the long maturity interest rates, the government bond market dried up. As Hungarian government was unable to rescue the financial system nor to providing stability to the public, therefore it turned to the International Monetary Fund (IMF) and EU for help (Horvath, 2009).

Further problems were caused by the popularity of foreign currency loans. As the degree of Hungarian inflation was much greater than that in the Eurozone, interest rates charged on loans in Hungarian forint were also far higher. On purpose to get lower rates, many customers and businesses turned to foreign currency loans.

2008: The distribution of smartphones began (“25 éve mobilozunk”, 2015).

2012: The commercial 4G service was introduced on the domestic market (“25 éve mobilozunk”, 2015).

2013: According to statistics about communication technology equipment in Hungarian households, 95,5% of the households had mobile phones, 56,2% had desktop computers, 40,4% had laptop computers, 69,7% had Internet access and 69,2% had broadband Internet connection. These numbers show a significant increase compared to the previous years. Similarly, a dramatic increase is seen in number of the communication technology equipment in domestic workplaces (“4.7.20.”, 2015).

2016: According to statistical data, 8.824.790 Internet subscriptions were registered in Hungary by the end of the year. This number includes both fixed line/cable, wire-less and mobile Internet subscriptions (“4.7.9.2.”, 2017).

9.2. Hungarian national culture

The report focuses on one large homogeneous population, Hungarians. What are they like? Regardless to any particular profession or organization, what kind of work ethics and behaviors could be expected to occur at a Hungarian workplace? To answer the question, findings upon the Hungarian culture, business customs and practices of both Gesteland (2012) and Hofstede (n.d.) are briefly discussed below.

People are viewed to be independent and to possess equal rights at work where hierarchy is present “...for convenience only...” (Hofstede, n.d.). Within an organization superiors are predominantly accessible, as much as they are expected to consult team members and count on their experience. Most people dislike control, hence, power is decentralized wherein leaders tend to have coaching style while the “...management facilitates and empowers” (Hofstede, n.d.). Gesteland (2012, p. 297) adds to the matter of organizational hierarchy the following contradicting thought:

“Hierarchies are evident in the traditional top-down, authoritarian approach to management and in the relative scarcity of women business managers”.

As a matter of fact, only “...few Hungarian women have reached positions in authority in business...” (Gesteland, 2012, p. 298), therefore, most men are not used to interact with female associates on the basis of equality. Business women are likely to be treated by their older male colleagues with “...Old World charm and gallantry” (Gesteland, 2012, p. 298), and feel being patronized by other male counterparts.

According to Hofstede (n.d.), communication in Hungary is most commonly direct and participative, hence, providing opportunity for employees to use first name basis and informal attitude towards the management. On the contrary, Gesteland (2012, p. 299) claims that “[o]nly relatives and close friends address each other by first names”, as well as that addressing others for the first time always requires using professional or academic titles together with the family

name. Hungarians are relationship-focused, therefore, their most commonly used high-context in communication style is characterized as "...formal, hierarchical and emotional expressive" (Gesteland, 2012, p. 295) as well as it entails "...verbal indirectness and polite evasions" (Gesteland, 2012, p. 297). The latter refers to the fact that Hungarians prefer avoiding rude words, sometimes even saying 'no' - they are used to finding solutions which attitude does not allow them to say 'no' to a request (Gesteland, 2012, p. 297).

Hofstede (n.d.) suggests that the Hungarian nation consists of an "...individualist society" with "...high preference for a loosely-knit social framework", wherein the individuals are supposed to "...take care of themselves and their immediate families only". This high degree of interdependence among society members goes hand in hand with the self-image that is to be defined in terms of 'I', which might entail a certain level dis-loyalty in comparison to "...collectivist societies..." (Hofstede, n.d.). In Hungary, relationship between employer and employee "...is a contract based on mutual advantage, hiring and promotion decisions are supposed to be based on merits only..." (Hofstede, n.d.). With reference to the previous paragraph, Gesteland (2012, p. 296) sees as having "...the right connections..." is essential in Hungary, for instance, when looking for a job. The relationship-oriented market requires long rapport buildings and frequent small talks (Gesteland, 2012, p. 296-297).

With regards to work attitudes, Hungary falls into the category Hofstede (n.d.) defines as "...masculine society", meaning that people "...live in order to work...", therefore, values such as "...caring for others and quality of life..." tends to be secondary. Being the best and often standing out from the crowd tends to motivate Hungarians the most. The permanent hunger for achievement and success are the essence of competition "... - a value system that starts in school and continues throughout organisational life" (Hofstede, n.d.). Hence, both decisiveness and assertiveness are characteristics of management, who have focus on equity, competition and performance (Hofstede, n.d.).

Hungarians have a preference for avoiding uncertainty as the people "...maintain rigid codes of belief and behaviour and are intolerant of unorthodox behaviour and ideas" (Hofstede, n.d.). Consequently, Hungarians feel that rules are needed regardless whether those seem to work or not. Such rules that prevents Hungarians from facing ambiguous and unknown situations are as follows:

“...time is money, people have an inner urge to be busy and work hard, precision and punctuality are the norm, innovation may be resisted, security is an important element in individual motivation” (Hofstede, n.d.).

Pragmatic orientation is seen to appear as society members believe the truth depends on “...situation, context and time” (Hofstede, n.d.). When being challenged by the present and future, Hungarians show to have the ability to adapt the traditions to the changed conditions. For instance, people possess tendency to save and invest, as well as the endurance to achieve results.

Hungarians have been socialized in a way that they propensity for “...cynicism and pessimism” (Hofstede, n.d.), meaning that little emphasis is put on leisure time and controlling the indulgence of their desires. Even so, society members have the perception that social norms restrain their own actions, therefore, gratifying themselves is somewhat wrong. Gesteland (2012, p. 295) explains the Hungarian tendency to pessimism by the “...centuries of defeats and invasion...” the country has faced throughout history. Most recently, Hungarians were standing on the losing side in both World Wars and were defeated by Russians during the revolution of 1956.

9.3. Hungarian work environment, working conditions

As an affect of the financial crisis, the unemployment rate started to grow in Hungary and somewhat normalized by 2014-2015. According to statistical data, its rate was the highest in 2010, when 469.400 people were unemployed. By 2016, this number fall back to 234.600, including 127.500 man and 107.100 woman. (“2.1.15.”, 2017).

Since 2016, the personal income tax rate in Hungary is 15 percent, hence reaching its lowest standpoint. In the previous years it varied between 20 and 16 percent and reached an all time high of 44 percent back in 1996 (“Short summary of the taxation”, n.d.).

Rules of the Hungarian Labor Law are regulated in Act I of 2012 of the Labor Code (Labour Law, n.d.). Similarly to Labor Laws of other European countries, the regulations set minimum requirements as to the content of employment contracts. For instance, full-time work involves eight hours long work a day and forty hours a week, Monday to Friday. There is a possibility to establish longer working hours in the agreement, yet those cannot exceed 12 hours

a day and more than 60 hours a week. Besides, the law has provisions for both part-time employment and distance working, such as home office, yet these methods are not so commonly used as full-time employment. All in all, conditions of working time and extra payment for overtime are strictly regulated by the law (Labour Law, n.d.).

When working more than 6 hours a day, employees are entitled to have breaks for 20 minutes a day. In addition, employees are entitled to holidays in each calendar year of the employment. The annual paid holiday includes 20 workdays, which amount increases with the age of the employee with the maximum being 30 days, from the age of 45. The law protects women who are entitled to 24 weeks of maternity leave and childcare benefits until the child reaches the age of 3. Due such conditions, the regular termination of employment is against the rules (Labour Law, n.d.).

Since 2009, the minimum wage in Hungary is 71.500 Hungarian forint (HUF) per month which amount equals to nearly 1.700 Danish Krone (DKK) (Gola, n.d.). Statistical data gained from the Hungarian Central Statistical Office (“6.2.1.13.”, 2017; “6.2.1.14.”, 2017) shows that the amount of the average Hungarian income – both net and gross values - has increased over the last few years. In the first quarter of 2017, the average income was 111.000 HUF, which equals to nearly 2.700 DKK. This amount is calculated in both net and gross value according to the tables, as well as it represents the average Hungarian salary involving both rural and urban areas of the country.

The current pension system in Hungary is a “...one-pillar statutory scheme which is a mandatory, uniform, defined benefit pay-as-you-go system with an earnings related public pension combined with a minimum pension” (Hungary Pension System, n.d.). As a result of the financial crisis, Hungary has significantly scaled down its mandatory private pension system.

Regulations concerning the retirement age of Hungarians has changed throughout the last years, demanding that the newest generations work for a longer period of time than their forefathers did. Nowadays, men of the Baby boomer generation are expected to work till the age of 62-65, whilst women work till the age of 61-65, depending on the year the individual was born. However, the latter are also entitled to retire after a forty-year long employment, which the individual is asked to proof with valid documentation. The employment includes the

period of childrearing, when the women received childcare benefits (Hungary Pension System, n.d.).

10. Empirical data analysis and revision of theories

Chapter 8.4. elaborates on the process of data analysis, therefore this segment of the paper is directly focused on what findings the data shows and whether those confirm or reject the applied hypothesis, hence theories. Research question 5. and 6. provides guidelines in the empirical analysis, whereby the Excel table named ‘Dataset in means’ is used as reference (see Chapter 13.2.).

Survey participants	Generation Y	Generation X	Baby boom gen.
<i>Man</i>	26	32	22
<i>Woman</i>	31	34	28
<i>Total</i>	57	66	50

Figure 9. Web survey participants

As Figure 9. represents, data are collected for analysis from 57 research units who belong to the sample group Generation Y, 66 research units of Generation X, last but not least 50 research units of the Baby boom generation. According to statistical data of the Hungarian Central Statistical Office (“2.2.5”, 2011), the Hungarian labor market is currently and predominantly occupied by Generation X. Generation Y is the second largest population of the labor market, followed by the Baby boom generation. Even though the sample is not considered to be representative sample for the whole population, the numbers indicate a certain extent of correlation.

10.1. Research question 5.

Do the empirical data confirm the differences between Hungarian generations which the employed literature suggests?

Figure 3. (see chapter 2.) is the table that summarizes the findings of Kissné (2014) about what fundamental differences Hungarian employees are expected to possess based on their generational diversity. In order to test whether those theoretical concerns are hold in the given study, the researcher paper applies a modified version of the table, filled with the

respective mean scores (see Figure 9.). The highest scores are marked with green, while the lowest with red color.

Category	Generation Y	Generation X	Baby boom gen.
<i>Respect (Q.12.)</i>	5,05	5,06	5,06
<i>Money (Q.3.,Q.8.)</i>	4,74 ; 3,81	4,26 ; 3,50	4,02 ; 3,08
<i>Loyalty, career (Q.15.,Q.16)</i>	4,75 ; 4,91	5,35 ; 4,39	5,26 ; 4,36
<i>Change (Q.6.)</i>	3,60	3,83	4,34
<i>Decision making (Q.20.)</i>	4,35	4,33	4,20
<i>Learning (Q.24.)</i>	5,42	5,47	5,32
<i>Technology (Q.5.)</i>	5,61	5,65	5,16
<i>Work environment (Q.18.)</i>	4,51	4,50	4,52
<i>Role of management (Q.13)</i>	4,53	4,18	4,12

Figure 9. Aspects expected to indicate fundamental differences in between generations (based on findings of Figure 2. and Figure 7.)

Factors which advocate differences between generations are hereby analyzed one by one. Firstly, regarding to the issue of *respect*, Kissné (2014) claims that Generation Y would reach the lowest, whilst Baby boom generation would reach the highest scores, as the main characteristics of the latter are discipline, respect and perseverance at work. This assumption is deemed to be confirmed by the empirical data, however the difference in between the calculated mean scores of the generations is significantly little.

Secondly, on the dimension of *money* Generation Y is expected to score high, hence showing that the amount they earn plays crucial role in their lives. In particular, literature claims that this generation is known for its high salary expectations, as well as that little wage can block the motivation of units of this generation. This consideration requires analyzing data obtained from two survey questions – Q.3. and Q.8. Both are viewed to confirm what Kissné (2014) suggests.

With regards to the third area, *career building* is examined together with *loyalty*. The web survey proposes one question for each, eventuating that Generation Y proves to be the least loyal to their workplaces, as it is predicted by literature, hence confirmed. With regards to career

building, the reviewed literature expects Baby boom generation to achieve the highest scores on the dimension, as they are claimed to be especially eager to build their careers. The collected data alters the literature, as Baby boom generation proves to have the lowest scores, whilst Generation Y has the highest.

Continuously, the issue of *change* is expected entail the lowest scores from Baby boomer generation and the highest from the ones, who demand it the most – Generation Y. As an example, Baby boomer generation tends to be tied to their workplaces, whilst Generation Y easily changes workplaces. However, the empirical data hereby alters the theory, as the results are the opposite of what is expected based on literature.

With regards to *decision making*, considering their age, work experience and advanced position in the hierarchy, Baby boomer generation is expected to have the highest scores which would express their high level of involvement in decision making processes. Consequently, Generation Y is predicted to generate the lowest scores out of the three samples. For the third time, the data alters the theory, eventuating the opposite result of what theory claims.

Continuous learning is expected to play predominant role in the lives of the younger generations, which assumption is confirmed by data. Generation X reaches the highest score, whilst Baby boom generation produces the lowest scores.

Technology is claimed to be the most fundamental and critical angle of the discussion. Literature claims that Generation Y uses technology the most in their work, whilst Baby boomer generation is deemed to use it the least frequently. The findings partially confirm the theory, as the oldest studied generation reaches the lowest scores in fact, yet, Generation X reached higher scored than Generation Y on the dimension.

The survey question concerning *work environment* is not so reflective about the theory, therefore it is excluded from the analysis.

Finally, Generation Y is expected to reach the highest scores in connection with *management*, indicating that their relation with the superiors is more based on an informal and friendly manner than hierarchical, formal relation - as it is expected in the case of Baby boomer generation. The collected data confirms the theoretical assumption.

Consequently, the empirical data predominantly confirms what the literature suggests, namely, that the examined factors provide room for differences to occur in between generations. According to literature, they are therefore seen as potential sources for conflict in between the units of different generations in an organizational context. Based on the considerations mentioned above, RQ.5. is positively answered, which moves the researcher to the next question.

10.2. Research question 6.

Do the empirical data confirm the factors that are claimed to motivate the generations?

Hereby, the obtained qualitative data are compared with the factors the literature claims to mainly motivate the generations. To provide a better understanding about those, the three sample groups are analyzed separately.

Analysis of qualitative answer in relation to Baby boomer generation

Based on literature, the following factors are identified as the most crucial motivators for the units of the generation:

- Career building;
- Discipline, respect and perseverance;
- Status symbols;
- Role in hierarchy.

The aim of the analysis is to examine whether those few points are reflected in the rich data derived from Q.26. Its main points are presented in relation to the generated categories below. The numbers in the brackets indicate how many respondents provided the same, or very similar, answers.

Self-actualization needs:

- *Sense of achievement (5);*
- *Change, invention or adaption of new methods, solving new tasks, re-thinking and modernizing old tasks (3);*
- *Development opportunities, learning (2);*

- *Creativity (2);*
- *The joy of a job well done.*

Self-esteem needs:

- *Recognition, appreciation (16);*
- *Success (3);*
- *Performance, results (3);*
- *Positive feedback (2);*
- *Compliments (2);*
- *Satisfied superiors, clients (2)*
- *Utility;*
- *Reinforcement.*

Love needs:

- *Good community, good cooperation in between colleagues, good human relationships, good workplace atmosphere (8);*
- *Helping others, educating others (4);*
- *Being respected and honored (2);*
- *Treating others the way I would like to be treated.*
- *Building rapport;*
- *Family-orientation.*

Safety needs:

- *Salary (7);*
- *Financial recognition (3);*
- *Routine, stability, predictability (3);*
- *To increase the pension;*
- *Reward;*
- *Work-based compensation.*

Physiological needs:

- *To see clearly through the complexity of tasks;*
- *Flexibility;*

- *To survive;*
- *Good working conditions;*
- *Good corporate culture.*

The examples show, that what the career building in particular in not mentioned by any of the respondents, however, it might be understood under the term *development opportunities*. Being respected and honored are mentioned as the most valuable motivator factors by two people. Either status symbols or the role in hierarchy can be found among the responses, yet those might be understood as *Recognition, appreciation*.

With regards to the latter, the most frequently answered responses are as follows: Recognition, appreciation (mentioned by 16 individuals), Good community, good cooperation in between colleagues, good human relationships, good workplace atmosphere (mentioned by 8), Salary (mentioned by 7), as well as sense of achievement (mentioned by 5). These findings do not indicate an indisputable confirmation of the theory, as it is difficult to depict from the short, omitted responses what the survey participants mean.

Analysis of qualitative answer in relation to Generation X

Based on literature, the following factors are identified as the most crucial motivators for the units of the generation:

- Independence;
- Responsibility;
- Resources;
- Freedom.

As the example about the Baby boomer generation shows above, these points herein are compared with the empirical data deriving from Q.26. on the purpose to see whether there is a correlation between the theory and the findings of the empirical data.

Self-actualization needs:

- *Learning and development opportunity (8);*
- *Work challenges (6);*

- *Sense of achievement (3);*
- *Change (3);*
- *To have someone to learn from (2);*
- *Interesting work (2);*
- *Creativity (2);*
- *Precision, Punctuality (2);*
- *Finding the outcome of my work useful;*
- *Meeting my own standards;*
- *Implementing idea;*
- *The joy of work;*
- *New experiences;*
- *Quality.*

Self-esteem needs:

- *Recognition (15);*
- *Positive feedback – from management, coworkers or clients (6);*
- *Professional development, opportunity for promotion (4)*
- *Utility (3);*
- *Success (3);*
- *Directly reaching for results (2);*
- *Compliment;*
- *Having my opinion heard;*
- *Being in charge of managing my own time.*

Love needs:

- *Help others (4);*
- *Good colleagues (4);*
- *Good workplace atmosphere (3);*
- *Flexible and good boss (2);*
- *Personally inspiring leaders and staff;*
- *Trust;*
- *Good community;*

- *Teamwork;*
- *Good communication;*
- *Teaching others;*
- *Network building.*

Safety needs:

- *Salary (9);*
- *Financial appreciation, recognition, pay raise (6);*
- *Allowances (5).*

Physiological needs:

- *Flexibility;*
- *Lunch break;*
- *Work environment.*

None of the factors derived from literature matches word by word what the survey respondents say. However, independence and freedom together could potentially refer to *flexibility*, whilst responsibility to the factor '*being in charge of managing my own time*'. On the other hand, what the literature refers to under the term 'resources' might be aligned with *having someone at work to learn from including professionally inspiring leader and staff*, in addition to having the resources to '*having my opinion heard*'. Besides, *a flexible and good boss, a good community, as well as learning and development opportunities* could be argued to deliver a similar meaning to the ones posed in literature.

Data gain from Generation X is predominantly emphasized on recognition (mentioned by 15 individuals), salary (mentioned by 9), learning and development opportunity (mentioned by 8), work challenges (mentioned by 6), positive feedback (mentioned by 6) and financial appreciation, pay rise (6). In comparison to what factors are identified as motivational forces by individuals of the Baby boom generation, it is visible that Generation X puts more emphasis on finances, monetary rewards than the older ones do. Once again, as the exact term used in literature are not found among the empirical data, therefore the findings do not indicate an indisputable confirmation of the theory.

Analysis of qualitative answer in relation to Generation Y

Based on literature, the following factors are identified as the most crucial motivators for the units of the generation:

- Salary;
- Change;
- Freedom of formalities;
- Flexible working hours;
- Balance between work and life;
- Rapid progress, promotion at work;
- Reputation of the brand or company.

The literature hereby provides the richest data in relation to the what motivates a generation, compared to be previous two. The aim of the analysis is the same as before, to examine whether there any similarities that can be observed in relation to the empirical data and theory.

Self-actualization needs:

- *Development opportunity, learning, training (9);*
- *Challenges (5);*
- *Getting experience (2);*
- *Interesting and meaningful work (2);*
- *Change;*
- *Innovation;*
- *Carrying tasks out based on my best knowledge;*
- *Sense of achievement.*

Self-esteem needs:

- *Recognition, appreciation (21);*
- *Professional development, opportunity for promotion (8);*
- *Satisfied people - either boss, coworkers or customers (4);*
- *Feedback (3);*
- *Success (2);*

- *Power, greater responsibility (2);*
- *High-quality, professional work (2);*
- *Reputation;*
- *Contribution to improving the company's performance.*

Love needs:

- *Helpfulness, teaching others (4);*
- *Fun colleagues (3);*
- *Good relation with colleagues (2);*
- *Being respected, honored (2);*
- *Cohesion, teamwork (2);*
- *Networking;*
- *Atmosphere;*
- *The manager;*
- *Being satisfied with my boss.*

Safety needs:

- *Adequate or even better salary, money, performance-based payment (20);*
- *Allowances (4;)*
- *Financial recognition (3);*
- *Clear and written work regulations and its compliance by both employee and employer.*

Physiological needs:

- *Pleasant work environment (3);*
- *Flexibility, mobility (3);*
- *More days off, spare time (2);*
- *Predictable working hours;*
- *Flexible working hours;*
- *Opportunity for home office;*
- *No overtime;*
- *Quickness;*
- *Corporate environment.*

Data of Generation Y shows the highest degree of resemblance with literature. The importance of having an *adequate or even better salary, performance-based payment* is emphasized by 20 respondents, which data correspond well with the literature. Besides, factors such as change and reputation are mentioned in the same form in both places. With regards to freedom of formalities, *flexibility and mobility* are quoted. Factors such as *quickness* and *professional development, opportunity for promotion* are deemed to respond to what is mentioned by Kissné (2014) as rapid progress, promotion at work. Finally, when the factor ‘flexible working hours’ is analyzed together with ‘balance between work and life motivators’, the following answers are found to be matching: *flexible working hours, more days off, spare time, predictable working hours, no overtime, opportunity for home office*.

Aside of those factors mentioned, *recognition and appreciation* are deemed to be greatly desired motivators of Generation Y (mentioned by 21 individuals). Moreover, *development opportunity, learning and training* also entail a significant amount of responses (mentioned by 9). Considering the high degree of overlap between the findings of Generation Y and the literature, the empirical data is deemed to confirm the theory.

Regarding to RQ6., the theory is viewed to be confirmed with confidence only in relation to one sample, Generation Y. Regarding to the other two, their unequivocal confirmation or rejection cannot be stated. In some cases, it is due to the short and omitted answers of the respondents, whilst in others, the lack of description what the literature means by the term represents the obstacle.

10.3. Hypothesis testing

Hungarian generations are motivated by different needs variables and factors.

The hypothesis is answered by the examination of RQ6., as it indicates that the different generations are indeed motivated by different factors and need variables. Figure 10. summarizes the above discussed answers in a quantifiable format, based in the number of responses. Those factors are considered the have the highest effect on the level of motivation of a particular sample group, which include the most codes.

	Generation Y	Generation X	Baby boom gen.
<i>Highest motivator</i>	Self-esteem	Self-esteem	Self-actualization
	Safety	Self-actualization	Love
	Self-actualization	Love / Safety	Safety
	Love	Love / Safety	Self-esteem
<i>Lowest motivator</i>	Physiological	Physiological	Physiological

Figure 10. Need variables ranked in order by generations based on their perceived force

Based on Figure 10., it can be concluded that Generation X tends to be motivated to the highest degree by intrinsic factors, such as self-esteem and self-actualization needs. On the contrary, Generation Y and Baby boom generation are motivated by need variables that foster both extrinsic and intrinsic motivation. Regardless, it can be seen from Figure 10. that self-esteem and self-actualization variables are the highest motivating forces for the Hungarian employees, as Maslow (1943) suggested decades ago. Maslow (1943) also claims that the lower-order needs have to be gratified first, in order to progress to the achievement of higher-order needs. In the example of Hungarian employees, the theory is deemed to hold, as all three generations rank physiological needs as the least motivating force. Out of three, two ranks love needs as the second least powerful force.

Consequently, the researcher concludes, based on the analysis of the empirical data, that the Hungarian generations tend to differ in terms of their values, behavior and motives, hence confirming the literature about the key concept ‘Hungarian generations’. With relation to the other main concept, ‘motivation’, the empirical data can confirm what motivators the theory claims as different Hungarian generations possess – it can be confirmed without a doubt regarding to one sample - as well as that the theoretical framework Maslow (1943) proposes proves to hold in the examined case.

11. Conclusion

This given paper investigates how generation affect the motivation of Hungarian employees in an organizational context. In order to conduct the research, the investigator start to review literature about the two main concept the problem formulation seems to propose: 1) Hungarian generations in relation to 2) motivation. Due to having deductive approach to theory, the literature poses certain statements are to be explored in the current investigation on the purpose to be confirmed or falsified.

Hence, the research mainly builds upon the idea that every generation fundamentally differs from the others due to the different external sources their members have met during their socialization processes. They are claimed to differ in their values, perceptions, and most importantly, in what motivated them. Beyond that, the literature supported the identification of the sample groups that are studied in the paper: Generation Y, Generation X and the Baby boom generations.

In order to find out whether Hungarian generations truly differ, as well as to investigate whether, consequently, their perception about motivation factors differ, empirical data are collected from each sample group. The data are focus on the level of job satisfaction, hence motivation of the employees, who are asked to evaluate their level of agreement with 26 questions, proposed by the researcher. Due to the sensitive nature of the research topic, the questions are gathered in a web survey format, which entails that the research units are approached with the application of a snowball sampling method. Both quantitative and qualitative data are obtained from the data collection phrase.

The empirical data are archived in an Excel file, which analysis allows the researcher to test the hypothesis, hence revise the theoretical concepts. The analysis of the collected data proves to confirm that the Hungarian generations tend to differ in terms of the factors proposed by Kissné (2014). In addition, the study confirms the theoretical ideas concerning the concept of motivation, as intrinsic motivation is deemed to be highest motivating force among Hungarian employees, just as Maslow (1943) suggested. However, what motivates the Hungarian employees differ from generation to generation.

It can be herein concluded that each generation possesses advantages and a certain attitude within an organizational context. Companies function well when more generations work together, hence the possible advantages and disadvantages of each generation can form a certain mixture (Kissné, 2014). Accordingly, (Kissné, 2014) argues that companies which employ different generations are more likely to become successful than homogeneous workplaces. With regards to the rich data that are generated in the given research, future investigation may apply those as basis in their work and analyze the variables in relation to different ones used in this paper.

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13. Appendix

These documents support the understanding of the research paper as they are often referred to, as well as advocate transparency. In order to make the survey (13.1.) more readable, it is uploaded as a separated PDF file, as well.

13.1. Questionnaire for the web survey

Kedves Mindenki, aki időt szán az alábbi kérdőívem kitöltésére!

Köszönöm hogy a résztvételekkel és őszinte válaszaitokkal segítitek a szakdolgozatom elkészítését. A kérdőív rövid állításokat tartalmaz (amiket az egyszerűség szempontjából elsőszám első személyben állítok), és amiket egy 1-től 6-ig terjedő skálán kellene értékelnetek, attól függően hogy mennyire értetek egyet azokkal. **26 állítás/kérdés van összesen, illetve pár rubrika ami a korra és foglalkozásra vonatkozik, ezek hiányos kitöltése esetén sajnos nem tudom a kérdőív eredményeit felhasználni.** Kérlek, töltsetek ki mindent, majd kattintsatok a lap alján lévő "Finish" gombra, ami után a megnyitott ablak automatikusan bezárul. Ez jelzi számotokra hogy a kérdőív kitöltése sikeres volt.

A szakdolgozatom témájaként az aktív magyar munkavállalók motivációs tényezőit vizsgálom, generációs csoportokra lebontva. Ezért kérek, abban az esetben halajd tovább, ha te magad is munkavállaló vagy. **Bármely foglalkozás és munkahelyi tapasztalat releváns** az adatgyűjtés szempontjából.

A kérdőív megismétli az állításokat, illetve a skálán levő értékelést angolul is. Ez az átláthatóság szempontjából fontos, hiszen a szakdolgozatom angol nyelven készül, és az adatok angolul lesznek feldolgozva.

A felmérés anoním.

Segítségüket előre is köszönöm.

Üdvözlettel:
Kovács Orsi
MA hallgató az Aalborg University-n

Dear Everyone who takes the time to complete this survey,

Thank you for supporting my Master's thesis by participating in the questionnaire. The following pages contain short statements (written in first person to make them more authentic) which are to be evaluated by choosing the number that comes closest to reflect your personal opinion. The scale goes from 1 to 6 for all 26 statements/questions. Please answer every single one of them, respond to those few additional questions concerning your age and profession, and submit your results by clicking on the "Finish" button. When it is done correctly, the webpage automatically closes.

My research paper is dedicated to investigate what factors motivate the active Hungarian workforce divided by generations. Hence, please proceed with the questionnaire only when you are Hungarian and currently employed. I am eager to gather data about all types of occupation.

The report is written in English, therefore, each statment is translated into both languages to provide a higher degree of transparency.

In order to protect the repondents' privacy, the questionnaire is anonym.

Thank you for your help in advance.

Kind Regards,
Orsi Kovács
MA student of Aalborg University

Q.1. A munkahelyem kellőképpen felszerelt ahhoz, hogy az alapvető szükségleteimet ellássa (pl. ivóvíz biztosítása, konyhai felszereltség). / My workplace is equipped enough to meet my physiological needs (e.g. drinking water, kitchenware).

- (1) 1: Egyáltalán nem értek egyet / Disagree very much
- (2) 2: Részben nem értek egyet / Disagree moderately
- (3) 3: Kevésbé nem értek egyet / Disagree slightly
- (4) 4: Kevésbé egyetértek / Agree slightly
- (5) 5: Részben egyetértek / Agree moderately
- (6) 6: Teljesen egyetértek / Agree very much

Q.2. A munkahelyemen elegendő szünet áll a rendelkezésemre. / I have a sufficient amount of breaks at work.

- (1) 1: Egyáltalán nem értek egyet / Disagree very much
- (2) 2: Részben nem értek egyet / Disagree moderately
- (3) 3: Kevésbé nem értek egyet / Disagree slightly
- (4) 4: Kevésbé egyetértek / Agree slightly
- (5) 5: Részben egyetértek / Agree moderately
- (6) 6: Teljesen egyetértek / Agree very much

Q.3. Elegendő pénzt keresek a mindennapi szükségleteimhez. / I feel the amount I earn is enough for me to cover my living expenses.

- (1) 1: Egyáltalán nem értek egyet / Disagree very much
- (2) 2: Részben nem értek egyet / Disagree moderately
- (3) 3: Kevésbé nem értek egyet / Disagree slightly
- (4) 4: Kevésbé egyetértek / Agree slightly
- (5) 5: Részben egyetértek / Agree moderately
- (6) 6: Teljesen egyetértek / Agree very much

Q.4. Elegendő szabadidő áll a rendelkezésemre ahhoz, hogy a személyes dolgaimat intézni tudjam. / I have enough spare time left to meet my personal commitments.

- (1) 1: Egyáltalán nem értek egyet / Disagree very much
- (2) 2: Részben nem értek egyet / Disagree moderately
- (3) 3: Kevésbé nem értek egyet / Disagree slightly
- (4) 4: Kevésbé egyetértek / Agree slightly
- (5) 5: Részben egyetértek / Agree moderately
- (6) 6: Teljesen egyetértek / Agree very much

Q.5. Azt gondolom, hogy a számítógép és az internet használata megkönnyíti a munkámat. / I think of technology (computers and the Internet) as a resource that adds value to/or ease my job.

- (1) 1: Egyáltalán nem értek egyet / Disagree very much
- (2) 2: Részben nem értek egyet / Disagree moderately
- (3) 3: Kevésbé nem értek egyet / Disagree slightly
- (4) 4: Kevésbé egyetértek / Agree slightly
- (5) 5: Részben egyetértek / Agree moderately
- (6) 6: Teljesen egyetértek / Agree very much

Q.6. A munkámban a stabilitást kedvelem és nem szeretem a változásokat. / I prefer stability at work and think that any changes should be avoided.

- (1) 1: Egyáltalán nem értek egyet / Disagree very much
- (2) 2: Részben nem értek egyet / Disagree moderately
- (3) 3: Kevésbé nem értek egyet / Disagree slightly
- (4) 4: Kevésbé egyetértek / Agree slightly
- (5) 5: Részben egyetértek / Agree moderately
- (6) 6: Teljesen egyetértek / Agree very much

Q.7. A jelenlegi rendszer és eljárás mód megkönnyíti a munkámat. / Many of our current rules and procedures make doing a good job easy.

- (1) 1: Egyáltalán nem értek egyet / Disagree very much
- (2) 2: Részben nem értek egyet / Disagree moderately
- (3) 3: Kevésbé nem értek egyet / Disagree slightly
- (4) 4: Kevésbé egyetértek / Agree slightly
- (5) 5: Részben egyetértek / Agree moderately
- (6) 6: Teljesen egyetértek / Agree very much

Q.8. Elégedett vagyok a fizetésemmel és az egyéb juttatásaimmal (pl. lakástámogatás, autóhasználat, melegétel utalvány, egészségbiztosítás). / I am satisfied with the amount of wage and fringe rewards (e.g. housing, car, meal allowance, health insurance) I am offered at work.

- (1) 1: Egyáltalán nem értek egyet / Disagree very much
- (2) 2: Részben nem értek egyet / Disagree moderately
- (3) 3: Kevésbé nem értek egyet / Disagree slightly
- (4) 4: Kevésbé egyetértek / Agree slightly
- (5) 5: Részben egyetértek / Agree moderately
- (6) 6: Teljesen egyetértek / Agree very much

Q.9. A Munka Törvénykönyvének (MT) megfelelő óraszámában dolgozom. / I work as many hours as stated in my contract and regulated by Labor Law.

- (1) 1: Egyáltalán nem értek egyet / Disagree very much
- (2) 2: Részben nem értek egyet / Disagree moderately
- (3) 3: Kevésbé nem értek egyet / Disagree slightly
- (4) 4: Kevésbé egyetértek / Agree slightly
- (5) 5: Részben egyetértek / Agree moderately
- (6) 6: Teljesen egyetértek / Agree very much

Q.10. A túlóráimat maradéktalanul kifizetik. / My overtime at work is fully paid.

- (1) 1: Egyáltalán nem értek egyet / Disagree very much
- (2) 2: Részben nem értek egyet / Disagree moderately
- (3) 3: Kevésbé nem értek egyet / Disagree slightly
- (4) 4: Kevésbé egyetértek / Agree slightly
- (5) 5: Részben egyetértek / Agree moderately
- (6) 6: Teljesen egyetértek / Agree very much

Q.11. Szeretek csapatban dolgozni és másokkal együttműködni. / I am collaborative and enjoy working in a team.

- (1) 1: Egyáltalán nem értek egyet / Disagree very much
- (2) 2: Részben nem értek egyet / Disagree moderately
- (3) 3: Kevésbé nem értek egyet / Disagree slightly
- (4) 4: Kevésbé egyetértek / Agree slightly
- (5) 5: Részben egyetértek / Agree moderately
- (6) 6: Teljesen egyetértek / Agree very much

Q.12. Szeretem és tisztellem azokat az embereket, akikkel együtt dolgozom. / I like and respect the people I work with.

- (1) 1: Egyáltalán nem értek egyet / Disagree very much
- (2) 2: Részben nem értek egyet / Disagree moderately
- (3) 3: Kevésbé nem értek egyet / Disagree slightly
- (4) 4: Kevésbé egyetértek / Agree slightly
- (5) 5: Részben egyetértek / Agree moderately
- (6) 6: Teljesen egyetértek / Agree very much

Q.13. Jó a kapcsolat a menedzsment és a munkavállalók között. / There is a good relation between the management and employees.

- (1) 1: Egyáltalán nem értek egyet / Disagree very much
- (2) 2: Részben nem értek egyet / Disagree moderately
- (3) 3: Kevésbé nem értek egyet / Disagree slightly
- (4) 4: Kevésbé egyetértek / Agree slightly
- (5) 5: Részben egyetértek / Agree moderately
- (6) 6: Teljesen egyetértek / Agree very much

Q.14. Nincsenek viták és "fúrkálódások" a munkahelyen. / There is no bickering and fighting at work.

- (1) 1: Egyáltalán nem értek egyet / Disagree very much
- (2) 2: Részben nem értek egyet / Disagree moderately
- (3) 3: Kevésbé nem értek egyet / Disagree slightly
- (4) 4: Kevésbé egyetértek / Agree slightly
- (5) 5: Részben egyetértek / Agree moderately
- (6) 6: Teljesen egyetértek / Agree very much

Q.15. Lojális vagyok a munkahelyemhez. / I am loyal to my workplace.

- (1) 1: Egyáltalán nem értek egyet / Disagree very much
- (2) 2: Részben nem értek egyet / Disagree moderately
- (3) 3: Kevésbé nem értek egyet / Disagree slightly
- (4) 4: Kevésbé egyetértek / Agree slightly
- (5) 5: Részben egyetértek / Agree moderately
- (6) 6: Teljesen egyetértek / Agree very much

Q.16. Számomra a karrierem építése nagyon fontos. / Having the chance to be promoted at work and building a professional career are essential to me.

- (1) 1: Egyáltalán nem értek egyet / Disagree very much
 (2) 2: Részben nem értek egyet / Disagree moderately
 (3) 3: Kevésbé nem értek egyet / Disagree slightly
 (4) 4: Kevésbé egyetértek / Agree slightly
 (5) 5: Részben egyetértek / Agree moderately
 (6) 6: Teljesen egyetértek / Agree very much

Q.17. Elismerésben részesülök, amikor jól teljesítek. / When I do a good job, I receive the recognition I should receive.

- (1) 1: Egyáltalán nem értek egyet / Disagree very much
 (2) 2: Részben nem értek egyet / Disagree moderately
 (3) 3: Kevésbé nem értek egyet / Disagree slightly
 (4) 4: Kevésbé egyetértek / Agree slightly
 (5) 5: Részben egyetértek / Agree moderately
 (6) 6: Teljesen egyetértek / Agree very much

Q.18. Büszkeséggel tölt el, hogy ennek a márkának és/vagy cégnek, intézménynek dolgozom. / I feel a sense of pride in working for this particular brand or company.

- (1) 1: Egyáltalán nem értek egyet / Disagree very much
 (2) 2: Részben nem értek egyet / Disagree moderately
 (3) 3: Kevésbé nem értek egyet / Disagree slightly
 (4) 4: Kevésbé egyetértek / Agree slightly
 (5) 5: Részben egyetértek / Agree moderately
 (6) 6: Teljesen egyetértek / Agree very much

Q.19. Úgy érzem, mások és a magam számára is fontos a munkám. / I feel my job is meaningful.

- (1) 1: Egyáltalán nem értek egyet / Disagree very much
 (2) 2: Részben nem értek egyet / Disagree moderately
 (3) 3: Kevésbé nem értek egyet / Disagree slightly
 (4) 4: Kevésbé egyetértek / Agree slightly
 (5) 5: Részben egyetértek / Agree moderately
 (6) 6: Teljesen egyetértek / Agree very much

Q.20. Jogom van a munkámat befolyásoló döntésekbe beleszólni. / I am empowered to participate in decision making processes related to my work.

- (1) 1: Egyáltalán nem értek egyet / Disagree very much
 (2) 2: Részben nem értek egyet / Disagree moderately
 (3) 3: Kevésbé nem értek egyet / Disagree slightly
 (4) 4: Kevésbé egyetértek / Agree slightly
 (5) 5: Részben egyetértek / Agree moderately
 (6) 6: Teljesen egyetértek / Agree very much

Q.21. Szeretem amit csinálok, élvezettel végzem a munkámat. / I like doing the things I do at work.

- (1) 1: Egyáltalán nem értek egyet / Disagree very much
- (2) 2: Részben nem értek egyet / Disagree moderately
- (3) 3: Kevésbé nem értek egyet / Disagree slightly
- (4) 4: Kevésbé egyetértek / Agree slightly
- (5) 5: Részben egyetértek / Agree moderately
- (6) 6: Teljesen egyetértek / Agree very much

Q.22. Kedvelem a kihívást jelentő feladatokat. / I enjoy challenging work assignments.

- (1) 1: Egyáltalán nem értek egyet / Disagree very much
- (2) 2: Részben nem értek egyet / Disagree moderately
- (3) 3: Kevésbé nem értek egyet / Disagree slightly
- (4) 4: Kevésbé egyetértek / Agree slightly
- (5) 5: Részben egyetértek / Agree moderately
- (6) 6: Teljesen egyetértek / Agree very much

Q.23. Úgy érzem, szakmailag és/vagy személyesen is fejlődni tudok a jelenlegi munkahelyemen. / I feel I can growth personally and/or professionally by working for this company.

- (1) 1: Egyáltalán nem értek egyet / Disagree very much
- (2) 2: Részben nem értek egyet / Disagree moderately
- (3) 3: Kevésbé nem értek egyet / Disagree slightly
- (4) 4: Kevésbé egyetértek / Agree slightly
- (5) 5: Részben egyetértek / Agree moderately
- (6) 6: Teljesen egyetértek / Agree very much

Q.24. Számomra fontos a folytonos tanulás. / Continuous learning is important for me.

- (1) 1: Egyáltalán nem értek egyet / Disagree very much
- (2) 2: Részben nem értek egyet / Disagree moderately
- (3) 3: Kevésbé nem értek egyet / Disagree slightly
- (4) 4: Kevésbé egyetértek / Agree slightly
- (5) 5: Részben egyetértek / Agree moderately
- (6) 6: Teljesen egyetértek / Agree very much

Q.25. Motivált vagyok a munkámban. / I do feel motivated to perform my job.

- (1) 1: Egyáltalán nem értek egyet / Disagree very much
- (2) 2: Részben nem értek egyet / Disagree moderately
- (3) 3: Kevésbé nem értek egyet / Disagree slightly
- (4) 4: Kevésbé egyetértek / Agree slightly
- (5) 5: Részben egyetértek / Agree moderately
- (6) 6: Teljesen egyetértek / Agree very much

Q.26. Mi(k) a számomra leginkább motiváló tényező(k) a munkámban? (Nevezd meg egy, vagy több tényezőt!) / What motivates me the most to perform my job? (Name one or more factors.)

Nemem / Gender

- (1) Nő / Woman
(2) Férfi / Man

Korom / Age

Legmagasabb iskolai végzettségem / Highest level of education

- (1) 8 általános iskola, vagy annál kevesebb / 8 or less grades at elementary school
(2) Érettségi/ High school diploma
(3) Szakmunkás / Vocational graduate certificate
(4) Főiskola vagy egyetem / Bachelor's, Master's or Doctorate degree

Pontos munkaköri megnevezésem / Job title

Aktív munkavállalóként eltöltött idő (ÉVEKBEN mérve) / Duration of active working life (in years)

Jelenlegi munkahelyemen eltöltött idő (ÉVEKBEN mérve) / Length of employment (in years)

Jelenlegi munkahelyem elhelyezkedése / Location of current workplace

- (1) Belföldön / Hungary
(2) Külföldön / Foreign country

Éltem-e külföldön 3 hónapnál hosszabb ideig? / Have I ever lived abroad for longer than three months?

- (1) Igen / Yes
(2) Nem / No

13.2. Database

Please, find the database file as an attachment that is uploaded in a separated format.