

Original scientific paper

UDC: 005.96:331.101.3(437.3)

<https://doi.org/10.18045/zbefri.2025.2.4>

## Work motivation of Generation Z in the Czech Republic\*

Petr Řehoř<sup>1</sup>, Jaroslav Vrchota<sup>2</sup>, Monika Maříková<sup>3</sup>, Lukáš Klarner<sup>4</sup>

### Abstract

Organizational managers face unique challenges associated with different generations working in an organization, each possessing specific values, motivations, skills, and communication styles. Currently, Generation Z, the youngest one, is entering the labour market. This paper evaluates the work motivation of Generation Z using data obtained from a questionnaire survey. The sample consists of 142 representatives of this generation, aged 18 to 25. The data were analysed using factor analysis, which identified six key motivational factors for Generation Z employees. These factors are: internal communication and work engagement; work control and evaluation; compensation and well-being work motivation and personal development; work stability and social security; and work autonomy and support. The results show that Generation Z is primarily motivated by good financial compensation, respect and recognition, clear opportunities for career growth, and benefits that provide flexibility and stability. Understanding the characteristics and preferences of Generation Z can help managers create a productive work environment and increase their satisfaction and performance.

**Keywords:** management, Generation Z, motivation, HR strategies, communication

**JEL classification:** M12, J81

\* Received: 14-03-2025; accepted: 21-11-2025

<sup>1</sup> Associate Professor, Faculty of Economics, University of South Bohemia, Branišovská 1645/31a, 370 05 České Budějovice, Czechia. Scientific affiliation: management, communication, innovation. E-mail: rehor@ef.jcu.cz (Corresponding author). ORCID ID: <https://orcid.org/0000-0003-2438-3395>.

<sup>2</sup> Associate Professor, Faculty of Economics, University of South Bohemia, Branišovská 1645/31a, 370 05 České Budějovice, Czechia. Scientific affiliation: management, human resource management, project management. E-mail: vrchota@ef.jcu.cz. ORCID ID: <https://orcid.org/0000-0002-8363-3131>.

<sup>3</sup> Assistant Professor, Faculty of Economics, University of South Bohemia, Branišovská 1645/31a, 370 05 České Budějovice, Czechia. Scientific affiliation: management, entrepreneurship. E-mail: marikova@ef.jcu.cz. ORCID ID: <https://orcid.org/0000-0002-9054-4559>.

<sup>4</sup> Senior Lecturer, Faculty of Economics, University of South Bohemia, Branišovská 1645/31a, 370 05 České Budějovice, Czechia. Scientific affiliation: management, project management, crisis management. E-mail: klarnl00@ef.jcu.cz. ORCID ID: <https://orcid.org/0000-0002-9836-4130>.

## 1. Introduction

The dynamics of the work environment change with each generation, and organizations must adapt their working conditions and benefits to reach and retain employees across different generations. Understanding generational differences is essential for creating productive and harmonious work teams. These teams consist of individuals from different age groups, each bringing different perspectives, experiences, work attitudes, and expectations. Management that can identify and respond to these differences can better motivate its employees and support their professional growth. Every generation has its own distinct priorities and values in the work environment. With the arrival of Generation Z, born between 1997 and 2012, into the labour market, new needs and expectations regarding working conditions and workplace relationships are emerging. This generation, which is just beginning its professional careers, has different demands compared to previous generations in terms of how they are managed, motivated, and how they perceive the value of their work.

Generation Z, being the youngest and most diverse, expects an inclusive environment where all identities and opinions are respected. Diversity and inclusion training helps managers understand and respond to the needs of all generations (Roberson, 2019; Shore et al., 2018). Generation Z prefers innovative approaches and a rapid work pace, so managers should be open to new technologies and work methods that motivate and engage these younger employees (Huang et al., 2019; Monje-Amor, 2024). The authors of this article aimed to assess the work motivation of Generation Z, which is crucial for understanding their approach to work and ensuring their satisfaction and productivity in the workplace. A key objective was to develop a strategy for managers to lead this generation effectively. Gentry et al. (2011) confirms that organizations that successfully manage different generations can increase innovation and productivity.

## 2. Literature review

A generation refers to a group of people born in a certain period (Dimock, 2019), shaped by the same time and influenced by the same social indicators – in other words, a cohort united by age and stage of life, living conditions, technology, events, and experiences (McCrindle, 2018). The theory of generations is essential for a whole range of fields. In economics, it plays a role, for example, in marketing or the study of work behaviour. Generations have different values and work motivations, which is key to working well with employees (Becton et al., 2014). In the Czech Republic, the distribution of generations is as follows: Generation X (24%), Baby Boomers (22.2%), Generation Y (19.4%), Generation Z (14.8%), Generation Alpha (13%), Silent Generation (6.5%) (CZSO, 2023).

Generation Z refers to individuals born between 1996 and 2010. In terms of generation size, it is the largest generation comprising approximately 2.5 billion people, which is almost a third of the total world population (McCrindle, 2018). In 2020, digital natives represented 40% of customers worldwide. They are referred to as digital natives because they were born into a digital world (Hovorková, 2021). Being the first generation to grow up in an integrated, globally connected world assisted by the Internet and other technologies, they are also called the Internet Generation (Mărgărițoiu & Eftimie, 2021), Technological Generation (Yaman & Çakin, 2021), or Zoomers (Talmon, 2019). They are also known as Generation R, with the “R” standing for responsibility (Csobanka, 2016). Generation Z can be divided into two distinct groups. The first group prioritizes a well-paid job and spending as little time as possible at work. The second group values work that provides them with a sense of meaning (Daňková & Maca, 2019).

Generation Z suffers from dependence on computer technologies; as a result, they are more isolated, and their self-image is distorted (Berkup, 2014; Pishchik, 2020). It is also a very tolerant and open generation, able to express their opinions (Carvalho et al., 2022). They are also very spontaneous and like to travel. They know how to express themselves and argue very well (Wiratno et al., 2020). They are creative, motivated, entrepreneurial, and technologically advanced (Wilson, 2021). Surveys say that members of Generation Z want to try things for themselves and prefer direct experience with things. They are very focused on a consumer lifestyle and do not have high life goals (Bláha et al., 2016). Their greatest characteristics are impatience, rashness, and self-centeredness. They lack the skills to solve problems, put things in context, analyse them, and then make decisions (Dangmei & Singh, 2016). They are highly ambitious, self-confident, realistic, and accept everything that is given (Benítez-Márquez et al., 2022). Merriman (2015) argues that they are self-aware, persistent, innovative, and self-reliant. At work, it is most important for them to have a good relationship with their supervisor, who can increase their motivation the most (Septiawan & Masrunik, 2020).

They need to constantly develop and desire career advancement and want to continually learn new things (Lewis, 2022). They also want to manage everything themselves because they are convinced that they have the best competence to complete the given task (Patel, 2017). They are motivated by the idea of doing something that will significantly change the future of society (Seemiller & Grace, 2018). According to Cartwright-Stroupe and Shinnars (2021) Generation Z exhibits a strong social justice orientation. They are willing to work hard and prove to themselves that they can do it; on the other hand, they want to have a stable job. Bejtkovský (2016) claims that they cannot listen and lack the art of interpersonal communication. They demand a personal approach and the opportunity to significantly contribute to the success of employers (Gabrielova & Buchko, 2021).

This generation is innovative, preferring short-term employment to long-term employment (Sidorcuka & Chesnovicka, 2017). Grayson (2021) says they want to have fast career progression and are looking for less manual positions. Dependence on technology also results in these individuals not being able to work in a team (Berkup, 2014; Pishchik, 2020). In the work environment, they require more patience, understanding, and empathy (Bencsik et al., 2016). It is a generation full of ambitious and self-confident people who will change their jobs more often due to the search for security and important internal satisfaction (Benítez-Márquez et al., 2022; Gabrielova & Buchko, 2021). Seemiller and Grace (2018) identified four essential work values of this generation, which are financial security, life satisfaction, family, personal relationships, and meaningful work. According to Bejtkovský (2016), Generation Z prefers new work challenges, financial bonuses for work done, the possibility to propose and implement their ideas, work flexibility, and the possibility of internships abroad.

Generation Z employees have, according to Bencsik et al. (2016), the following traits: They are more comfortable in the online world, preferring to solve problems independently. They live in the present, react quickly to changes, and quickly access information. There are four basic aspects of this generation in terms of work preferences: They are characterized by their intensive use of online means of communication. They have a strong tendency to participate in company events, want to promote their ideas, and like to organize their work. They expect their employer to provide them with the possibility of further studies (Dömeová, 2018). They prefer employment in smaller companies or organizations, where they expect closer friendlier ties and a more pleasant working climate (Bennett et al., 2012). Here are the most important areas of their management: flexibility - Generation Z is looking for more freedom to create and inspire; career - Generation Z already knows from a young age what career they want to pursue; motivation - wages and working conditions are still the main motivation (Djafarova & Fouts, 2022).

### 3. Methodology

This paper aims to analyse the motivational factors of Generation Z employees and identify key factors for creating HR strategies that will motivate, engage, and retain Generation Z in the organization. The research was carried out in 2023 and 2024. A questionnaire survey was chosen as the primary research method. Respondents aged 18 to 25 were interviewed. The questionnaire was distributed with the help of students from the Faculty of Economics of the University of South Bohemia in the Czech Republic. The research sample included 142 representatives of Generation Z.

A correlation matrix was used for statistical analysis. This provided a deeper insight into the relationships between individual factors. This understanding of the

interrelationships will make it possible to formulate more comprehensive strategies for improving the work environment and increasing employee satisfaction. Factor analysis was used for data processing, which helps to summarize the information contained in a larger number of variables into a smaller number of dimensions, facilitating data understanding. This analysis enabled a better understanding of the structure of employee motives. Managers can identify the key factors that most influence employee engagement, satisfaction, and performance in the organization. They can thus better adapt their employee benefits based on the identified dimensions and preferences of individual generations of employees. For this analysis, data from all respondents were used, and it worked with the 22 most frequently mentioned motivators. These factors were carefully selected based on the literature review and previous research that indicated their key role in shaping employees' decisions to change the work environment.

Before carrying out the actual factor analysis, it was necessary to assess the suitability of the examined variables for the analysis. This involved finding out if there was a correlation between the original variables. If the correlation between the variables is statistically insignificant, it indicates that there is no hidden structure in the data, making factor analysis unnecessary. To evaluate this, we used basic correlation matrices to highlight statistical significance, along with Bartlett's test of sphericity and the Kaiser-Mayer-Olkin index (KMO). Subsequently, based on the type of outputs, the parameters of the factor analysis were chosen, included the extraction of basic components and the setting of direct oblimin rotation with a zero delta value.

## **4. Empirical data and analysis**

This chapter presents the results of the empirical survey focused on the work motivation, preferences, and behaviour of Generation Z in the labour market. It includes a description of respondent characteristics, an analysis of key motivational factors, preferred employee benefits, and the reasons that may lead this generation to change jobs. The aim of the chapter is to identify the specific needs of Generation Z and their relevance for human resource management.

### **4.1. Characteristics of Generation Z in the labour market**

The average age of Generation Z respondents is 21 years. Ideally, this generation would like to work 38 hours per week and earn EUR 1,864 net. They are more open to frequent job changes and highly value their indispensability at work. Generation Z attaches the lowest importance to corporate meetings but is most involved in modern technologies and values the space for realizing their ideas. The factors listed in the table1 reflect various aspects that can motivate employees and thereby

influence their job satisfaction and engagement. Permanent employment provides a sense of security and stability, while respect for employees as individuals contributes to a positive working atmosphere. The possibility of advancement and the opportunity for self-development and doing interesting work can motivate personal development and the achievement of career goals. Awareness of what is happening in the organization contributes to greater employee involvement in company processes. Corporate social responsibility and a good organizational reputation can be important for some generations in terms of values and ethics.

## 4.2. Key motivational factors of Generation Z

Respondents rated 22 motivational factors on a scale from 1 (least) to 4 (most). The highest value in Table 1 (3.81) indicates that a good salary is the most important aspect of work for Generation Z.

Table 1: What motivates you? – Average values

Variable	Average
Good salary	3.81
Respect for me as a person	3.58
Chances of advancement	3.39
Praise from the boss when I do a good job	3.37
Get along well with others at work	3.35
To feel that your work is important	3.35
Good physical working conditions	3.33
An opportunity to do interesting work	3.33
An opportunity for self-development and improvement	3.30
A chance to do quality work	3.26
A high degree of freedom at work (the ability to work without direct or close supervision).	3.15
Adequate rest time or coffee breaks	3.09
Good company reputation	3.08
Getting a performance review	3.07
Permanent employment	3.06
Agreeing with the organization's goals	3.01
Pension and other security benefits	2.84
Know what is going on in the organization	2.76
Corporate social responsibility	2.71
Participation in staff meetings	2.68
Knowing that I will be punished if I do a bad job	2.32
Work under strict supervision	1.85

Source: Authors' calculations

Generation Z highly values financial stability and adequate financial compensation for their work. Employers who offer competitive salaries are very attractive to this generation and can more easily attract and retain young talent. The second highest value (3.58) shows that Generation Z places great emphasis on respect and recognition in the work environment. For Generation Z, it is important to be respected as individuals at work.

Employers should ensure that the company culture promotes mutual respect and recognition, contributing to their job satisfaction and loyalty. The third important aspect is the chance of advancement (3.39). Generation Z is looking for opportunities for career growth and professional development. Employers should offer clear and achievable career paths to motivate their young employees to stay with the company and develop their skills. The lowest value (1.85) indicates that working under strict supervision is the least attractive aspect of work for Generation Z. Generation Z values autonomy and freedom in fulfilling their work tasks. Strict supervision is demotivating for them and can lead to job dissatisfaction. Employers should encourage independence and confidence in their employees' abilities to increase employee satisfaction and productivity.

### 4.3. Preferred employee benefits

Although some benefits and rewards appeal to all generations, each generation has its own specific preferences and expectations regarding work benefits. Table 2 provides an overview of the benefits deemed most important by Generation Z. This generation has the highest number of sick days (3.50). Generation Z places great emphasis on flexibility and taking care of their health.

Table 2: Preferred benefits – Average values

Variable	Average
Sick Days	3.50
Extraordinary premiums	3.42
13th pay	3.42
An extra week of vacation	3.39
Work equipment (laptop, company car...)	3.19
Transport allowances (to work)	3.15
Financial contributions for leisure activities	2.97
Work from home	2.95
Free refreshments at the workplace during the day	2.94
Contribution for pension insurance	2.86
Meal vouchers	2.48
Gifts from the employer (e.g. for Christmas)	2.30
Company kindergarten	2.17

Source: Authors' calculations



The ability to take time off when needed, without unnecessary bureaucracy, is a key benefit for them. Employers who offer this type of time-off benefit can better attract and retain talent from this generation. In second place, they have extraordinary bonuses and a 13th salary (3.42). Financial rewards are an important motivator. Generation Z is motivated by performance bonuses and other forms of financial rewards that recognize their efforts and contributions to the company’s success. Employers should consider regular bonuses and bonuses as part of their compensation strategies.

The additional financial benefit of a 13th salary is highly appealing to Generation Z. This extra income enhances employees’ financial stability and plays a crucial role in their decision to either remain with their current employer or seek new job opportunities. Corporate day-care ranked last (2.17), likely reflecting their current lifestyle and priorities as many of them do not have children yet.

4.4. Factors influencing job change

Changing jobs can be motivated by a combination of several factors. Each generation has its priorities and values that influence its decision to leave a job. Employees can look for new opportunities in another company that offers not only higher financial rewards but also more meaningful work, less uncertainty in the work environment, and better relations with colleagues and superiors. A more prestigious company and a richer offer of employee benefits are also attractive factors that can motivate employees to switch to a new employer. Table 3 describes the motivators that could lead to changing jobs.

Table 3: What motivates a generation to change jobs? – Average values

Variable	Average
Amount of financial evaluation	3.52
Uncertainty in the given company	3.44
More meaningful work at another company	3.39
Conflict with other colleagues	3.38
Inadequate employee benefits	2.92
Another more prestigious company	2.74
Conflict with superior	2.73

Source: Authors’ calculations

Generation Z places the highest emphasis on financial reward (3.52), which indicates that the amount of financial reward is an important factor for this generation. Generation Z is looking for better salary conditions and adequate financial rewards for their work. If they feel their current financial remuneration is insufficient, they are more inclined to look for new job opportunities that offer them a better salary.



The second-highest value (3.44) shows that uncertainty about job stability is a strong motivator to change jobs. Generation Z prefers job security and stability. If they feel that their current company is not stable or there is a threat of layoffs, they are more motivated to look for a more stable work environment. The third significant factor of change is more meaningful work at another company (3.39). Generation Z is looking for work that is not only financially beneficial but also meaningful. If their current job does not meet this need, they may be more inclined to change jobs to find more meaningful work. The lowest value in the table indicates that conflict with superiors is a relatively less important factor (2.73) compared to others. Although conflicts with superiors can be unpleasant and affect the work environment, they are not as important to Gen Z as financial rewards, company stability, and meaningful work. However, employers should still ensure good relations between employees and supervisors to minimize the negative effects of these conflicts.

## **5. Results and discussion**

Based on the results of the questionnaire survey and statistical data processing, the following results were identified for Generation Z:

- Work team and career growth: Generation Z is looking for a pleasant work team, opportunities for career growth, and flexibility at work.
- Online job search: They look for work online and use modern technologies.
- Benefits: They value benefits that include working from home, sick days, and financial contributions for leisure activities.
- Self-development: They emphasize opportunities for self-development and participation in employee meetings.

Lewis (2022) also states that this generation needs continuous development and a desire for career advancement. Bejtkovský (2016) confirms that an important stimulus is the possibility of flexible work. Bennett et al. (2012) agree that they expect closer friendships in the workplace and a more pleasant work climate, and according to Sidorcuk and Chesnovick (2017), they also require flexibility.

The individual motivational factors examined were compared using a correlation matrix. Unfortunately, due to its extensive size, the table of these correlations could not be included in this article. Therefore, we present the strongest correlations here. The highest correlation is between participation in staff meetings and knowing what is happening in the organization (0.58). Participation in staff meetings is directly related to being informed about organizational events. Generation Z places a high value on transparency and open communication, which is essential for their

engagement and motivation. Another high correlation is between the chance to do quality work and feeling that one's work is important (0.52). For Generation Z, it is crucial that their work has meaning and that they can perform quality work. The feeling that their work is important directly supports their effort to maintain high-quality performance. The correlation between working under strict supervision and knowing that one will be punished for bad work is also strong (0.52). Strict supervision is often associated with clearly defined rules and consequences for mistakes. Generation Z may perceive this structure as a form of security and predictability in the work environment. The fourth highest correlation was found between corporate social responsibility and a good company reputation (0.48). Generation Z evaluates companies not only based on their financial success but also on their ethics and social responsibility, which increases the attractiveness of such companies.

Furthermore, a factor analysis was carried out to identify key motives. KMO and Bartlett's tests were first performed on the appropriateness of using factor analysis for data from Generation Z. All conditions were met here, as the data in Table 4 show.

Table 4: KMO and Bartlett’s Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy		0.803
Bartlett’s Test of Sphericity	Approx. Chi-Square	905.373
	Df	231
	Sig.	0.000

Source: Authors’ calculations

After the analysis, we identified six main factors that categorized a total of 22 motivational factors, which accounted for 58.5% (see Table 5). We only considered components with a percentage representation higher than 4.5% Including only those components with higher percentage increases the robustness and reliability of the analysis. In this way, the risk of the results being affected by random or minor factors is minimized, thereby increasing the credibility and accuracy of the conclusions drawn.

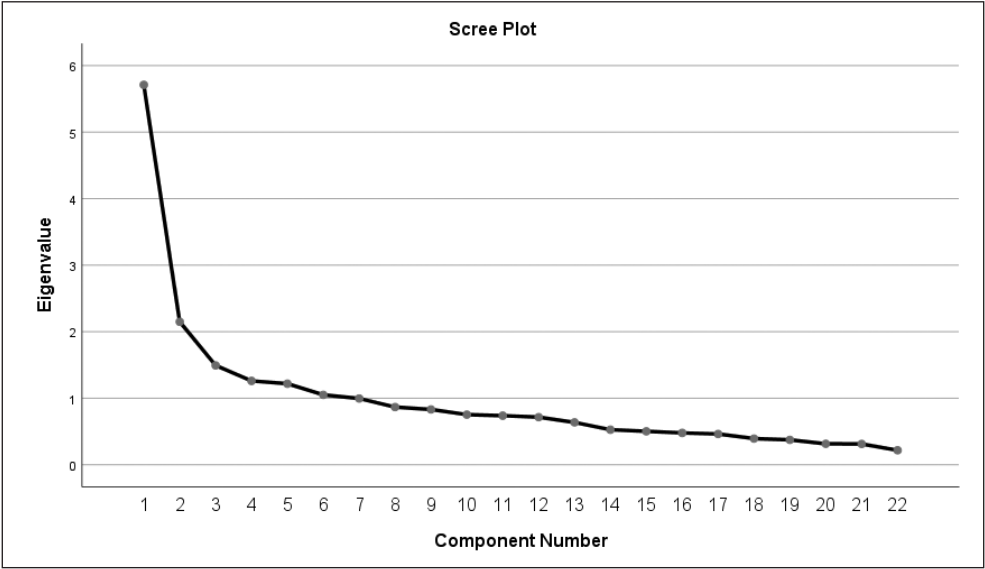
Table 5: Total number of variations above the 4.5% limit

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings <sup>a</sup>
	Total	% of variance	Cumulative %	Total	% of variance	Cumulative %	Total
1	5.711	25.957	25.957	5.711	25.957	25.957	3.331
2	2.149	9.768	35.726	2.149	9.768	35.726	3.182
3	1.493	6.787	42.513	1.493	6.787	42.513	2.517
4	1.260	5.727	48.241	1.260	5.727	48.241	4.089
5	1.218	5.536	53.776	1.218	5.536	53.776	1.401
6	1.051	4.776	58.552	1.051	4.776	58.552	1.164

Source: Authors’ calculations

Figure 1 shows the influence of the number of components on the predictive value of the factor analysis. As more components are added, their contribution to explaining the total variance decreases. Specifically, it shows that the number of components starts to decrease very slowly from the second level. Thus, the figure visually supports the decision to include only components with a percentage representation higher than 4.5%, since additional components would only contribute minimally to the overall variance explanation.

Figure 1: Effect of the number of components on the predictive value of the factor analysis



Source: Authors’ representation

For Generation Z, which is known for its digital literacy, social engagement, and search for meaningful work, the following components, according to Table 6, could have a specific impact:

- **Internal communication and work engagement:** includes elements such as participation in staff meetings, awareness of what is going on in the organization, and agreement with the organization's goals. Generation Z appreciates transparent and open communication within the organization and employee engagement in the common goals and values of the company.
- **Work control and evaluation:** there are elements such as being aware of possible punishment for bad work, working under strict supervision, corporate social responsibility, getting performance reviews, good company reputation, and chances for promotion. This component reflects the balance between the control and evaluation of employees and their integration into the corporate environment, which positively affects work motivation and engagement. This generation may prefer a balanced approach to assessment and control. However, working under supervision could require flexibility and respect for individual work styles.
- **Compensation and well-being:** reflects elements such as good pay and provision of adequate rest periods or coffee breaks. Generation Z emphasizes financial rewards and work-life balance, which can contribute to their overall satisfaction and performance.
- **Work motivation and personal development:** these include elements such as the opportunity to do interesting work, the perception of one's work as important, the chance to do quality work, respect for the individual, opportunities for personal and self-development, and good relations with colleagues at work. These elements support overall job satisfaction, employee engagement, and personal and professional development in the work environment.
- **Job stability and social security:** it includes permanent employment, a large degree of freedom at work (the possibility to work without direct supervision), and the provision of pension and other social benefits. This component reflects the employee's needs for job stability, freedom at work, and security of social security, which contributes to his overall job satisfaction and well-being. Stable employment and the security of social security can be important to Gen Z, especially as they seek economic and job stability.
- **Work autonomy and support:** it covers elements such as a large degree of freedom at work, good physical working conditions, and recognition from the boss for quality work. A large degree of freedom at work and appreciation for quality work can be important to Generation Z, as this generation often appreciates the opportunity to work independently and to be recognized for their contribution.

Table 6 identified the main areas of concern or need of Generation Z employees, which can be useful for defining a strategy for human resource management and improving the work environment. Graczyk-Kucharska and Erickson (2020) state that HR departments should prepare to introduce or change values and culture in the workplace, rather than expecting Generation Z to adapt to society.

An article by Nguyen and Ha (2023) discusses how internal communication affects Gen Z engagement. It highlights the need for frequent, clear, and transparent communication to keep these employees informed and motivated, which in turn promotes a more engaged workforce. These conclusions are confirmed by the first component of internal communication and engagement.

Table 6: Distribution of individual variables into components

Variable	Components					
	1	2	3	4	5	6
Participation in staff meetings	.815					
Know what is going on in the organization	.674					
Pension and other security benefits					.304	
Agreeing with the organization's goals	.495					
Knowing that I will be punished if I do a bad job		.828				
Work under strict supervision		.800				
Corporate social responsibility		.540				
Getting a performance review		.313				
Good salary			.814			
Adequate rest time or coffee breaks			.611			
Good physical working conditions						.304
An opportunity to do interesting work				.777		
To feel that your work is important				.715		
A chance to do quality work				.642		
Respect for me as a person				.589		
An opportunity for self-development and improvement				.558		
Good company reputation		.408				
Get along well with others at work				.420		
Permanent employment					.868	
A high degree of freedom at work (the ability to work without direct or close supervision).					-.517	
Chances of advancement		.334				
Praise from the boss when I do a good job						-.518

Source: Authors' calculations

Managers should ensure open and transparent communication through regular staff meetings with management and internal newsletters. Furthermore, they should involve employees in the process of setting team goals so that they feel engaged and responsible for achieving the common values and goals of the company, and also involve them in decision-making processes and solving team projects. To fulfil this strategy, they can implement internal communication tools such as Slack, Microsoft Teams, or intranet platforms. Generation Z also has a different perspective on career ambitions than previous generations. They are often entrepreneurial and want to create their own identity in the labour market. Feedback also plays a much greater role with Generation Z. Young employees want to regularly receive information about their work performance and find out their weak and strong points. Constructive feedback or criticism helps them to improve their performance and to be more satisfied at work, as stated by Aggarwal et al. (2022), these factors are also part of the established second component of work control and evaluation. Company management should implement regular and constructive feedback with employees through 360-degree evaluations that take into account not only performance but also personal growth and contribution to teamwork. Furthermore, it should offer this generation a flexible work environment that respects individual work styles, but at the same time provides the necessary support and supervision when needed.

Proper compensation and benefits are among the main factors of employee satisfaction from Generation Z. The worker requires fair financial compensation for his effort, skills, and time, so salary is a key motivator. According to research conducted by Built-In in 2020, 60% of Gen Z respondents said that money is the foundation of success. This is also because this generation has experienced an economic recession and has a strong inclination towards money and financial security from an early age (Aggarwal et al., 2022). According to Csiszárík-Kocsír and Garia-Fodor (2018), the motivation factors for this cohort are advancement opportunities, higher salary, meaningful work, and a good team. This statement is confirmed by us in the third and fourth components related to work motivation and remuneration. Managers should offer competitive wages and bonuses that reflect employee performance and contribution. They should also implement policies promoting work-life balance, including flexible working hours and the option to work from home. Generation Z also wants a diverse range of programs and training aimed at personal and professional growth, such as workshops, online courses, mentoring, and coaching.

This generation is motivated by the search for a dream job and opportunities to expand their skills (Magano et al., 2020), which corresponds to the fourth component we identified. Bińczycki et al. (2023) show that Gen Z employees prioritize job stability and security, emphasizing the importance of stable employment, freedom at work, and comprehensive social security benefits to their motivation and satisfac-

tion. These variables are part of the fifth and sixth components. Management should allow this generation a high degree of autonomy in their work tasks and encourage innovative thinking and independence. Interns will also appreciate long-term employment contracts and clear opportunities for career growth. Managers should appreciate them and recognize the quality of employees' work, for example through recognition programs, bonuses, or public praise. It is also a necessary condition to ensure that the working environment is comfortable, safe, and equipped with the necessary tools and technologies that will facilitate the work of employees.

The findings of this study are generally consistent with the results of previous research on Generation Z motivation. As in studies by Bejtkovský (2016), Lewis (2022), and Csiszárík-Kocsír and Garia-Fodor (2018), financial remuneration, respect, and opportunities for career advancement were identified as the most significant motivational factors. This confirms that Generation Z places a high value on both material and developmental aspects of work. The emphasis on flexibility, autonomy, and self-development also aligns with findings by Bennett et al. (2012) and Sidorcuka and Chesnovicka (2017), who highlighted the importance of freedom and work-life balance for this generation.

However, certain results deviate from existing studies. The relatively low importance attached to corporate social responsibility and the frequency of staff meetings contrast with findings by Gabrielova and Buchko (2021) and Djafarova and Foots (2022), who highlighted a stronger orientation among Generation Z toward ethical and socially responsible employers. Similarly, the weaker impact of relationships with supervisors on motivation differs slightly from the conclusions drawn by Septiawan and Masrunik (2020). These discrepancies may stem from the young age of respondents and their limited professional experience, as younger employees tend to prioritise financial stability and career opportunities over relational and ethical aspects of work.

While most international studies (e.g., Bencsik et al., 2016; Csiszárík-Kocsír & Garia-Fodor, 2018) emphasise Generation Z's preference for flexibility, autonomy, and meaningful work over traditional financial motivators, our results suggest that financial remuneration remains the dominant motivator (mean = 3.81), even ahead of flexibility and meaningfulness. This finding indicates that in the Czech labour market, where many respondents are at the beginning of their careers, financial security and stability are still perceived as prerequisites for self-realisation. Similarly, our respondents valued permanent employment and job stability more than expected for this generation, which contrasts with studies suggesting their tendency towards short-term employment or frequent job changes (Sidorcuka & Chesnovicka, 2017; Gabrielova & Buchko, 2021).

Overall, the results were partly as expected and are consistent with the general motivational profile of Generation Z identified in international studies. At the



same time, they highlight the specific socio-economic conditions of young Czech employees, for whom financial stability and job security play a more prominent role than in most international contexts. This finding enriches the discussion on cross-cultural differences in motivational factors among Generation Z employees.

## 6. Conclusions

The questionnaire survey showed that Generation Z places the greatest emphasis on good financial remuneration, respect, and recognition as individuals and opportunities for career growth. These factors are key for them when evaluating the attractiveness of an employer. Gen Z prefers benefits that provide flexibility and financial rewards. He values paid sick days, extraordinary bonuses, and 13th salary the most. These benefits provide them not only financial stability but also flexibility and care for their health. Generation Z is most motivated to change jobs by higher financial rewards, job security, and meaningful work. Employers who want to retain their young talent should provide competitive salaries, a stable work environment, and offer meaningful work assignments. Correlations show that Generation Z places great emphasis on transparency, meaningful work, clear rules and consequences, corporate social responsibility, and interesting work content. A strategy for working with Generation Z should include these strongest correlations. In this way, managers can create a work environment that meets the needs and expectations of this generation, leading to higher employee satisfaction, motivation and loyalty.

The results of the factor analysis show that Generation Z emphasizes different aspects of working life and the work environment. This information will allow managers to better understand the needs and preferences of employees of each generation, which can lead to the creation of more effective and targeted leadership and human resource management strategies. Based on the identified motivation factors and preferences of Generation Z, employers' strategies should reflect the needs and expectations of this generation. Here are some key points that could be included in the strategy: improved internal communication and employee engagement, flexibility and autonomy at work, work-life balance, development opportunities, and career growth. Employers should support volunteer activities and involvement in social projects. The inclusion of these factors can lead to a better shaping of the work environment and benefits, which will contribute to the retention and motivation of Generation Z employees. The implementation of the recommended strategic areas can bring significant benefits not only to employees but also to the organizations themselves, which will be able to better utilize the potential of this young generation. Overall, this can lead to higher employee motivation, engagement, and loyalty, which in turn will positively affect the overall performance of the organization.

For Generation Z, which emphasizes digital literacy, social engagement, and meaningful work, a company's strategy should be designed to meet their specific needs and expectations. According to the research results, the company's strategy should include transparent communication and employee engagement, attractive financial rewards, and work-life balance, as well as support for personal and professional development. Providing stability and social security is also important, along with a high degree of work autonomy and recognition of quality work. This combination will contribute to the overall satisfaction, performance, and loyalty of Gen Z employees. This strategy should be regularly reviewed and adjusted based on feedback from Gen Z employees to ensure their continued satisfaction and engagement in the work environment.

The limits of the given article are the sample size (142 respondents) and the generalization of the results, the geographical limitation (only the Czech Republic), the use of only a questionnaire survey, and the limited number of variables (22 motivators). The selection of these variables was based on the literature review and previous research, but may not include all relevant aspects of Gen Z motivation. Other possible research directions could include conducting a more detailed analysis of generational differences in preferences for work environment and benefits, as well as an in-depth examination of the relationship between these factors and overall job performance and employee satisfaction. In addition, it would be interesting to investigate what strategies and initiatives employers can use to effectively engage and motivate employees of different generations, which could bring further insights into the field of human resource management and organizational behaviour. Future research should involve a larger and more diverse sample and combine quantitative and qualitative methods to yield more robust and contextually relevant results. It could also be extended to include the Visegrad Group (V4) countries, offering a broader Central European perspective and a more comprehensive understanding of generational motivation across different socio-economic and cultural settings. Although this paper provides valuable insights into the motivation of Generation Z, its findings should be interpreted with caution due to their limited generalisability. The conclusions reflect the specific cultural and economic context of the Czech Republic and may not be directly transferable to other national or organisational environments. Consequently, the results should be regarded as indicative rather than universally applicable, and further cross-cultural research is needed to confirm their wider validity.

## **Acknowledgment**

The paper was supported by GAJU 068/2024/S.

## References

- Aggarwal, A., Sadhna, P., Gupta, S., Mittal, A., & Rastogi, S. (2022). Gen Z entering the workforce: Restructuring HR policies and practices for fostering task performance and organizational commitment. *Journal of Public Affairs*, 22(3), e2535. <https://doi.org/10.1002/pa.2535>.
- Becton, J. B., Harvell, J. W., & Jones-Farmer, A. (2014). *Generational differences in workplace behavior*. *Journal of Applied Social Psychology*, 44(3), 175–189. <https://doi.org/10.1111/jasp.12208>.
- Bejtkovský, J. (2016). The employees of Baby Boomers Generation, Generation X, Generation Y and Generation Z in selected Czech corporations as conceivers of development and competitiveness in their corporation. *Journal of Competitiveness*, 8(4), 105–123. <https://doi.org/10.7441/joc.2016.04.07>.
- Bencsik, A., Juhász, T., & Horváth-Csikós, G. (2016). *Y and Z generations at workplaces*. *Journal of Competitiveness*, 6(3), 90–106. <https://doi.org/10.7441/joc.2016.03.06>.
- Benítez-Márquez, M. D., Sánchez-Teba, E. M., Bermúdez-González, G., & Núñez-Rydman, E. S. (2022). *Generation Z within the workforce and in the workplace: A bibliometric analysis*. *Frontiers in Psychology*, 12, 736820. <https://doi.org/10.3389/fpsyg.2021.736820>.
- Bennett, J., Pitt, M., & Price, S. (2012). *Understanding the impact of generational issues in the workplace*. *Facilities*, 30(7–8), 278–288. <https://doi.org/10.1108/02632771211220086>.
- Berkup, S. B. (2014). *Working with Generations X and Y in Generation Z period: Management of different generations in business life*. *Mediterranean Journal of Social Sciences*, 5(19), 218–229. <https://doi.org/10.5901/mjss.2014.v5n19p218>.
- Bińczycki, B., Łukasiński, W., & Dorocki, S. (2023). *Determinants of motivation to work in terms of Industry 4.0: The Gen Z perspective*. *Sustainability*, 15(15), Article 12069. <https://doi.org/10.3390/su151512069>.
- Bláha, J., Čopíková, A., & Horváthová, P. (2016). *Řízení lidských zdrojů [Human resources management]*. Albatros Media a.s.
- Cartwright-Stroupe, L. M., & Shinnars, J. (2021). *Moving forward together: What hope, efficacy, optimism, and resilience tell us about Generation Z*. *The Journal of Continuing Education in Nursing*, 52(4), 160–162. <https://doi.org/10.3928/00220124-20210315-02>.
- Carvalho, R. N., Monteiro, C. E. F., & Martins, M. N. P. (2022). Challenges for university teacher education in Brazil posed by the Alpha Generation. *Research in Education and Learning Innovation Archives*, (28), 61–76. <https://doi.org/10.7203/realia.28.21408>.
- Csiszárík-Kocsír, Á., & Garia-Fodor, M. (2018). Motivation analysis and preference system of choosing a workplace as segmentation criteria based on a country

- wide research result focus on Generation Z. *On-line Journal Modelling the New Europe*, 27, 67–85. <https://doi.org/10.24193/ojmne.2018.27.03>.
- Csobanka, Z. E. (2016). The Z generation. *Acta Technologica Dubnicae*, 6(2), 63–76. <https://doi.org/10.1515/atd-2016-0012>.
- CZSO. (2023). *Aktuální populační vývoj v kostce* [Current population development in a nutshell]. <https://csu.gov.cz/aktualni-populacni-vyvoj-v-kostce>.
- Dangmei, J., & Singh, A. (2016). Understanding Generation Z: The future workforce. *South Asian Journal of Multidisciplinary Studies*, 3(3), 1–5. <https://doi.org/10.1007/s44173-022-00002-2>.
- Daňková, M., & Maca, T. (2019). *Zatracená generace Z: Jak přemýšlejí mladí Češi o životě, práci i budoucnosti* [Damned Generation Z: How young Czechs think about life, work and the future]. <https://magazin.aktualne.cz/zatracena-generace-z/r~d1f1da48debd11e9926e0cc47ab5f122/>.
- Dimock, M. (2019). *Defining generations: Where Millennials end and Generation Z begins*. Pew Research Center. <https://www.pewresearch.org/short-reads/2019/01/17/where-millennials-end-and-generation-z-begins/>.
- Djafarova, E., & Foots, S. (2022). Exploring ethical consumption of Generation Z: Theory of planned behaviour. *Young Consumers*, 23(3), 413–431. <https://doi.org/10.1108/YC-10-2021-1405>.
- Dömeová, L. (2018). *Generace Z na pracovišti* [Generation Z in the workplace]. Česká zemědělská univerzita.
- Gabrielova, K., & Buchko, A. A. (2021). Here comes Generation Z: Millennials as managers. *Business Horizons*, 64(4), 489–499. <https://doi.org/10.1016/j.bushor.2021.02.013>.
- Gentry, W. A., Griggs, T., Deal, J., Mondore, S., & Cox, B. (2011). A comparison of generational differences in endorsement of leadership practices with actual leadership skill level. *Consulting Psychology Journal: Practice and Research*, 63(1), 39–49. <https://doi.org/10.1037/a0023015>.
- Graczyk-Kucharska, M., & Erickson, G. S. A. (2020). Person–organization fit model of Generation Z: Preliminary studies. *Journal of Entrepreneurship, Management and Innovation*, 16(4), 149–176. <https://doi.org/10.7341/20201645>.
- Grayson, P. J. (2021). Boomers and Generation Z on campus: Expectations, goals, and experiences. *Canadian Review of Sociology/Revue Canadienne de Sociologie*, 58(4), 549–568. <https://doi.org/10.1111/cars.12362>.
- Hovorková, K. (2021). Chtějí peníze, zajímají je značky a pořád se učí. Nastupující generace Z vše změní [They want money, they care about brands, and they're always learning. The rising Generation Z will change everything]. <https://zpravy.aktualne.cz/ekonomika/generace/r~27f3c502640211ec8fa20cc47ab5f122/>.
- Huang, M.-H., Rust, R., & Maksimovic, V. (2019). The feeling economy: Managing in the next generation of artificial intelligence (AI). *California Management Review*, 61(4), 43–65. <https://doi.org/10.1177/0008125619863436>.

- Lewis, C. (2022). Improve employee motivation with Generation Z. <https://www.rewardgateway.com/blog/improve-employee-motivation-with-generation-z>.
- Magano, J., Silva, C., Figueiredo, C., Vitória, A., Nogueira, T., & Pimenta Dinis, M. A. (2020). Generation Z: Fitting project management soft skills competencies—A mixed-method approach. *Education Sciences*, 10(7), 187. <https://doi.org/10.3390/educsci10070187>.
- McCrindle, M. (2018). *The ABC of XYZ: Understanding the global generations*. McCrindle Research.
- Merriman, M. (2015). *What if the next big disruptor isn't a what but a who? Gen Z is connected, informed and ready for business*. <https://www.slideshare.net/slideshow/what-if-the-next-big-disruptor-isnt-a-what-but-a-who/62839086>.
- Monje-Amor, A. (2024). Paradigm shift: Students' perceptions of work models and well-being. *International Journal of Organizational Analysis*, 32(6), 1088–1098. <https://doi.org/10.1108/IJOA-02-2023-3634>.
- Nguyen, C. M. A., & Ha, M. T. (2023). The interplay between internal communication, employee engagement, job satisfaction, and employee loyalty in higher education institutions in Vietnam. *Humanities and Social Sciences Communications*, 10(1). <https://doi.org/10.1057/s41599-023-01806-8>.
- Patel, D. (2017). 8 ways Generation Z will differ from Millennials in the workplace. *Forbes*. <https://www.forbes.com/sites/deeppatel/2017/09/21/8-ways-generation-z-will-differ-from-millennials-in-the-workplace/>.
- Pishchik, V. (2020). Features of the mentality of generations X, Y, Z. *E3S Web of Conferences*, 210, 20007. <https://doi.org/10.1051/e3sconf/202021020007>.
- Roberson, Q. M. (2019). Diversity in the workplace: A review, synthesis, and future research agenda. *Annual Review of Organizational Psychology and Organizational Behavior*, 6(1), 69–88. <https://doi.org/10.1146/annurev-orgpsych-012218-015243>.
- Seemiller, C., & Grace, M. (2018). *Generation Z: A century in the making*. Routledge.
- Septiawan, B., & Masrunik, E. (2020). Motivation of Generation Z at work. *Jurnal Studi Manajemen dan Bisnis*, 7(2), 74–82. <https://doi.org/10.21107/jsmb.v7i2.9044>.
- Shore, L. M., Cleveland, J. N., & Sanchez, D. (2018). Inclusive workplaces: A review and model. *Human Resource Management Review*, 28(2), 176–189. <https://doi.org/10.1016/j.hrmr.2017.07.003>.
- Sidorcuka, I., & Chesnovicka, A. (2017). Methods of attraction and retention of Generation Z staff. *CBU International Conference Proceedings*, 5, 807–814. <https://doi.org/10.12955/cbup.v5.1030>.
- Talmon, G. A. (2019). Generation Z: What's next? *Medical Science Educator*, 29(1), 9–11. <https://doi.org/10.1007/s40670-019-00796-0>.
- Wilson, B. (2021). *Generation Z: Born for the Storm*. Simon and Schuster.

- Wiratno, B., Priyomarsono, N. W., Trisno, R., & Lianto, F. (2020). Shopping centre evolution in Jakarta due to changes of Generation XYZ consumerism behaviour. In *Proceedings of the Tarumanagara International Conference on the Applications of Social Sciences and Humanities (TICASH 2019)* (pp. 76–82). Atlantis Press.
- Yaman, D., & Çakin, O. (2021). Investigation of the relationship between influencers and Generation Z in the context of uses and gratifications theory. *Süleyman Demirel Üniversitesi Vizyoner Dergisi*, 12(31), 955–971. <https://doi.org/10.21076/vizyoner.883032>.

## Motivacija za rad generacije Z u Republici Češkoj

*Petr Řehoř<sup>1</sup>, Jaroslav Vrchota<sup>2</sup>, Monika Maříková<sup>3</sup>, Lukáš Klarner<sup>4</sup>*

### **Sažetak**

*Organizacijski menadžeri suočavaju se s posebnim izazovima vezano za rad različitih generacija unutar radne organizacije, od kojih svaka posjeduje specifične vrijednosti, motivacije, vještine i komunikacijske stilove. Trenutno, generacija Z, najmlađa među njima, ulazi na tržište rada. U ovom radu procjenjuje se motivacija za rad generacije Z koristeći podatke dobivene anketnim istraživanjem. Uzorak se sastoji od 142 predstavnika ove generacije, u dobi od 18 do 25 godina. Podaci su analizirani primjenom faktorske analize kojom se identificiralo šest ključnih motivacijskih čimbenika za zaposlenike generacije Z. Ti čimbenici su: interna komunikacija i angažman na poslu; kontrola i evaluacija rada; naknada i dobrobit; motivacija za rad i osobni razvoj; stabilnost na radu i socijalna sigurnost; te autonomija i podrška na radu. Razumijevanje osobina i preferencija generacije Z može pomoći menadžerima da stvore produktivnije radno okruženje povećavajući time njihovo zadovoljstvo i učinkovitost na radu.*

**Ključne riječi:** *menadžment, generacija Z, motivacija, strategije ljudskih resursa, komunikacije, Republika Češka*

**JEL klasifikacija:** *M12, J81*

<sup>1</sup> *Izvanredni profesor, University of South Bohemia, Faculty of Economics, Branišovská 1645/31a, 370 05 České Budějovice, Češka. Znanstveni interes: menadžment, komunikacije, promjene i inovacije. E-mail: rehor@ef.jcu.cz (Autor za korespondenciju). ORCID ID: <https://orcid.org/0000-0003-2438-3395>.*

<sup>2</sup> *Izvanredni profesor, University of South Bohemia, Faculty of Economics, Branišovská 1645/31a, 370 05 České Budějovice, Češka. Znanstveni interes: menadžment, ljudski resursi i upravljanje projektima. E-mail: vrchota@ef.jcu.cz. ORCID ID: <https://orcid.org/0000-0002-8363-3131>.*

<sup>3</sup> *Docent, University of South Bohemia, Faculty of Economics, Branišovská 1645/31a, 370 05 České Budějovice, Češka. Znanstveni interes: menadžment, poduzetništvo. E-mail: marikova@ef.jcu.cz. ORCID ID: <https://orcid.org/0000-0002-9054-4559>.*

<sup>4</sup> *Asistent, University of South Bohemia, Faculty of Economics, Branišovská 1645/31a, 370 05 České Budějovice, Češka. Znanstveni interes: menadžment, projektni i krizni menadžment. E-mail: klarnl00@ef.jcu.cz. ORCID ID: <https://orcid.org/0000-0002-9836-4130>.*