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Long-term Motivation of Generation Y in Project Based Work Environments

A study of how project leaders can cope with motivational challenges concerning the most recent generation in the work force

Bachelor thesis within Business Administration

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Abstract

Background: There are often glitches in the leadership when a new generation enters the workforce (Gelbart & Komninos, 2012). As a result, researchers have often been concerned with how to best adapt leadership styles whenever a new generation joins the workforce. As life experience has a positive relationship with motivation, understanding the full view of the most recent generation becomes interesting since it will provide a foundation for motivational leadership (Lahoud, 2006). Finding a long-term motivation for the latest generation in the workforce, generation Y, may be difficult because of their perceived shortsightedness (Martin, 2005). In a project based environment work is done with a continuously changing temporary structure, which includes a fast pace, set time frames and demand for high results (Turner & Simister, 2004). It is pointed out that it is in times of rapid change that leadership takes on greater importance (Van Seters & Field, 1990).

Purpose: The purpose of this study is to investigate how generation Y project leaders can ensure long-term motivation of generation Y associates in a project based work environment. By finding the triggers of long-term motivation of generation Y in project environments in Sweden we aim to contribute to future management and leaders within the project management field.

Method: In order to fulfill our purpose we used an abductive approach and gathered qualitative data by conducting in-depth interviews. The interview subject was either a project leader or an associate in a project based work environment. All of the interview subjects were working at companies situated in Stockholm, Sweden at the time of the interviews.

Conclusion: In conducting our research we have identified a set of different motivational factors, both on a day to day basis as well as long-term motivational factors. Some of the factors previously presented by researchers can be found in this study. However, instead of treating them as separate factors, a model for long-term motivation has been created where the relationship between the motivational factors was presented. The great importance of the Swedish context was further identified as a motivational factor existing throughout the long-term motivation model in project work environments.

Table of Contents

Figures

Tables

1 Background

This chapter will provide a background, problem discussion and give the reader an introduction to the topic and the research context. Definitions of frequently used terms in this thesis are provided at the end of the chapter.

Traces of leadership can be found in every part of human history and in every culture (Van Vugt, 2006), hence it can be assumed that leadership will continue to exist in an endless future to various degrees. Researchers within social psychological have revealed that a leader-associate structure seem to emerge spontaneously even in groups which are set out to be leaderless (Bass, 1990). Van Seters and Field (1990) state that the phenomena of leadership has evolved from the idea that leadership is an individualistic and one-dimensional process where behaviors, traits and personality are the success factors, towards focusing on an inter-active- and relationship fashioned leadership. Researchers further state that the description of the phenomena of leadership tends to naturally evolve in correlation to changes that occur in leadership in practice (Van Seters & Field, 1990; Van Vugt, 2006).

According to Martin (2005) changes in the practice of leadership over the years come with the emergence of young generations and the attributes that different generations possess. With three generations currently in the workforce; baby boomers, generation X, and generation Y, it is conceivable that several different types of leaderships and perceptions of leadership coexist at workplaces (Van Seters & Field, 1990). The coexistence of individuals of different generations, who may have different approaches and perceptions of leadership, at the same workplace is an interesting and important phenomenon to study because leadership of an organization has direct implications for performance of the organization and the welfare of organizational members (Tulgan & Martin 2006; Meister, 2012). Several researchers identify this connection between leadership and performance which seem to be consistent across organizational type, leader level, and geographical region (Howell & Avolio, 1993; Bycio, Hackett & Allen, 1995; Ogbonna & Harris, 2000).

Amongst the responsibilities, leadership include maintaining motivated associates so as the performance is kept at a decent level (Kian & Wan Yusoff, 2012). According to Lunsford (2009), motivational factors vary between generations. A telling argument for this is that advancement within the company is highly motivating for generation Y (born 1982-2000) whereas generation X (born 1960-1982) and baby boomers (born post II world war-1960) put little emphasis on advancement but more into benefits and monetary rewards and flexibility. According to Lahoud (2006), factors of motivation have a positive correlation with an individual's life experience which varies between generations. Therefore, motivational factors are an essential topic to study regularly as it may differentiate between the generations, life experience and level of education.

1.1 Problem discussion

According to researchers, there are often glitches in the leadership when a new generation enters the workforce (Gelbart & Komninos, 2012). As a result, researchers have often been concerned with how to best adapt leadership styles whenever a new generation joins the workforce. With several generations present in the workforce today, it is vital to understand the differences in order to lead effectively (Salahuddin, 2010). This is in accordance with Wong, Gardiner and Lang (2008) who underline the importance of determining whether

differences exist between generations, how to deal with them, and finally make use of the differences. To investigate motivational factors of the most recent generation in the workforce, generation Y, is essential in order to ensure future leadership to be effective. As life experience has a positive relationship with motivation, understanding the full view of the most recent generation becomes interesting (Lahoud, 2006) particularly as this will provide a foundation for motivational leadership.

Finding a long-term motivation for generation Y may be difficult because of their perceived shortsightedness (Martin, 2005). According to Martin (2005), in the eyes of generation Y one year is perceived as a long period of time and three years is considered to be an eternity. Compared to previous generations where three, five and ten years were considered to be manageable, the time frame which generation Y can cope with and plan for is shorter.

With generation Ys short perception of time the demands for evolvement becomes more critical when it comes to what they can contribute with and what kind of further education can they attain through their employer (Martin, 2005; Tulgan, 2011; Voelking, 2014). Attaining long-term motivation from generation Y may prove to be problematic as the long-term perspective is so abstract to this generational group. That generation Ys strive to learn and to gain added responsibility is contradictory to previous generations who considered other factors as motivational (Martin, 2005; Lahoud, 2006).

There are different environments in which leadership is used and where the generational leadership and the leader-associate structure can be observed, one of these environments is work on a project basis. Working in a project based environment, more often than not, involves a continuously changing temporary structure, which includes a fast pace, set time frames and demand for high results (Turner & Simister, 2004). Consequently, more than usual is required from leaders to reach results. Since project leaders are responsible for the difficult task of maintaining deadlines and instructions, at the same time as leading project workers to attain presentable results, their method of leading becomes increasingly important (Levene & Lewis, 2015).

It has been pointed out that it is in times of rapid change that leadership takes on great importance (Van Seters & Field, 1990). This generates a foundation of research, with regards to the traits of project work environments and leadership evolvement. Project work environments are regarded as temporary structures that generate unique results, which require cross-functional skills for successful execution. Projects are characterized by performance constraints and environmental uncertainties (Turner & Simister, 2004). One can assume that performance will be noticeable at a rapid pace, which means that the leadership effort will be determined at the same pace. This is consistent with Conger (2015) who states that the work environment, the nature of the task and the characteristics of the associate in question are the factors that determine the type of leadership behavior that gives most satisfaction and effort amongst associates.

Within projects, a project leader is responsible for integrating activities across several lines. They coordinate the necessary activities to develop a project plan, execute the plan and to make necessary changes to the plan (Kerzner, 2009). In order to accomplish this, project leaders need to motivate their employees to work at a fast pace in line with strict time limits (Levene & Lewis, 2015). In contrast to functional management which deals mostly with routine work, project leadership involves diplomacy, negotiating, coaching and development of

the associates. This suggests that project leaders must possess skills above those of a functional manager (Conger & Kanungo, 1998; Bass & Riggio, 2006; Levene & Lewis, 2015).

1.2   Purpose

The purpose of this study is to investigate how generation Y project leaders can ensure long-term motivation of generation Y associates in a project work environment. By further finding the triggers of long-term motivation of generation Y in project based work environments located in Sweden we aim to contribute to future management and leaders within the project management field in Sweden.

1.3   Research question

We have established the following questions to fulfill our research objective;

1. How do generation Y (born 1982-2000) project leaders attain long-term motivation of generation Y associates when working in a project based environment in Sweden?

2. From a generation Y associate's perspective, what actions are perceived to generate long-term motivation when working in a project based environment in Sweden?

1.4   Delimitation

Leadership as a subject is extensive and complex, by virtue of this, we have chosen to narrow the leadership into project leadership for a more comprehensible and evident picture. We find projects particularly interesting as it is not a stable environment with set routines. The specification of generation Y points towards a focus on the younger section of the workforce. Due to the time frame and expected size of the thesis, we have chosen to limit our research to Sweden with a focus on Stockholm due to its accessibility and the abundance of a considerable number of well-developed companies.

1.5   Definitions

Leadership

Before we elaborate further on the topic of leadership and the theories related to leadership, we need to establish a conceptual definition of the term leadership. We have adopted the concept declared by Locke (2002, p.2)"the process of inducing others to take action towards a common goal", as we believe it explains the area of research that we are interested in the most concise manner. Moreover, it defines leadership in the situational context of business, as a leader is obliged to align the employees to strive towards a common goal within an organization.

Generation Y

No commonly used definition of the exact birth years of generation Y is set by previous researchers. The time span most frequently used when defining generation Y are the years between 1982-2000, which are the years that have been used in this study (Howe, Strauss & Matson, 2000; Yu & Miller, 2003; Wong et al., 2008).

Project work environment

Projects are temporary structures that generate unique results, which require cross-functional skills for a successful execution. Moreover, projects are characterized by performance constraints and environmental uncertainties (Turner & Simister, 2004). The definition of the project work environment considered in this thesis is that it is of a temporary setting where a continuous stream of projects represents the workload.

Motivation

Motivation has been defined in a number of ways over the years. To narrow down the definition of this concept to two theories will enable a better understanding of motivation in relation to the context of project work environments. Fuller, Valacich and George (2008), explain motivation as the individual's intensity, direction, and persistence in efforts to reach a specific goal. Saraswathi (2011) defines motivation as the willingness to take action and make an effort in order to reach an organizational goal, with the condition that the input or effort will satisfy the individual's need. The former definition is concerned with the individual's perspective, whereas the latter provides a connection to an organizational perspective, which combined provide a profound explanation of motivation.

Long-term motivation

Long-term motivation in project based environments is defined in this thesis as what keeps generation Y associates motivated to keep working on a continuous stream of projects, and to find the motivation to take on new projects after finishing a previous one.

2   Frame of reference

The theoretical background will provide the reader with leadership theories, the evolution of leadership, project leadership theories, an elaboration on generation Y and motivational theories and background as well as a Swedish context to further understand the implications of our study.

2.1   Leadership

Focusing on leadership theories that regard the follower in a leadership scenario and basic motivation provides an understanding of today's work groups. Leadership theories of this sort will be useful due to the growing role of the leader as a supportive character, coaching and guiding followers towards the goal and influencing subordinates to accomplish more than expected (Bass & Riggio, 2006).

2.1.1   The role of a business leader

Explaining the concept of business leadership may be beneficial when the aim is to comprehend the thoughts of a business leader. Therefore, further elaboration of the core tasks of the business leader will be provided. The fundamentals are based on the assumption that they will eventually end up to making profit for the organization, and consist of;

- "Formulating a vision for the company as a whole
- Establishing core values
- Structuring the organization
- Selection and training of employees
- Motivating employees
- Communicating
- Team building
- Promoting change"

- Locke (2002, p.3)

Stating these tasks facilitates an understanding of the theories and connects them to the practical aspect of leadership. The leadership literature available involves an extensive number of theories and articles, why this study only provide a few selected theories based on how suitable they are for the research.

2.2   Leadership and Motivation

A review of literature in relation to motivation factors reveals three prominent authors, Maslow, McClelland, and Hertzberg, who present theories that constitute the foundation of motivation and the factors behind it. Maslow, McClelland, and Hertzberg's theories approach motivation from several different points of view. Hertzberg's (1966) motivator-hygiene theory provides a base on which the understanding of work motivation can be built upon, where motivation is separated into two categories, motivating factors and hygiene factors. Motivating factors are defined as the factors that satisfy when present but do not dissatisfy when not present, whereas the hygiene factors do not lead to higher motivation, however, dissatisfaction results from their absence. Motivating factors are further related to work and the individual's relationship to work and include satisfaction in completing a work task, responsibilities at work, and autonomy when working. Hygiene factors are related to surroundings and the nature of the work, such as salary, security and working conditions. According to Hertzberg (1966), hygiene factors represent de-motivational factors, which mean

that if they are not fulfilled completely they will never work as a motivating factor for an individual. But need to be fulfilled in order to work as motivational factors. Moreover, Hertzberg (1966) argues that in order to create satisfaction and productivity at work, the quantity of motivating factors should be as high as possible. Comparing Hertzberg's two categorizations of motivation with Maslow's (1943) theory of human motivation, differentiations can be noticed in the approach.

Maslow (1943) identifies five sets of different needs which individuals strive to fulfill, physiological, safety, love, esteem and self-actualization. According to Maslow (1943), motivation is derived by reaching different stages in a matrix. The theory further assumes that prior to the need closest to an individual is fulfilled, individuals will not acknowledge the next need due to denial (Maslow, 1943). McClelland (1961) presents three motivating factors which are elaborations of Maslow's theory of needs.

The three motivational theories clarify an individual's aim to lead and motivate, and is applicable to various extents when the ambition is to investigate generation Y and what motivates them. Comprehension of motivational theories may be beneficial when working in a project based environment, as it may simplify distinguishing the approach compatible for each individual's respective motivation. This study is concerned with project leaders and associates and actions undertaken to create and attain motivation, Hertzberg and Maslow provide applicable theories in this setting. The two theories disregard the in-depth analysis of the context of the analyzed subject, focusing on the inherent atmosphere and individuals themselves. McClelland, on the other hand, provides a theory that creates a separate context which requires a deeper individual investigation and will not enable a broader analysis of generation Y. Thus, McClelland's theory has not been applied to the findings of this thesis.

2.2.1 Extrinsic and intrinsic motivation

Researchers continue the deliberation of factors that motivates an individual and whether it is a set of basic needs, a personal attachment, self-interest or to fulfill a goal that is separated from work itself. However, the research is altered by concerning intrinsic and extrinsic motivation (Amabile, 1993). According to Deci and Ryan (1985), intrinsic motivation arises when an individual experiences self-determination and the sensation of competence at work originating from continuous constructive feedback on the individuals process (Deci, 1975). In detail, intrinsic motivators are factors such as the search for enjoyment, curiosity satisfaction, self-expression, interest and personal work challenge.

Researchers mention that extrinsic motivation focuses on factors that do not originate from the individual, such as expected results or the promise of rewards, but nonetheless is a way to reach a goal that is not work related. (Deci & Ryan, 1985; Greene & Nisbett, 1973; Lepper & Greene, 1978). The extrinsic and intrinsic motivation provides a foundation when evaluating generation Y's motivational factors and in what essence their characteristics appear to matter (Wong et al., 2008).

2.2.2 Evolution of leadership

The evolution of leadership is not associated with specific dates due to the short time periods from one leadership theory to another and the often simultaneous development of the theories (Van Seters and Field, 1990). The eras identified represent a contemplation of leadership as a development where multiple perspectives complement the existing image of leadership theories (Van Seters & Field, 1990). The evolution of leadership has grown into emphasizing intrinsic motivation and enhancing a personal attachment to the goals for the followers. Leadership became more proactive and focused on the future, aligning the followers,

transferring a vision and an idea to the followers in order to motivate them (Van Seters & Field, 1990; Roberts, 1985; Yukl, 1989).

The path-goal theory connects the role of the business leader with motivational incentives, providing a contemporary view of leadership and how motivation of subordinates can be attained. The path-goal theory is based on a general motivational theory, the expectancy theory (House & Mitchell, 2007). The expectancy theory regards the attitude of an individual, such as satisfaction with the job or supervisors or the behavior of leaders which, according to the theory, can be predicted by two factors. The first factor, the expectancy represent to what extent the work or behavior is considered to be a factor of the outcomes. The valences are the second factor and consist of the valuation of the different outcomes. The theory results in the perception that individuals will work harder if the perceived effort will lead to rewards with higher value, and they are satisfied with their work task if they believe it will result in rewards that are highly valued (House & Mitchell, 2007). Based on this assumption the leadership style evolves to correspond with the predictions from and of the employees.

2.2.3 Motivation in path-goal theory

The path-goal theory is concerned with how a leader motivates their subordinates through their behavior and how that influences the expectations, which are referred to as goal paths and goal attractiveness by House and Mitchell (2007). The theory is built on two hypotheses, subordinates' acceptance of a leader's behavior and the leaders motivating functions. According to Evans (2002), the level of acceptability is dependent upon the behavior in terms of the ability of the leader to provide present and future satisfaction for the subordinates. The motivational aspect is concerned with increasing different personal payoffs to the subordinates in a work-goal environment, as well as clearing the way towards the goals by clarifying the goals, eliminating pitfalls and roadblocks, resulting in an increased possibility for en route satisfaction for the subordinates (Evans, 2002).

The two factors of path-goal theory, the subordinates' acceptance of the leader behavior and the leaders motivating functions, can be compared to the research by Martin (2005). He clarifies the problems of motivating generation Y, and further discusses the importance of reward systems to support the leader authority and keep generation Y focused in an effective way. According to Evans (1998), the path-goal theory is concerned with motivation and the importance of rewards to create motivation for the subordinates. Evans (2002, 1998, 1970), House (1971), and Martin (2005), further elaborate over the varieties of reward systems and how they can affect the employees output and performance. Evans (2002) mentions the importance of personal connection to the work tasks as a motivational factor in path-goal theory. The connection of motivation in theory and in practice will provide a foundation of understanding as well as a clarification of leadership behavior.

2.3 Leadership in a Project based work environment

2.3.1 Projects

According to Blomberg and Lundin (2012), there is a shared agreement amongst leadership researchers that leaders and leadership activities have to be adapted to the situations in which the activities play out. This section in the frame of reference will go through leadership in the situation of projects.

Projects have most likely occurred for as long as humans have been present on Earth, from the Great Wall of China to the projects of today which may only last for as long as one afternoon (Blomberg & Lundin, 2012; Engwall, Steinthórsson, & Söderholm, 2002). A project is not only about the result, but about the temporal and task-oriented work that bring about a result or an end of a project as well (Blomberg & Lundin, 2012; Sahlin-Andersson & Söderholm, 2002). A project is further said to be a temporary organization where the goal may change over time (Lundin & Söderholm, 1995; Engwall, 2002).

Several indicators, such as the technical, social, and economic development, point toward an increase in the practice of projects (Ekstedt, Lundin, Söderholm & Wirdenius, 1999; Engwall, 1995; Blomquist, & Söderholm, 2002). These factors have led to new conditions for projects and how they can be carried out (Blomberg & Lundin, 2012). The increased emphasis on flexibility has led to an increase in the use of projects, as they are thought to offer greater flexibility (Sahlin-Andersson & Söderholm, 2002). Researchers claim that projects seem to be associated with better planning, control, and follow-up (Engwall, 1995). There appears to be a lack of research that explains and defines the gap between permanent and temporary work (Linderoth, 2002). According to Lundin and Söderholm (1995), there is a need for theory on temporary organizations. This is agreed upon by Tyssen, Wald, and Spieth (2013) who state that most leadership theories are based on the assumption of stable organizational environments, which is not applicable when it comes to projects, as they are a temporary form of culture and structure.

2.3.2 Project Leadership change

Changes have been made within project management, transferring from traditional manufacturing methods with hierarchical management philosophy towards "the properly trained person doing the work knows best how that work should be done" (Cleland, 1995, p.84). According to Markham (2012), leaders are hired to be proactive in one particular area, and leader and subordinate help one another to carry out a plan, to organize, and finally complete the task. Focus has moved from the group, to be increasingly concerned with the individual. Leadership further varies with the different types of projects, in other words within what sector it is practiced. The sectors can be divided into business and financial services; engineering and construction; information technology and telecommunications; and software development projects (Besner & Hobbs, 2012). Management of projects has been applied as a practice for a long period of time within engineering, however, today leadership and projects are prominently studied within social science (Blomberg & Lundin, 2012). A unified theory of the management of projects though does not exist (Smyth & Morris, 2007).

One definition of project leadership is "project leadership is defined as a presence and a process carried out within an organizational role that assumes responsibility for the needs and rights of those individuals who choose to follow the leader in accomplishing project results" (Cleland, 1995, p.86). Put differently, project leadership is about efficient use of resources affiliated with a project, and the ability to work in a cross functional and cross organizational environment where matrix organizational design is present which can raise misperception related to leadership, authority and responsibility (Cleland, 1995).

According to Cleland (1995), leadership excellence within projects is based on the project manager's skills when it comes to leading the project stakeholders. The outcome of a project depends on the leadership of the human resources associated with the project. Cleland (1995) mention three additional challenges that project leaders face, to provide leadership that

stretches through several functions and parts of the organization, to do this without documented formal authority as the associates may report in a direct, traditional authority relationship manner to a functional manager, and to work in this 'matrix' organizational design without confusion arising for leaders with whom to report to and to keep a balance between authority and responsibility.

2.3.3   Two different views on project leadership

Two prominent theories within leadership are the Project Management Institute (PMI) view and the Scandinavian science on temporary organizations (Blomberg & Lundin, 2012). PMI was created after the war in 1945 and is the largest professional project leader organization in the world, with a majority of members from North America (Blomberg & Lundin, 2012). As a result, PMI is highly influenced by the North American way of leadership, which is conveyed through the PMI textbook Project Management Book of Knowledge (PMBoK). The main responsibilities for a project leader can be defined through this book;

- A project leader's main task is to develop and carry out a plan with resources available.
- A project leader has extensive authority.
- A project leader is always responsible for the project before the owner of the project.

These three components are considerably different from how projects leadership is described when applying the Scandinavian model of temporary organizations (Blomberg & Lundin, 2012). PMI is focused on project leadership within engineering, whereas the Scandinavian science of temporary organizations is focused on project leadership in social science. The framework for theory of temporary organizations was created in Northern Europe in the 1990's and is based on four concepts; time, task, team, and transition (Lundin & Söderholm, 1995). According to Blomberg and Lundin (2012), project leadership according to the Scandinavian project theory is highly complex and there is no right way of leading projects. How to lead depends more on process and activities rather than what PMI suggests with structural and formal guidance on how to lead (Blomberg & Lundin, 2012).

2.4   Generation Y

Currently, several generations are present in the workforce. With these generations, a need for leadership arises and several researchers point toward the differences amongst generations as a reason for altered leadership styles, where the main factor discussed is how to attain the highest outcome from the subordinates (Salahuddin, 2010; Martin, 2005; Kunze, Bruch & Boehm, 2011; Voelkening, 2014; Carucci & Epperson, 2011). With this stated, the importance to consider the understanding of Generation Y becomes clear as it is the generation that is, and will continue, to enter the work force.

Generation Y is characterized by optimism, technology focus, a strive towards work-life balance as well as multitasking, collaborative, and social skills (Fitzsimmons, 2012; Voelkening, 2014; Yu & Miller, 2003; Wong et al., 2008; Howe et al., 2000; Tulgan, 2011; Martin, 2005). Furthermore, researchers discuss the implications for leaders of generation Y from a top-down perspective where several factors need to be considered, such as the need for coaching, structure, feedback, increased responsibility, the will to add value, and a right here right now mentality (Tulgan, 2011; Fitzsimmons, 2012; Voelkening, 2014; Yu & Miller, 2003; Martin, 2005). For leaders, this means building a structure with incentives for rewards as well as

focusing on the future, where generation Y are coached and offered an opportunity to grow, gain increased responsibility, and to get further education (Tulgan, 2011; Martin, 2005; Wong et al., 2008; McCrindle & Hooper, 2006; Smola & Sutton, 2002). These incentives ought to be included in leadership, as they may motivate generation Y associates to attain higher performance as well as facilitate future collaboration. To employ generation Y associates, and keep their competence within the organization, could be conceived as human resource investments, which indicate a coaching style of leadership (Martin, 2005; Yu & Miller, 2003; Tulgan, 2011; Wong et al., 2008).

2.5   Swedish culture and leadership frame work

As this thesis aims to investigate the Swedish context of leadership, a definition of the Swedish context is necessary. Hofstede's extensive research provides a foundation that explain the nature of organizations and leadership within organizations in Sweden. Based on the foundation, an explanation of Swedish leadership can be found. Hofstede, Hofstede and Minkov (2010) present six dimensions which are used to explain the behavioral and cultural differences of nations, which provide a useful dataset when comparing nations to one another. The six dimensions presented by Hofstede et al. (2010) are power distance, individualism versus collectivism, masculinity versus femininity, uncertainty avoidance, indulgence versus restraint, and long-term orientation versus short-term orientation.

Power distance

The power distance dimension shows the acceptance of power distribution, how individuals in the society with a small amount of power accept that the power is unequally distributed. A society with a great power distance would mean that individuals would accept a hierarchy of individuals and power, on the opposite side a society with a small power distance would then not accept an inequality of power distance but rater seek to equalize the power distribution and not accept a hierarchy without any further justification of the power distribution (Hofstede et al., 2010). The Swedish society is characterized by low power distance with equal rights, a decentralized power structure, coaching rather than managing type of leaders, with direct and participative communication as well as managers being appointed with their first name (Waisfisz, 2015).

Individualism versus collectivism

The individualism versus collectivism dimension reflects on a populations perception of their self-image, whether they define themselves as "I" or as "us". Individualism is defined by the "I" approach, were the self-image is concerned with the individual and close family, and individuals are supposed to care for only themselves. Collectivism, on the other hand, defines the "us" aspect where the individual is supposed to take care and look after the greater group, where in exchange the individual will receive unquestioned loyalty (Hofstede et al., 2010). The Swedish society is a highly individualistic society where the individual is supposed to take care of themselves and close family. The individualistic society can cause guilt and loss in self-esteem. In work life, hiring and promoting individuals is based on merit only and management is performed on an individual level (Waisfisz, 2015).

Masculinity versus femininity

The masculinity versus femininity dimension represents the society's preference for achievements. The masculine dimension represents a competitive society where heroism, material rewards and boldness is preferred, whereas in a feminine society a consensus-orientation is

preferred, where modesty, caring for the week, life quality and a more cooperative mindset is used (Hofstede et al., 2010). Sweden is a feminine society, which is reflected by the work-life balance that is important to the individuals in the society. At the work place, the decision making process involves all participants and consensus is reached only after long discussions (Waisfisz, 2015).

Uncertainty avoidance

The uncertainty avoidance dimension shows how individuals in the society deal with uncertainty of the future. Strong uncertainty avoidance indicate that a society implement firm rules and regulations to control the future, whereas low uncertainty avoidance imply no regulation and a relaxed attitude towards the forthcoming future (Hofstede et al., 2010). The uncertainty avoidance in Sweden is relatively low, which means that there is a fairly relaxed attitude towards how practice can deviate from the norms and schedules are flexible (Waisfisz, 2015).

Long-term orientation

Long-term orientation versus short term normative orientation dimension shows how the society deals with the relationship between the past, the present and the future. A low score imply that a society honor the traditions in the society whilst change is observed under suspicion. On the other hand, a high score imply that a society brace for the future by building the future in terms of education and thrift for modernization (Hofstede et al., 2010). In comparison to other countries, Sweden tends to not display a preference for either long-term orientation or short term orientation, but keeps a balance between traditions and future development (Waisfisz, 2015).

Indulgence

Indulgence dimension aims to demonstrate to which degree the society allows enjoyment of the more basic human drivers, such as enjoying life. Hence, a society that does not allow this, is governed by a stricter social norm (Hofstede et al, 2010). The indulgence dimension in Sweden is quite clear; individuals in the society tend to enjoy life, consider leisure time important, and possess a relatively impulsive mindset. A positive mentality and a tendency to be optimistic is further commonplace in Sweden (Waisfisz, 2015).

Hofstede's dimensional framework will provide a basic understanding of the contextual approach in Sweden. Moreover, Kets de Vries (2001) states that culture is the foundation of not only behavior but also action, which suggest that the cultural context is essential in order to trace the actions and behaviors in our research. Lämsä (2010) argues that cultural values are transferred from generation to generation. As a result, the cognitive learning pattern as well as the behavioral pattern will be transferred between generations, which in turn have implications on the practice of leadership (Kets de Vries, 2001). Ekwall and Karlsson (1999), elaborates further on the previously stated by Hofstede et al. (2010) by stating that Sweden is a consensus dominated environment, where conflict is avoided and participation is encouraged. They further declare that the consensus dominated environment will be reflected in the leadership style and create a more flat structure. The statements made by Kets de Vries (2001) as well as Ekvall and Karlsson (1999), create incentives to understand the cultural context in Sweden, as it is the geographic region in which our research will be executed.

3 Method and data

This part will explain the methodology and the research approaches chosen in order to reach our research purpose. The method part will further explain the approach of obtaining the data that is needed.

3.1 Methodology

The terms method and methodology can be separated from one another (Svenning, 2003). Method is the concrete way of collecting and arrangement of data while methodology is the set of underlying beliefs and assumptions of the researchers which determine the method. Methodology is applied in a thesis to demonstrate the narrative and the approach selected as well as the strategies that are used throughout the process of research (Svenning, 2003; Blackshaw & Crawford, 2009). Two frequently used dimensions that guide the researchers through their process are interpretivism and positivism (Saunders, Lewis & Thronhill, 2012). The positivism philosophy is based on hypothesis on which theory is built. Furthermore, positivism is considered to observe and studying the law-like reality by collecting data and search for correlations and consistencies within the research (Sounders, Lewis & Thornhill, 2012). The interprevitism philosophy is in contrast to positivism, the observation of the complexity of human behavior and their social life. With such a complex study, no law-like generalization can be made because of its focus on emotions and values. Hence, the theory is built during data gathering (Saunders et al., 2012). Pragmatism is further a combination of positivism and interpretivism, which recognize that no single philosophy can be used to explain the entire scope of the reality. Due to its complexity, pragmatism may be applied with multiple methods or a method that allows a certain reliability in the data gathering process, which assure credibility to the research process.

In this thesis, interpretivism was implemented due to the nature of complexity of the research question as well as the socially constructed nature of the research, which concerned emotions and values. We conducted a qualitative research to gain access to the phenomena we wished to investigate. As we are part of the generation Y, we could not be completely separated from the research group, which was an additional reason to apply an interpretivism philosophy.

3.1.1 Research design

For the researcher it is important to recognize the nature of the study they wish to conduct, to be able to decide on which of the three research designs, descriptive, explanatory, or exploratory, to undertake for the study (Saunders et al., 2012). An explanatory study deals with defining and establishing relationships among variables by studies of a situation or a problem (Saunders et al., 2012). In an explanatory study, referred to as a casual research by Ghauri and Grohaug (2010), the aim of the study is to find the causes behind a proven effect. An exploratory study may be useful when the researchers aim to shed light on the understanding of a problem. An exploratory study is further more suitable when there is an ambiguous understanding of the nature of the problem, where open ended questions is an efficient technique to apply to gain a deeper insight (Saunders et al., 2012). The descriptive approach is essentially the opposite of an exploratory study, and imply that the researchers have a clear picture of the phenomena before the start of the data collection (Saunders et al., 2012).

This thesis was completed through an exploratory perspective as the aim was to clarify the understanding of a specific leadership and motivational phenomenon. By collecting data through interviews we attained in-depth information which was beneficial when answering

the research questions. We aimed not only to explain motivation in general, but to attain deeper understanding of the substantial motivating factors of generation Y when working in a project based environment. An exploratory research design can further be connected to the research, which was based on theories behind motivation in an unexplored area where project leadership in generation Y was explained by the research conducted.

3.1.2   Research approach

Qualitative method

According to Saunders et al. (2012), the research approach may be referred to as strategy, a design of actions to reach a distinct goal. The research approach is the arrangement of the process of answering the stated research question or questions. A strategy is said to be the foundation on which the research layout will set upon from the research questions point of view (Saunders et al., 2012). Creswell (2003; 2009) presents three strategies which research can be designed after, qualitative, quantitative, and mixed methods. Qualitative research is used to explore and understand the humans in an individual or group setting. The process includes in-depth questions with open endings as well as emerging questions where the researchers try to find a pattern or a trend when interpreting the data. Creswell (2003; 2009) continues with the explanation of quantitative research, a post-positivism approach which is concerned with objective theory testing through examination of variables and relationships. The variables may be measured in a way so that they can be numbered and analyzed in statistically. The mixed method approach combines both the qualitative and quantitative research approaches, and is based on the assumption that the answer is more complex than analyzing the collected data from the two approaches. The mixed method approach applies a combination of qualitative and quantitative approach, to strengthen both approaches with the result of having a greater impact and provide a better understanding (Creswell, 2009).

In this thesis, we applied a qualitative approach due to the nature of the research question as well as the complexity of the questions and the underlying foundations to the answers we aimed to attain. Since the research was concerned with emotions as well as values of the individual and group, we conducted open ended questions through in-depth interviews. The arguments for a qualitative approach were further supported by the possibility to a semi structure in the interview questions where elaborated answers were requested, especially when detailed questions were asked. The "how" and "what" design of the research questions further presented a reason to why a qualitative study was carried out, as it provided us with more elaborated answers and thoughts for analysis.

3.1.3   Abductive approach

Saunders et al. (2012), states that there are three approaches that will steer the entire research and the point of view of it, the deductive, inductive and abductive approach are all different ways and points of view of the research. The approach is grounded and decided upon the research attitude to theory, data collection and literature. The inductive approach starts with the gathering and collection of data, which is done in order to later generate a new theory. On the contrary side, the deductive approach starts with theory based on literature that already exists. Finally the abductive approach which one can say is a mixture of the previous two approaches because in which both existing theory and the exploration of new is used together to identify trends, patterns and themes between the different data sets (Saunders et al., 2012).

To most sufficient fulfill the purpose of this thesis and research we used an abductive approach, due to the use of existing theory on the elements which we included in our research

as well as the new exploration of a research field. From the deductive point of view we included existing theory to build on, in terms of motivation and project leadership wherea from an inductive view we gathered new data through our interviews. This clarify that a mixture of inductive and deductive approach was used, therefore, an abductive approach was applied. Through an abductive approach we searched for themes that correlated with existing theory, which provided us with an overview of the research and problem.

3.2 Method

After deciding on research approach, several applicable methods were notified. A method explains how to collect and analyze data, which can be done through techniques such as experiments, questionnaires and interviews (Saunders et al., 2012). It is of utmost importance to ensure that the method chosen contain clear objectives that are derived from the research question(s) (Sounders, Lewis & Thornhill, 2009). The method part of this thesis has followed in a linear fashion, starting with a review of existing literature. The procedure of the method can be described as follows;
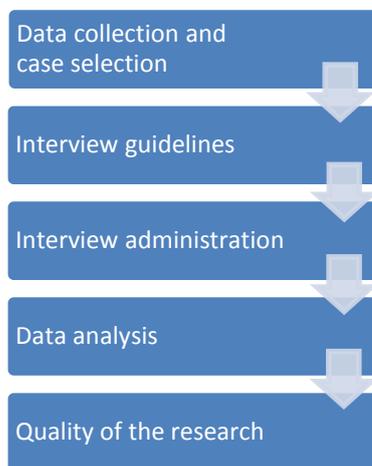

Figure 3. 1. Method disposition

3.2.1 Case Study

Saunders et al. (2009) state that what is most important when deciding upon a research strategy is whether it will help in answering the research question(s) and meet the objectives of the thesis. In addition to that, time limit, recourses available, own philosophical underpinnings as well as how much that is already known should lead the way. The research strategies mentioned by Saunders et al. (2009) are experiment, survey, case study, action research, grounded theory, ethnography, and archival research.

A case study is used when the researcher want to investigate an existing phenomenon in a contextual condition (Yin, 2003). Several sources of evidence are used in a case study, as the ability to understand the context is limited by the amount of variables for which data can be collected (Saunders et al., 2009). Data gathered in a case study may be qualitative and quantitative. There are six different sources that data may be collected from in a case study; documents, archival records, interviews, direct observation, participant-observation, and physical artefacts (Yin, 2003). The case study method provides the researcher with opportunities

to use multiple data collection in order to strengthen the research findings and conclusions (Yin, 2003).

Researchers mention two variations of case studies, single- and multiple case studies (Yin, 2003; Saunders et al., 2009). Singe case is used when there is only one actual case, for example a study on one certain organisation. Single case studies can be divided into two types, holistic single case study and holistic case study with embedded units (Yin, 2003). The former is used when one environment is included for the reason that it is a unique or extreme situation, whilst the latter look at subunits in a larger case and analyse the subunits separately, between the different subunits, or across all of the subunits (Yin, 2003). The second variation, multiple case study inquiry, is used when more than one case is examined in order to understand similarities and differences between the cases (Saunders et al., 2009). Multiple studies are used to predict similar results or predict opposing results, and are generally seen as a reliable research strategy (Yin, 2003). It is important to take into consideration that a study with multiple cases can be time consuming and more expensive than a single case study. The difference between a holistic case study with embedded units and a multiple case study lay in the intention of the study; in a multiple case study several cases are examined to understand the similarities and differences between the cases whereas the holistic case study with embedded units aim at understanding one unique case (Yin, 2003).

This thesis was carried out as a multiple case study which included seven different companies. It focused on the contemporary phenomenon of project leadership and motivational actions for generation Y, and was undertaken through a real-life context acknowledged as projects by using several sources of data. Case studies are further most frequently used in an explanatory and exploratory research and was therefore suitable in this thesis as an exploratory research method was applied (Saunders et al., 2009). We chose seven companies to be part of our research, which resulted in eight different cases. This was the reason for a multiple- and not a single case study, which was motivated further by the statement brought up in the theoretical background, which mention that leadership varies with the type of project. Hence, the need to include seven different project types and define similarities and differences among them in order for the empirical research to be reliable. The research for this thesis was bound by the time frame, place, sources, definitions and the context (Creswell, 2003; Stake, 1995; Miles & Huberman, 1994). The time frame was limited, and a focus was being kept on organisations in Stockholm, Sweden with a project work environment when collecting data in order for the study to remain realistic in scope. Moreover, the research offer definitions for several key terms such as leadership, generation Y, project work environment, and motivation which ensured a reasonable size of the research.

3.2.2   Data collection

There are two types of data in a research; primary and secondary data. Primary data consist of the new data collected for the particular research and by the researchers themselves. Secondary data is the data collected by researchers in already made studies (Saunders et al., 2012). The general process of data collection is to first review existing data conducted by other researchers, and from that come up with new theories that can be explained by collecting primary data (Saunders et al., 2012).

In this thesis, primary data was collected through semi-structured, open-ended interviews. We gained detailed information through open-ended interviews which resulted in an in-depth understanding of the problem. For this reason, only qualitative data was collected. Interviews was suitable as valid and trustworthy data that aimed to answer questions relevant to the

research was required (Saunders et al., 2009). The companies as well as the respondents requested to remain anonymous and were referred to as *company + number* in the thesis. The names of the respondents are not mentioned but were referred to *project leader + number* or *associate + number*, in accordance with current position of the respondent. Due to the time frame and accessibility, this research was based on companies located in Stockholm, Sweden.

In order to collect secondary data related to the subject, the physical university library in Jönköping and electronic sources was used. Electronic sources included the peer-reviewed database Scopus; Primo, and Google Scholar for academic journals; and Wiley Encyclopedias for definitions. Due to the extensive access of literature on the subject, data was selected carefully after relevance, number of references, and number of citations.

3.2.3 Cross-sectional time horizon

Time horizons answer what kind of time frame that will be applied in the research, which is dependent on the nature of the research question(s) but independent of the pursued research strategy or method (Saunders et al., 2009). In planning the research, it is essential to consider whether the intention is for the research to be taken at a particular time (cross-sectional) or over a series of events over a set period (longitudinal) (Saunders et al., 2009).

In this thesis, we answered to a research question which is a specific phenomenon at a specific time. The time constraints that excised was the reason for a cross-sectional time frame to be applied.

3.2.4 Interviews

The nature of any research interview should be in correlation with the research question(s) and objectives, the purpose of the research, and the research strategy chosen (Saunders et al., 2009). A qualitative interview is recommended when it is important to "understand the reasons for the decisions that your research participants have taken, or to understand the reasons for their attitudes and opinions" (Saunders et al., 2009, p. 324). Three types of research interviews can be defined; structured, semi-structured, and unstructured interviews (Saunders et al., 2009). Structured interviews contain pre-determined questions which are identical for all interviews and contain no follow-up questions. Semi-structured interviews are less structured than the former, with set questions for all interviewees, but with the possibility to ask follow-up questions. The third type of interview is unstructured interviews, of which the course of the questions is decided as the interview proceeds (Saunders et al., 2009).

The empirical data in this thesis was gathered over interviews in Stockholm, Sweden held by the authors, Maria and Oskar. We aimed at interviewing either a project manager or an associate from each one of the four project work environment sectors mentioned earlier, i.e., business and financial services, engineering and construction, information technology and telecommunications, and software development projects. As this study was interpretive and had a socially constructed nature which concerned emotions and values, we wanted to collect a broad ground of empirical data as the findings could be interpreted differently. The interviews were conducted in English. They further were qualitative and semi-structured, which was suitable to the exploratory study (Saunders et al., 2009). The interviewees, also referred to in this thesis as respondents, were interviewed over telephone and Skype which allowed us to use a semi-structure and the possibility to ask follow-up questions. Semi-structured interviews provided an opportunity for the respondents to explain further and elaborate on their answers, which resulted in a rich collection of valid and trustworthy data. We were aware that interviews include understanding that interviewees may use words and explain

thoughts in a particular way. We perceive that we were close to fully interpret the respondents' answers and allowed us to gain new insights to the problem, which is the anticipated outcome for a non-standardized interview (Robson, 2002).

3.3 Data Analysis

According to Yin (2009), the analysis is one of the most difficult parts of a case study, largely as many authors do not apprehend how the findings from the research should be analysed along with the lack of formulas to apply to analyses. It is essential to consider the analysis approach before commencing with the empirical studies, and to make sure data collection and analysis occur simultaneously (Yin, 2003). The reason for this was to make sure that the data we were collecting was analysable.

The narrative texts acquired from the open-ended interviews were manipulated and categorized into different arrays as suggested by Miles and Huberman (1994). The structuring relied much on our interpretation of the data. By doing so at an early stage, we were able to avoid the problem of stalling which might otherwise be a problem when large amounts of data are collected (Yin, 2003). The approach for the analysis of the interviews was to structure meanings through narratives and hence relied upon our own interpretation. The transcripts from the interviews were cross-analysed in order to find correlations and differences between them, which is a common technique to use for multiple case studies (Yin, 2003). Replication logic was applied as we used multiple cases, this to ensure validity. To make the evidence even more trustworthy, we sent a copy of the transcript to the participants for final proof-reading, as suggested by Saunders et al., (2009).

3.4 Quality of the research

All research has limitations, which naturally impact the quality of the findings from the data analysis negatively (Yin, 2003). According to Saunders et al. (2009), there are several factors related to quality issues that can be found in a semi-structured and in-depth interview. These issues are associated with reliability, forms of bias, validity and the possibility to generalize. These issues are founded in the lack of standardization as well as the general concern of qualitative studies if an identical research made by other researchers would result in similar findings (Saunders et al., 2009). Semi-structured and in-depth interviews are also concerned with reliability issues related to several types of bias. Bias may result from interviewer bias, concerned with the interviewer including his/hers own believes during the interview and how the body language, behavior and comments of the interviewer may affect the interviewee's response. Interviewee bias is related to the perceptions about the interviewer and the interviewer bias. Especially for semi-structured and in-depth interviews the part-taking in an interview can be an intensive process, which can lead to an unwillingness to share on some of the topics that are of interest for the researchers (Saunders et al., 2009). These issues may further result from the nature of the individuals who agree to be interviewed, which might bias the sample as it does not answer to the desired participants of the research (Robson, 2002). In qualitative studies, there is a validity concern about the contents of the interview and the interviewer's ability to apprehend what the respondent intends to say by looking at the words and tone different angles. When empirical data is collected solely through qualitative interviews, statistical generalizations about the whole population cannot be made. This is a common situation when adopting a case study strategy (Yin, 2003).

As for the process we chose for interviews, we made certain to form clear interview guidelines before starting with the interviews of the respondents. This, along with enough knowledge within the field, demonstrates credibility and avoid interviewee bias (Saunders et al., 2009). During the interviews, friendliness and professionalism led us and we were aware of our opening lines, the way of questioning and listened attentively in order to gain the respondents confidence.

4   Empirical Findings

The empirical findings will include an introduction of the companies and the interviewees, followed by the project structure within the companies and finally point out different aspects of motivation.

In this thesis nine interviews with five associates and four project leaders have been the constitution for the empirical data. The companies were divided after sector in which they operate; information technology (IT) and tele-communications, business and financial services, software development projects, and engineering and construction. The latter presented a difficulty to find suitable interview candidates for as the project leaders within this sector appear to be born before 1982 and hence, belong to older generations than generation Y. Below is a table which present the companies, what sectors, how many employees and who we interviewed from each company. After the chart follow a presentation of the respondents, the companies, and the companies' project structure, as we perceived an extensive background knowledge about the actors to be essential in our study.

Table 4. 1. Company information

COMPANY	*SECTOR*	*EMPLOYEES*	*RESPONDENT(S)*
Company 1	Software development projects	14	Project leader 1
Company 2	IT and tele-communications	40	Project leader 2, associate 2
Company 3	Business and financial services	>10 000	Project leader 3
Company 4	Business and financial services	>1000	Project leader 4, associate 4
Company 5	Business and financial service	100	Associate 5
Company 6	Business and financial services	10	Associate 6
Company 7	IT and tele-communications	>100 000	Associate 7

4.1   The Companies

In this thesis we tried to source companies which worked within the four sectors mentioned above. The difficulties that arose in finding companies that had project leaders and associates who belonged to generation Y, along with the time restraints, resulted in some sectors being more represented than others in our thesis. Below is a short summary of the variety of the companies included in the study.

Except three out of four project sectors being represented in our study, other varieties can be distinguished amongst the companies. To start with, the life span of the companies varies from start-ups existing only one year to companies who has been active close to a century. Similarly to the year of establishment and number of employees, the company culture varies as well. We have further used companies that are active both internationally and domestically in this study. Mutual for all companies is the flat structure that is present at work.

4.2   The respondents

By interviewing both project leaders and associates we obtained two different perspectives on motivation in a project based environment. This section provides background information and position of the respondent. A total of nine individuals working in a project setting but for different companies were interviewed. Below the background information about the respondents is summarized in separate charts.

Table 4. 2. Age of the respondents

	Minimum	Maximum	Average
Age	22	27	24,8

Table 4.2 show that all respondents belong to generation Y; the youngest respondents were 22 years old and born in 1992, whereas the oldest respondent was born in 1986, and was 28 years old when the interviews were accomplished. In this thesis, we have defined generation Y as the individuals born 1985-2000, which denote that we have failed to include the youngest individuals from this generation. The reasonable explanation for this is that they are not yet part of the working population. The average age of the respondents was 24.8 years old and was all in their twenties, which indicate that this thesis is mainly focusing on the older half of generation Y.
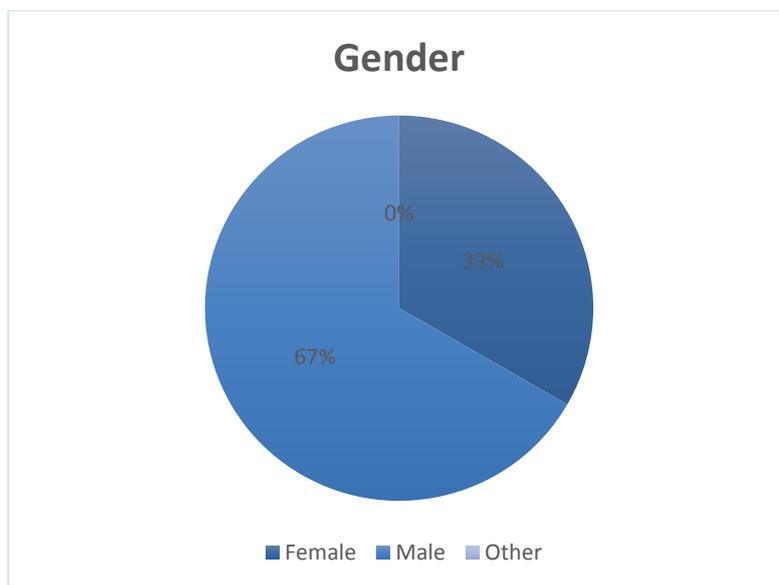

Figure 4. 1. Gender distribution of the respondents

Figure 4.3 display the distribution in terms of gender amongst the respondents. Of the total nine respondents, three were female and remaining six was male. In other words, two thirds of the respondents were male.

4.3   Project work environment and project structure

Presenting the work environment and the project structure will provide a better understanding of the situation of the interview subjects and understanding the project work environment will be the foundation of understanding the different motivational factors and incentives. We can see a trend of the project teams consisting of three to seven individuals. The project teams of our interview subject can be categorized in a more individual project approach or a shared project approach which means that we can conclude that even though there are project teams there are cases where individuals are individually responsible of an project but might share some task in a supporting way with other departments or other individuals in the team.

Project work environment in company 1

In Company 1, the project structure is built on different ideas and spin off effects from one original idea. Since Company 1 operates with software and application development they have the possibility to structure each application as an individual project, the structure is similar to a subsidiary company where there are two main owners and founders and they then assemble a team to fit each project. Each project has a different life span of two to eleven months although, when the projects are launched, they are never completely finished because of constant developments that occur after the launch. For each project that Company 1 develop where the main owners keep their ownership and as new team members are introduced to the company, a new owner structures for each new project is created. The reason behind why the owner structure has changed over time is bootstrapping, in the startup process the capital is a scarce resource which means that salary would be difficult to pay until the project turn profit. Hence, the ownership of the project will be distributed as salary. This ownership structure is not only due bootstrapping but also an active choice of motivation and a hygiene factor amongst the team members. According to project leader 1, the projects show a trend to contain four to seven team members. The reason to the number of individuals he believes to be the fact that they are using a completely flat structure, so it does not matter that he and his partner are the majority owners they still are on the same level as the other team members, and keeping a project group to a smaller size ultimately enables everyone to be more participative and enables an innovative spirit. By keeping the project teams small and concentrated, the owners enable them to pay their team members by different ownership percentage of the company.

Project work environment in company 2

Company 2 has five departments presently, including management, project management, IT, design, and marketing who work together in project teams. The teams generally consist of four members who are combined after the client needs. There are a total of six individuals with the title project manager at company 2. The project team members report to the responsible project leader, who in turn report to the Chief Operating Officer after each project is carried through. A flat structure is applied at company 2. There is a trend of each project manager to handle three to four project cases simultaneously. The complete activity of a typical project in detail can be explained as six weeks dedicated to production of the product, the projects are then in progress for two till three months, after which a one month period of assessment begin. Project leader 2 describes the production phase as the most intensive with short time-line, working cross-department and daily contact with the whole team. Furthermore, she mention that to lead in a temporary setting is challenging because of; tight deadlines, strictly structured time, attention to the budget, frequent updates,

up to date with what other team members are doing. Especially the frequent contact with the team and the heavy focus on short-term project results, compared to other employments she has had, which were more focused on long-term goals.

Project work environment in company 3

In company 3, the projects are generally assembled with one project manager and two-three associate-consultants. The employees at company 3 are one hundred percent dedicated to a single project at a time, with exception of partners (part-owner of the company), who might operate three projects simultaneously. The team and the project manager have a project reconciliation meeting approximately two times a week. The project manager later reports to a partner who is present throughout the whole project and keeps regular contact with the project team. The partner is ultimately responsible for the success, or failure, of the projects. However, in the event of an unsuccessful project, the project manager receives a large amount of criticism, whereas profitable projects result in praise. A project start with a partner selling the project, with a given time plan, examples of previous similar projects, and the quantity of financial means previous clients have made in these projects. Once the project has been sold, a project manager is appointed. Partner and project manager set up the project plan together, after which two to three associates are added to the team. When the project is over, the project manager is evaluated by the team associates by how well the project manager coach and motivate, knowledge he or she possess, and on client relations. The partner fills in the same questions about the project manager, from his or her perspective. The project manager then evaluates all participants in the projects, both up and down in the hierarchy. At the end of the year, a summary of the five to six projects the employer have been participating in determine the size of the bonus and how soon he or she may be promoted.

Project work environment in company 4

The project environment of company 4 is built on their deadlines, where each project has a life length of eight weeks. During the eight weeks each team member work individually on a specific project but is part of a team of six which has a joint team leader who oversees the entire projects. Each team member is responsible for their individual projects and is managing from idea to finished product. Associate 4 works with that individual project but in different stages of the process collaborations will be held with other departments of the company such as production and designers and their IT department to make sure that the product reaches the final stage. The work environment is structured in a way so after the eight weeks and the project is finished and the team leader introduces a new project and have to in a way start from the beginning again, the projects are hence assigned from the top down. The corporate structure of company 4 is set up as fairly few levels, firstly they have team members, secondly team leaders and thirdly head of project teams and fourth their Swedish branch manager.

Project work environment in company 5

Company 5 is a flat and decentralized company which operates in three different areas; head hunting, recruitment and talent development, and the project structure are a result of these three areas. Associate5 is assigned different projects by the team leader who reports to the office leader who reports to the board of the company. The project structure, a projects life length is about one year but associate5 states that the department works

intensively with the projects for around four months then the projects reaches a semi-finished state where there is a follow-up process to make sure the service they provided is working and matched the customer goal. That is the main projects but along the main projects they have smaller projects which they work with in the meantime. Within the project groups they are three individuals who have their own individual projects but they are set to help each other if needed. This project team reports to the same project leader who introduces the new projects and keep and overview over the process.

Project work environment in company 6

In company 6, the senior consultants act as project leaders and junior consultants act as associates in projects. The teams largely consist of one project leader and two associates or one project leader and one associate. Occasionally a senior consultant will be a part of a project team as an associate. All projects have a "sounding board", which is a senior consultant not taking part in the project. The lengths of a project vary to a great extent in company 6 and can vary from one month to last one year, even though the average length of a project is around three months. The number of projects to work on at the same time varies; associate 6 is taking part in three projects with the same project leader at the moment. The project leader is utterly responsible for the projects. Evaluations of the projects occur during the debriefing of the project with the client, and internally through regular team meetings once a week.

Project work environment in company 7

In company 7 there is a flat and decentralized structure where everyone is invited to approach superiors, although the company operates in several countries around the world with several thousands of stores. This global company has several departments to cover their areas of operations and associate 7 explains that she operates in a department who are responsible for emerging markets. Associate 7 is an online vision merchandiser and works in a team of three others in a department of a total of twenty individuals, even though the company is huge associate 7 states that she works close to her superiors as well as other employees and coworkers in her team and department, the team of three share a project tighter which has a life span of one too six months, however associate 7 explains that even though if the project is not actively worked on their projects comes to life. Which means that they are still responsible for the project but the workload decrease regarding that specific project, associate 7 refers this to planting a tree, where there are a lot of work before setting the tree but as soon as the tree comes to ground they only need to water the tree every once in a while to make sure it blooms. Associate 7 further explains that with each individual project they have to in a sense start over with new task. Which means that associate 7 works with several projects simultaneously, but more active with one project at a time, the projects are assigned from the project leader and a top down task structure is applied.

4.4   A general view of motivation

There is a general view of motivation among our interview subjects which concerns what we will call a hygiene factor, a work environment factor, and an emotional factor. We found that these factors were most frequently mentioned, and seem to be important among the respondents. The hygiene factor is concerned with a threshold, the initial step that ought to be fulfilled in order to reach commitment from the individual to undertake a project. The hygiene factor is expressed by the respondents as a certain salary level or ownership level in our

interviews. Moreover, all respondents address the project work environment as a factor that motivate them, as it imply multi-tasking and fast decision making, which imply that the work environment is an essential factor for motivating generation Y. Lastly, the emotional factor contain several sub-categories, which in general are concerned with the motivational incentives offered by the company that trigger the generation Y associate on an emotional level.

4.4.1 The hygiene factor

Interviews with project leaders as well as project team members from generation Y display a general concern about an initial step of motivation, in other words, the hygiene factor. The hygiene factor does in all of the interviews, except one, concern a certain salary demand, a level of pay which needs to be met by the different companies in order to receive a commitment and engagement from the employee to undertake any task or project. There is one exception to where salary is not the hygiene factor, namely at the software development company, company 1, where project leader 1 state that by reason of being in the startup process with scarce economic resources, they do not pay salary. Instead, they distribute ownership shares of the company. Project leader 1 expand on this issue by stating that the ownership works as an initial commitment where they need to reach a percentage in order to reach a full commitment from the generation Y project team member. Associate 5 explain that there is an initial threshold in order to be fully committed because there are primary needs that need to be fulfilled, such as food, clothes and housing which will be reached by a salary level. The idea of a threshold motivation is shared by all interview subjects as they need a certain level to fully commit to take on any task or project.

4.4.2 Project based environment

The project work environment contains a constant stream of new tasks where each project is followed by a new. All of the project team members state that whenever a project is finished they have to start over again, which at times feel difficult to them. Associate 4 explain that when being assigned to a new task there is an initial barrier to overcome, a hill that need to be climbed before there is full commitment. When that initial barrier is breached all associates and project leaders state that there is a certain motivation from working in a project based environment. Associate 5 elaborates further on the motivation received when working in a project based environment and state that to deal with several work tasks give a certain thrill, at the same time as she is in control of the outcome. She continues to explain that when numerous of tasks take place at the same time, the efforts shine right through the work. Associate 7 further mention that she can look forward to fill a day with meetings and to discuss different angels of the project with different departments. Associate 6 explain that being responsible for her projects results in that one would care for your results; he further explains that there is a drive in presenting your projects and progress and with several tasks at once there is a drive in completing them to further show your results. These are types of intrinsic motivators in which the work itself is motivating. The project leader at company 1 states that he can see a trend amongst their team members that projects are regarded as an opportunity to make a difference in the world.

4.4.3 Emotional motivation

Both associates and project leaders, at some point, mention the word responsibility. Associate 6 mention that to work hard and receive more responsibility makes him feel that he is more valuable to the company and that there is a level of trust from the project manager. There is a general consent that responsibility and the trust that comes with it leads to motivation, associate 7 explains that when receiving more responsibility she want to meet those

tasks and new levels with a great effort and results and engages even more with her task compared to some of the simpler tasks which is more of routine work. The project manager at company 2 states that she provides the possibility to receive more responsibility when showing a level of effort, project leader 2 elaborates that giving more responsibility she can see a larger engagement and a level of motivation from her team members. In company 1 the project leader explains that their organizational structure is flat and everyone is working close to each other and there are no clear positions of who does what. Project leader 1 perceive that the relaxed structure enhance the project team's feeling of being responsibility perform well and work hard in order to reach their goals. To participate in the decision making and the evaluation of the progress of a project is supposed to be the most vital responsibility.

All of the associates mention the importance of acknowledgement and recognition of their work and how that makes them feel. Associate 7 mentions that receiving acknowledgement and recognition, is the single most important factor that makes her, work harder from both a day to day basis but also in the long run. Associate 4 states that among her team members and herself being recognized for their efforts and receiving acknowledgement from project leaders motivates them to keep working and perform, associate 4 expands on this issue by stating that when starting working on a new project there is always an initial barrier because of the feeling of starting over in a way, this feeling can however be turned around to be a fire to keep performing and diving in to the new project and taking on new tasks with a high motivation of performing. These feeling come from when being previously recognized for their work in other projects and receiving acknowledgement for their efforts, as well as receiving a certain level of expectations on their performance on the new project. Associate 5 and 6 explain in the same way that their motivation for their work is increased when being noticed at their job and receiving acknowledgement for who they are, and what they perform.

From a project leader point of view all of the project leaders states that they use acknowledgement and recognition in different ways, and further explains that it is viewed upon as a motivational factor. Project leader 3 states that there are different ways of showing recognition and acknowledgement; he uses both a nonmonetary and non-materialistic method as well as a monetary and materialistic method. By saying and stating that his team member did perform good and finished a project with good results he makes sure that they know that, as well as reporting the customers thoughts of their finished project in order to motivate the team members to keep working and perform. The monetary/materialistic recognition and acknowledgement is used by after finishing a project with excellent results project leader 3 treats his team members with some sort of gift, such as spa treatments, dinners or other activity that is appreciated by the team members. Project leader 1 states in accordance to project leader 3 that using recognition and acknowledgement of the team members is used as motivational factor, he can clearly see that the individuals grows and tends to perform at a higher level when recognizing them and acknowledging their efforts and performance. Project leader 1 continues by stating that he believes that not recognizing and acknowledging an individual's efforts and output will create a downward spiral and eventually the individuals will stop contributing due to lack of recognition even though a task is performed exceptionally well.

4.4.4   Cultural factors

It is stated by project leader 1 and 3, and associate 2, 5, 6 and 7 that when the hygiene factors such as a salary are permanent, other factors become important. One of these factors is the companies' culture which was mentioned by all interviewees when discussing motivational aspects at work. All companies appear to have, or is forming, an internal company culture.

Regular events with the colleagues are frequently mentioned as an important motivational factor. After work drinks is mentioned by all respondents as an event which is important for them, as it make the work group grow closer and diminish the hierarchy at the work place. Another way of motivating the team members is to arrange internal competitions, especially noticed in company 4 where there are constant competitions to meet or break budgets. Conferences are another event that many of the interviewers have experienced at their work place. These types of events are usually entertaining and inspirational and get the generation Y employees motivated. Project leaders interviewed mention that these events is the management's way to show appreciation for the hard work and long hours performed by associates.

The feeling of solidarity is further mentioned by all respondents as a reason for why they are staying with their employer and a major motivational factor. At company 6 it is even required for the applicants of a new position to be interviewed by all employees in order to see whether the individual fit in to the group. The team spirit and the fact that the workplace is enjoyable with new things happening such as after work or different events, combined with different internal competitions lead to motivation for generation Y.

An additional motivational factor related to culture is the reward which are especially carried out by the larger companies interviewed in this thesis. Company 5 goes on occasional ski trips when a common goal is met within the company. Company 2 holds weekends at different conference centers around Sweden, in order to increase their team spirit. Company 3 has large budgets for their projects, which allow the project leaders to treat their associates to a spa visit or short trip if the project is successful. Company 3 further allow their employees to nice sport clubs close to the city center, which is appreciated when it is there, however, would not be considered important if the work hours were longer. This is agreed on by associate 6, who consider the motivation through monetary rewards to be of importance only if the work days are long and a strong team unity is non-existent. The rewards mentioned take place in order to make the team feel closer by doing entertaining activities. These rewards work as motivation for generation Y as it give a feeling of that the hard work pays off and is appreciated by the project leader and the company. Related to the activities, is the reward which at several of the companies is played out in bonuses. The bonus system varies among the companies, where a few have implemented a system where the bonus is based on how you have performed during the year, decided by how much profit the company did in a year, or as a percent of up-sales the team manage to do in a project. The general agreement among the generation Y individuals interviewed is that this sort of monetary rewards are not particularly important for their motivation.

An observation of the different companies and the respondents answers in the interviews is how well developed the feeling of unity is, how employees encourage each other, how often they spend time together outside of work, and the attitude, may it be high-performance, ambitious, or sell-oriented, seem to fit the individual employed and further appear to be an essential factor for motivation for generation Y.

When presenting the company culture above the team spirit, unity and matching attitude at work demonstrated a high importance for generation Y. The openness and participation between all levels of employees is related to the flat structure that many respondents pointed out to be of importance to them. In all companies, meetings with all employers included are regularly performed. Associate 5 mentioned that the flat and democratic structure is working as a motivational factor for him, and added that it might have to do with the "Swedish mindset" that is shared amongst the team members that a flat structure is positive. To feel included and important is mentioned by all interviewees as one of the main motivational factors for

generation Y. One reason mentioned for this is the freedom it implies, which is particularly appreciated by generation Y, according to project leader 2. An example of freedom is to not be locked in your role at work, to be able to approach both up and below if you have an idea that you would like to share. It is promoted by company 2, 3, 4, 5, 6 and especially in company 1 to have a creative mind and all ideas are positively welcomed and considered, since company 1 is depending on creativity and innovation they encourage participation and openness. Additional examples of freedom at work are the flexible work hours and possibility to work from home on occasion. The flat structure, freedom, and including of all employees are components that the generation Y respondents highly value.

4.4.5   Competence development and internal education

All of the interviewed associates explains rather unified that becoming more competent and more valuable as professionals is a huge long-term motivational factor, associate 4 further elaborates that when working at company 4, most individuals has just like her started directly out of university and company 4 is the first place of employment so one of the long-term motivational factors, which she believes is also found among her collogues is that working with several different projects concerning different topics in a harsh selling environment will result in becoming valuable in the future, because of competence and skills development. There is a general concern within company 4 that the company is a stepping stone to the future, a fact that associate 4 states as a long-term motivational factor that keeps her motivated throughout the different projects she also believes that it is the same for her colleges. Associate 5 explains that actually working at company 5 also makes him a more competent professional and the internal educations and projects makes him feel more valuable to the company and for the future as well. The feeling of being valuable, meeting individuals, learning new thing and the self-development that comes with these factors is something that motivates associate 5 in the long run.

Internal education is another factor of long-term motivation that is discussed to be used from the project leaders, project leader 3 mentions that within the company 3 there are possibilities for the project team members to attend internal courses to develop their skills, these educations are according to the project leader popular and something that the team members strive to attain. Project leader 2 explains that within their organization she can also see an additional effort by the team members when there is a possibility to attend an internal education. From an associate point of view there is a general consensus that internal education provides a long-term motivation to work hard and continuous throughout several projects. Associate 7 explain that there are possibilities of education within the company, which she finds motivating for a long period of time. The associates appreciate to develop their abilities in different areas, become more valuable employees, and competent professionals. Associate 5 explains that each year company 5 offer leadership education to the associate who has proved him- or herself to be competent at work. Associate 5 claims that this education is an acknowledgement reward, hard work and good results give fulfillment not only from accomplishment but from a leadership perspective which provides recognition and the possibility for further development as well.

5   Analysis

Analysis of the empirical findings from the following aspects, the role of the project leader, the project sector and structure, the Swedish context, the hygiene factor, emotional motivation, competence development and cultural factors.

To be able to find out what motivational factors that work when generation Y leaders motivate generation Y associates in a project based environment, we need to find out how generation Y project leaders lead and how generation Y associates want to be led, and finally, how these two correlate in a project work environment based in Sweden. This is done by applying the findings to existing theories related to leadership, project work environment, and motivational theory mentioned in the theoretical framework.

5.1   The business leader

Core tasks on an organizational level described by Locke (2002), are applied on the project settings in this sector in order to analyze the base of project leadership. We can see that project leaders implement business leadership on the project team. The reasonable explanation to this is that the business leader supervising a whole organization and the project leader are businesses that aim to have profitable results. We can see that whilst Locke (2002) state that core tasks for a business leader is to formulate a vision for the company, the project leaders seem to communicate the goal of e project. Through our empirical findings, we can see that project leaders core tasks overlap with the business leadership tasks, to establish core values, structure the projects, motivate the associates, continuous communication, team building, promoting change, and selection and training of project team associates. These tasks include what we perceive as the core of project leadership, and when observing the empirical findings, this seems to be true for all sectors of project leadership.

5.2   Project sector

From theory we have found that projects can be divided into four sectors, business and financial services; engineering and construction; information technology and telecommunications; and software development projects (Besner & Hobbs, 2012). Included in this thesis are three of four project sectors, with predominance from the business and financial service sector. Hence, a selection bias can be distinguished as the project sectors are not represented evenly in this thesis, the reason behind the bias can be the recognized differentiation as to what extent project leaders who belong to generation Y exist within the project sectors. We perceive that it is relatively more common with young leaders within the business and financial services sector, whereas none were detected from the engineering and construction sector.

Researchers mention that a unified theory of management of projects does not exist and even though projects have been applied for a long time within engineering, project leadership is mainly studied within social science (Smyth & Morris, 2007; Blomberg & Lundin, 2012). The interest in social science sector imply dissimilarities in how frequent changes occur within the project sectors and further suggest that changes in leadership are more common in the social science sector than the engineering sector. This could explain the many generation Y found in the business and financial service sector and none found in the engineering and construction sector.

Differences within the project sectors have been discovered. Our findings demonstrate self-oriented and high-performance culture as well as cultures where the positive spirit is prominent. All the same, the respondents express a preference for their particular company's culture. This suggest that even though the generation Y individuals interviewed prefer a project based environment, it is still on an individual level when it comes to what type of company they want to be employed by.

5.3 Project Structure

Researchers agree that projects are temporary organizations where the actions rather than the results define the project (Lundin & Söderholm, 1995; Engwall, 2002; Sahlin-Andersson & Söderholm, 2002; Blomberg & Lundin, 2012). Theory further suggests that projects are associated with better planning, control, and follow-up (Engwall, 1995). Since the actions define the project it is from a leadership perspective important to trace the actions in order to understand the behavior behind the actions according to Kets de Vries (2001). We can see a clear trend that the actions and the environment in the project groups are affected by the Swedish culture and the structure of the project follow the idea of a low power distance and decentralization that the Hofstede center provide in regards to Sweden. Our findings show the project groups tend to be a rather small amount of individuals which would indicate that each associate will receive attention and a coaching structure is easier established. A small amount of individuals in the project teams also simplify the possibilities of participation in the structuring of the projects and the planning process. We believe that keeping the project groups small will ultimately lead to a long-term motivation because we perceive positivity from the associates when participation is encouraged.

5.4 Swedish context

The six dimensions related to cultural differences mentioned by the Hofstede center are power distance, individualism versus collectivism, masculinity versus femininity, uncertainty avoidance, indulgence versus restraint and long-term orientation versus short-term orientation.

Individualism is present amongst the generation Y, as both associates and project leaders interviewed seem to look at their employment as bringing about advantages beyond the hygiene factors at the same time as they provide skills sought after by the company. Generation Y project leaders further mention the necessity of acknowledgement of the individual, not merely the project team as a whole. There is also a sense amongst the generation that companies employ "the properly trained individual doing the work knows best how that work should be done" (Cleland, 1995, p.84). This remains through projects as individual skills go before managerial hierarchies.

In all of the interviewed companies there are encouragement of being innovative and come up with own ideas, there are however a difference among the companies regarding in which area and on which level the associates receive the possibility to be innovative, but we perceive an appreciation from generation Y of the possibility to be innovative and contributing to the company. The companies allow some flexibility in the schedule, which along with innovation, are in line with generation Ys need for increased responsibility and will to add value. We can through this information state that a low level of uncertainty avoidance can help motivating generation Y, which in turn imply that Swedish work places are well suited for generation Y.

The regular events found to be common in the companies participating in this thesis, adhere to the generation Ys will to enjoy life. At the same time, when observing the empirical findings we interpret that generation Y associates do want to perform well in projects. If work tasks are interesting, the work tasks are easier carried out and not much individual motivation is needed for generation Y. Several of the companies offer internal education and the project leaders try to develop the sides in which associates show particular skills. This competence development is important to generation Y associates, which indicate that there is an indulgence and long-term orientation preference amongst them which imply that a Swedish work setting is adequate to generation Y.

There is an agreement amongst generation Y that involvement, both through influence over work and in decision making motivate them. Regular meetings, solidarity, equality, and flexible work hours are some of the indications we found in our empirical findings to strengthen this idea. Independency, equality, and coaching rather than directing orders are motivational factors for generation Y. This implies low power distance to be preferred by generation Y. The flat structure that a low power distance imply and that is preferred by generation Y, imply that the Swedish work culture is well suited for generation Y.

5.5   Analysis of the hygiene factor

When analyzing the different motivational aspects of generation Y, the hygiene factor provides a certain foundation of commitment which serves the purpose of a foundation of motivation. Hertzberg's (1966) hygiene theory presents the similarities and the need of an initial commitment factor. Hertzberg (1966) mentions that a hygiene factor, if not completely fulfilled, will never be able to motivate an individual. All interview associates identify this initial commitment through a hygiene factor, which is agreed amongst the associates to be a certain salary level. However, there are different perspectives on the hygiene factor of salary, probably due to the interviews covering different sectors and companies. Associate 6 and 7 states that they feel fulfilled by working with their projects and that they are truly emotional committed to their work. The reason behind this is associate 6 and 7 perceiving work as enjoyable, which result in the hygiene factor becoming less important. This is made particularly evident through their statement that they would take on their current role for less salary. Stating that they would reduce their salary for the same task, is to some extent contradicting Hertzberg's (1966) theory of hygiene factors, since the feeling of joy to a certain extent is more important in the emotional evaluations. The hygiene factor does not have to concern financial means, as stated by project leader 1, who perceive not using salary as a positive factor. Instead, company 1 use an ownership percentage as a hygiene factor and receive a greater commitment from the project team in comparison to what affect salary has. We can conclude that the hygiene factor is to some extent a security for generation Y to be able to pay for food and accommodation. Additionally, we can see that the hygiene factor matters beyond this, and is further a unifying factor which states that the associate is of value to the company or the team, and in many cases, that they carry the same value as others. Therefore, the hygiene factor unifies the employees as well as presents the need for salary in order for other motivational factors to be applicable.

5.6   Analysis of emotional motivation

5.6.1   Responsibility

Deci and Ryan (1985) argue that self-determination, which is a part of the intrinsic motivational factors, is one of the greater motivational forces. Maslow (1943) states that self fulfillment is the final step in the motivational hierarchy. We can determine that responsibility is

given to various extents in all of the project work environments, and that it is perceived as a great motivational factor. Actions taken from project leaders to motivate associates are used at different levels in the different companies and are depending on the company culture and logically as a motivational staircase. Performing well results of an associate will result in increased responsibility, which can be observed to move in an upward spiral to attain a long-term motivation of generation Y associates. This observation is in accordance to Martins (2005), who states that generation Y are in need of more responsibility to be motivated. We perceive that responsibility is an extraordinary long-term motivational factor among the interviewed associates. Project leader 1 states that responsibility is in the nature of the project environment. From the given information, we can conclude that the long-term motivation through responsibility is a factor that does not only regard the responsibility of a task or a project, but deeper connections and underlying factor behind being responsible exists. Since being responsible ads to the associates perceived value of themselves, self-actualization and responsibility is a way to partially reach that stage. Hence, it is a great long-term motivational tool that increases the acceptability of new tasks in addition to facilitate the transition of new tasks.

5.6.2 Acknowledgement and recognition

Acknowledgement and recognition are efficient motivational tools, which are stated by Martin (2005) as well as in several motivational theories. Acknowledgement and recognition is viewed upon as part of the intrinsic motivational factors by Deci and Ryan (1985). However, we can conclude that acknowledgement and recognition are not long-term motivational factors; rather they are factors that need to be used on a daily basis. Being acknowledged for performed work is a large factor of being acknowledged as an individual. This is part of the psychological steps and the self-actualization step in Maslow's (1943) hierarchy of needs and is especially regarding the self-esteem of an individual. Using a day to day strategy will be effective since the associates' states that recognition and acknowledgment is of huge importance from a motivational aspect and being seed everyday is equally important. Being recognized for their work by other employees is essential for generation Ys self-actualization. Actions a project leader can practice is to be open, patient and make certain the associates are acknowledged and further receives feedback on completed work tasks.

We perceive emotional recognition and acknowledgement to be a factor that enables long-term motivation. However, there are, as stated by the interviewed project leaders, a type of monetary recognition and self -actualization where incentives are provided to ensure the associates maintain focused. According to project leader 4, a goal to strive for can be provided to meet different time horizons on a daily, project or yearly basis. This sort of self-actualization and recognition of efforts by monetary goals may operate in a long period perspective but need the emotional recognition as well to be anchored properly. Associate 4 states that in their sell-culture, monetary rewards work well because the individuals working at company 4 possess a suitable mentality. She clearly states that if you are not driven by money, company 4 is not the place for you as project leaders attain motivation by using monetary goals. However, we conclude that company 4 is the only company in the research that uses a harsh sell-environment. In contrary to company 4, company 1 does not use monetary means for recognition and acknowledgement of the associates output. Company 1 focus on the emotional motivation, and we realize that since they are developing applications, they would rather create Smartphone applications that would acknowledge them worldwide through the world's Smartphone users. Company 1s long-term recognition and acknowledgement does not arise from internal actions but rather from external recognition and acknowledgement on a successful project.

5.7   Competence development

Deci and Ryan (1985) consider the intrinsic factor of self -competence and competence development to be a motivational factor. It could further be considered to be part of Maslow's (1943) level of self-actualization regards reaching an individual's full potential. Developing skills in a field of operations will provide self-actualization since it is self-made in terms of competence and knowledge. The associates explain this factor to transpire as a long-term motivation. The competence development of working provides a motivational factor, which project leaders cannot influence. However, internal education is a factor that project leaders can effect and take action in. There is a difference in how the internal education is perceived by the interviewed associates. In company 4, there are no internal education procedures and the long-term motivation from competence development is derived from the work itself, according to associate 4. Project leader 1 states that the situation is the same in company 1, they are not using any internal education as a motivational factor. In all of the other interviews both project leaders and associates explains the perceived motivation that originate from internal education and further mentions the high attending statistics at internal courses. This in accordance with Tulgan (2011), Martin (2005), Wong et al. (2008), McCrindle and Hooper (2006), and Smola and Sutton (2002) who state the importance of learning and becoming more competent as an essential motivational factor for generation Y. Using internal education as a long-term motivational factor is a possibility for project leaders and an area which they can influence. This motivational factor is divided in two parts. Firstly, the goal of receiving education or attend an internal course, where the motivational factor of striving towards a goal where the project leader is able to provide the goal and coach towards the goal. Secondly, the self-actualization of attending a specific course or receiving education; which results in competence development and further knowledge development. The educational advancements lead to the step of self-actualization in Maslow's (1943) hierarchy of needs for generation Y associates. The two parted motivation behind the internal education and competence development is the reason to why we believe it is perceived as a great motivational factor among the interviewees.

5.8   Analysis of cultural factors

When reviewing the different cultural aspects and differences among the companies we can see a clear unified trend, all of the interviewed subjects states the importance of after work events, small competitions among the colleagues or other activities performed as a group on a weekly basis. We believe that these events are perceived as important due to the experience of doing something joyful and not only seeing the colleagues in a professional environment. This reduces barriers and creates an open and friendly atmosphere where individuals can be content. We perceive reduced barriers as an extension of Hofstede et al., (2010) presentation of power distance, where the events gather and unify individuals independent of hierarchy and further balance the work-life quality. We perceive that these events are a way for project leaders to create an incentive for team building where people can feel a since of belonging; a possibility for the associates to make friends and not only being connected by work, but also a deeper emotional connection between all parts. The deeper emotional connection that friendship creates can be traced to path-goal leadership theory where the leader creates a possibility to connect on a deeper emotional level. By doing so, the effort by the generation Y associate will be greater and the output will exceed the expectations as they do not want to disappoint their colleagues or project leader.

According to Evans (2002) the acceptability of the leader is based on the leader's possibility to establish current and future satisfaction; the actions a project leader can take in order to

establish a current and future satisfaction is to create these types of environments and events which are mentioned above, since said environment is appreciated by the associates. Creating a foundation is important to establish an acceptance of the project leader. The long-term motivation created by larger goals such as going on vacations with the entire office is further a motivating factor. However, the extensive trips or office goals are not set by the project leaders and is not a factor they control and can use as motivation. By observing team efforts we can see that the interviewed project leaders are in a position to generate materialistic motivation. The aim of the materialistic motivational goals is to increase the possible payoffs to generation Y associates. This can be compared to Evans (2002) impression of motivational aspects in path-goal theory, where the leader is supposed to create as countless personal payoffs in order to receive the highest level of output from the associates. Increasing the amount of payoffs in materialistic and monetary aspects will create increased motivation for generation Y associates. However, we perceive traces of subconscious motivational factors in our interviews, where the associates explain that receiving a prize creates uncontrolled emotions of both accomplishment, excitement, and a satisfaction arising from the attention received by others in their work environment. Hence, we can conclude that even though the initial materialistic and monetary goal is established by the project leader, the second part of an associate collecting a prize, is what we believe to be the main motivation, where recognition for the efforts made are acknowledged. Project leaders could use this knowledge to create a stream of materialistic and monetary goals as excuses to establish a constant stream of recognition and hence, a constant long-term motivation.

In company 1, 2, 3, 4, 5, 6 and 7 there is a similar view on participation in terms of attending meetings with higher level executives, coming up with new ideas, and being part of the future of the company. This view on participation is encouraged and enforced by the different events and goals in order to establish a personal connection to the company. We perceive it to be of importance for project leaders to take responsibility as a business leader to make sure the project group is motivated, structured, that they are communicating and have a vivid vision of where the projects are heading and where the company is heading. These factors are in accordance to what Locke (2002) states regarding the work tasks of a business leader. When interviewing the associates we perceive that these factors need to be as clear as possible by keeping the guidelines and objectives clear project leaders can create a freedom to operate within the set guidelines knowing that the projects are according to time frames. According to associate 5, participation is learning processes. Attending staff-meetings with individuals from all levels is a possibility to share knowledge and learn from others and their experiences. Creating an open environment within the teams and allowing individuals to share their experiences, is a factor we perceive as important to establish from the project leader, in order to ensure participation motivation. The path-goal theory contains a motivational aspect where the leader is supposed to remove pitfalls and roadblocks in the work environment (Evans, 2002). We can conclude from the path-goal theory and from interviews with associates, that in order to attain a long-term motivation for generation Y, project leaders should establish an openness to share both success stories as well as failures within the team. By doing so, outcome as well as efficiency may increase, and the possibility of individuals doing the same mistakes is reduced. According to Martin (2005), generation Y is in need of a coaching type of leader. A support structure with sharing of experiences could lead to not only the project leader coaching the associates but also the associates coaching each other, which would imply acknowledgement, recognition and self-actualization.

5.9　Model for attaining long-term motivation in a project work environment in the Swedish culture

We have found that different motivational factors occur at the different companies we have interviewed. Motivation can be regarded as a ladder similar to Maslow's hierarchy of needs and we can divide the motivation into three steps. Firstly, we consider the hygiene factor to be a commitment factor, a motivational threshold that need to be fulfilled by the employer in order to gain an initial commitment from generation Y. This hygiene factor was in all cases a salary level except one where the hygiene factor was a particular ownership share that needed to be met.

Secondly, we found that there is an environment motivation which lays a foundation and enables the long-term motivation. The everyday motivation consist of actions which the project leader take in order to establish a personal contact, such as recognition of associates work and acknowledge of their output which indicate an awareness of their existence. The project leader should create a team spirit and a work environment which the associates can identify with and where psychological needs are met, as these environment settings present a right here right now mentality as well as an ongoing process. We believe that the company culture is to be part of the environmental motivation as it includes a creation of unity, participation, and further flatten the structure. In the companies in this study, we see that this is accomplished through organizing a series of events that are entertaining and enable employees to gather in an informal setting to get a better feel for one another.

Thirdly, there are the long-term motivational factors and we perceive that this step cannot be fulfilled unless the previous steps are realized. The long-term motivational factors are tools and actions which we consider to be self-fulfilling to the associates. We have seen that internal education should be used to motivate the associates through projects for the reason that with education the associate will grow as an individual and perceive acknowledgement and a sense of being valuable and in control of his or her own future. We perceive the responsibility of being in control of the project imply is a motivational factor for the associates. Responsibility and managing projects indicates trust, and is considered valuable which point toward an existing strive for generation Y associates to continuously prove themselves both to project leaders and to themselves. The idea of "I can do this" and "I made it" is a strong motivation for generation Y associates. Control and responsibility as well as internal education are parts of a general competence development which all of the associates have mentioned as motivational factors in the long-term perspective, knowing that they will become more valuable and competent enables a drive which makes the associates continue to work through project after project. We can conclude that a long-term motivation within the company culture are large-scale trips or office goals, however, these are set by the company and can therefore not be used by the project leaders as a motivational tool.

Finally we can conclude that the Swedish work context, which is flat, decentralized and open for participation, is a work setting that is essentially ideal for generation Y as it corresponds with the mentality most commonly found in generation Y. Additionally, we recognize that the Swedish work context is not only ideal for Swedish generation Y individuals but to generation Y in general when reviewing litterateur and comparing preferred settings to our findings from the interviews.

We have created a model which can be viewed upon as a mixture of Hertzberg and Maslow's models, the model is illustrated below.
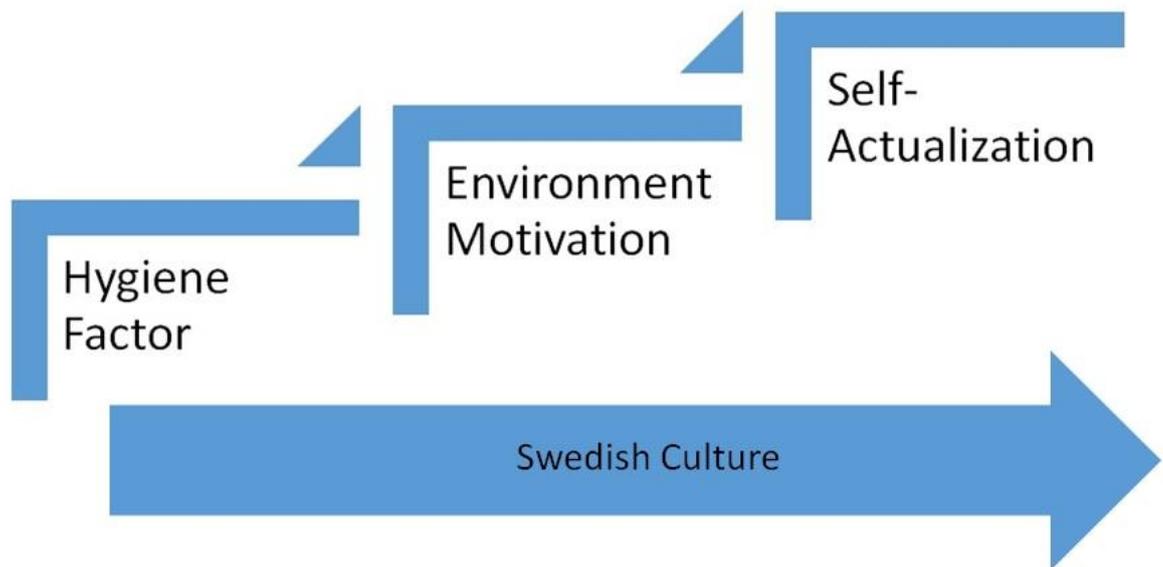
Figure 5. 1 . Model of motivational factors for generation Y

The model illustrates three steps with different factors of motivation. The steps are based on the perceived significance of chronological order of motivational factors for generation Y in project work based environments. The Swedish context of our study seemed to be of great importance and to enable a certain work setting as the Swedish culture appearing to overlap with what motivates generation Y. For that reason, we have identified the Swedish culture to be a continuous foundation, which is illustrated by the horizontal arrow that follows throughout the motivational steps in the model. The model starts from hygiene factors which in comparison to Maslow's hierarchy of needs (1943), disregard the lowest levels such as psychological needs and safety needs because of the safe environment which is Sweden and partly because from the interviews we found that the hygiene factor is used to establish these factors with the use of salary.

6   Discussion

In this part we will discuss the general outcome of the research, the limitations and further research suggestions.

During our research we have gained a deep insight in motivational factors and the implications of those from two different aspects. Our findings was due to previous theory to a great extent expected, previous theory and research provided a understanding of different motivational theories as well as attributes and motivational factors of and for generation Y. Although previous research and theory provided us with a basic understanding we did not know the application for it in the environment we wanted to examine. Further we were surprised by the categorization of long-term motivation and how it was built, especially in Sweden since the Swedish society is well developed.

We found that the classification of motivational factors from the associates and project leader perspective was different from what we expected; we believed that there would be a more clear definition of different types of motivation. Our expectation was further that a number of main motivational factors for generation Y in project work environments would arise through the research. It was expected that certain particular motivational factors would be of more importance and some to be less essential and that these together would constitute some type of list of motivational factors. What was surprising was the connection between the motivational factors and how some need to be fulfilled before next can have any influence, which was displayed through a model. Further we found some particular data to be surprising, specifically the importance of solidarity and team spirit, as this contradict the individualism and "I" thinking that defines the Swedish culture.

We recognize the choice of method to be one of the strengths in this thesis, as the qualitative study allowed us to attain comprehensive and detailed answers which helped us to conduct a thorough and detailed summarization of the motivational factors that enables us to create a model on how to motivate generation Y in the long-term in a project work environment. Weaknesses identified is the quite small sample used in this thesis, which may have resulted in sampling bias, as not all types of project work environments nor the younger members of the generation are covered. The difficulties to classify motivation is considered to be another weakness, as motivation is highly individual and further may vary depending on industry.

Our research contributes to its field by studying motivation of generation Y in a particular work setting. We present how to motivate generation Y in a project work environment, where motivation demand is high, why the research may be transferrable to other work settings.

6.1   Limitations

In our research, it is of importance to understand the specific environment we examined, the project work based environment, as is distinct due to the barriers with each new project and the possibilities of rewards at the end of each project.

When conducting our interview we explained the background and reason to our research to the interview subject, we did not perceive our project leaders to answer our questions based on what they think we wanted to hear but there are however that possibility that their answers where from a point of view in order to satisfy us.

Furthermore, we understand the importance of the Swedish setting; the Swedish culture provides the foundation on which the motivation is built upon. By possessing a Swedish culture the motivational factors are easily accepted by generation Y and accessible to project leaders,

which may be a limitation in other cultures where the foundation might be completely different and hence, limit the possibilities of creating a motivational environment for project leaders and the acceptability of the associates.

We recognize the limitation of generalizing our findings and analysis since we have conducted nine interviews and are merely covering a fraction of the population. So even though we can see trend among our interview subjects we cannot fully discourage the possibility of greater fluctuations. Moreover, this research is focusing on a single generation, more generations in the research might have different range of motivational factors.

6.2   Suggestions for future research

Due to the fact that our research is fairly limited in sample size we see the possibility to further research, the possibility to test our model and find out the long-term motivational factors in all project sectors and over different business sectors. Future research could use our findings and model to compare and classify findings and hence if there is a possibility for a larger generalization of the generation Y long-term motivation in a project based environment.

In our findings we can see the importance of building an organizational culture that is accepted and allows different motivational factors. Therefore, future research may concern the motivational aspects in organizational culture, aspects which could imply a further research of the development motivation in organizational culture and who is responsible for that creation. As this study prominently focus on interviewing post-graduates, and additional possibility for further research would be to compare work environments such as whether differences exist between work places where post-graduate education is required and where it is not. The generational focus further present an opportunity for further research by focusing on whether differences between generations in motivational factors exist. By doing the research on several generations the applicability may be greater.

Presented by associates 6 and 7 was that they perceived work itself to be fun and fulfilling enough to reduce their salary level, which to some extent contradicts Hertzberg's (1966) theory of hygiene factors. That the salary which we identified to be hygiene factors can be lowered depending on the task means that there is a possibility to see how low a hygiene factor could be if there is one, when working with fulfilling and enjoyable tasks.

7   Conclusion

This section includes a discussion on how the purpose was realized and a few comments that compile the main findings from this study.

The aim of this thesis was to examine how different actions and factors in the long-term motivate the project team associates who belong to generation Y. We conducted interviews from two different perspectives, firstly from project leader's perspective, and secondly from associates perspective, who both are a part of generation Y. Through a review of the literature on generation Y, we found that generation Y is motivated by a coaching leadership style, structure, feedback, responsibility, and competence development. When looking at project work environment we found that project leadership is developing to become more focused on the individual rather than the group, and that project leadership varies between project sectors but also that the project leader is restrained to certain actions due to the organizational culture. What was found through the secondary research was later used in the primary research as we were interested in finding what motivational factors that are efficient when motivating generation Y project team members in the long-term. By using interviews and a questionnaire we distinguished what motivational aspects that is of particular importance when it comes to long-term motivation for the part of the generation who work in projects.

This thesis contributes to the academic field through an in-depth analysis of action which can be taken by a project leader in order to attain a long-term motivation by a generation Y associate. Further what actions are needed to attain a general motivation by generation Y in a project based environment. Finally we have created a model in order to fully grasp the concept and to be able to apply our findings to future research and practice.

Our findings conclude in the project leaders perceived key long-term motivational factors for generation Y in project based environments to be: acknowledgement, positive feedback, regular events, solidarity, flat structure, including work setting, responsibility, influence over own work, and monetary related rewards to be the key motivational long-term factors.. Further, we have found that what is stated by the project leaders to a large extent is in accordance with what the associates' states to be important motivational factors for them. (1) Salary and ownership appears to be hygiene factors, in other words initial steps of motivation. We concluded that the hygiene factors further positioned as a unifying matter as well. (2) Emotional motivation, responsibility, acknowledgement and recognition of the work signify motivation on a daily basis which do not provide long-term motivation itself, but rather enable and is a foundation for long-term motivational factors as individual value and self-actualization. We noticed that (3) there is an excitement in the multiple work tasks, the decision-making, and to be in control of, and see, the outcome which can be both long- and short term motivation. The (4) company culture play an important part in motivating and include unity and events that show appreciation and that hard work pays off. Events further gather and unify employers no matter what their hierarchy status may be and further balance the life quality. A long-term motivation within the company culture are large-scale trips or office goals, however, these are set by the company and can therefore not be used by the project leaders as motivation. (5) Competence development and internal education was concluded to be a key long-term motivation for generation Y. By findings through our analysis, we further found that the (6) Swedish work culture is ideal for generation Y.

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8 Appendix I

Interview guideline

Project Leader

1. Tell us about yourself
   a. Age
   b. Education
   c. Career; previous jobs? Did you start with this position in the organisation or have you climbed?
   d. Other background info

2. Tell us about your role at Company XX (responsibilities)
   a. How is the organisation structured? Are there other project leaders? Are you reporting to someone after each project?
   b. Are you fully responsible of the projects? I.e. is it you who get credit if the project is successful and you who are responsible if the project doesn't go well?
   c. How many projects do you normally work on simultaneously? How many subordinates are on your teams?

3. How would you describe the process of leading in a temporary setting?
   a. Are projects structured in a similar way or do you work with different time frame, budget, team members etcetera?
   b. Could you explain how a typical project is carried out?

4. What is your experience when it comes to long-term motivation of generation Y?
   a. Can you give examples on how you motivate generation Y associate through several projects?

5. Have you been leading a project including other generations than generation Y?
   a. Do you think it takes more time, effort, and consistency to motivate Generation Y compared to older workers?
   b. Can you give examples of differences you have noticed when leading a Generation Y subordinate compared to older workers?

6. How would you describe the positive and negative aspects of being a project leader for a generation Y employee?

7. Can you mention any specific actions that you take in order to keep generation Y motivated?

8. Do you have the impression that generation Y requires the same, more, or less motivation compared to older workers?

Interview guideline

Associate

1. Tell us about yourself
   a. Age
   b. Education
   c. Career; previous jobs? Did you start with this position in the organisation or have you climbed?
   d. Other background info

2. Tell us about your role at Company XX (responsibilities)
   a. How is the organisation structured? Are there more project leaders? Are you reporting to someone after each project?
   b. Are you fully responsible of the projects? I.e. is it you who get credit if the project is successful and you who are responsible if the project doesn't go well?
   c. How many projects do you normally work on simultaneously? How many subordinates are on your teams?

3. How would you describe working in a project compared to other work environments?
   a. Are projects structured in a similar way or do you work with very different time frame, budget, team members etcetera?
   b. Could you explain how a typical project is carried out?

4. What factors do your Project Leader(s) use to keep you motivated? (pay, promotion, praise)

5. What motivational rewards do you like/ dislike?

6. Can you give examples of motivation that would make you more efficient and willing to perform?

7. Are there any co-workers which are older than 30 in the project team? If yes, can you see any differences when Project Leaders motivate them and you?