RANKING FACTORS THAT AFFECT SATISFACTION AND MOTIVATION OF EMPLOYEES USING THE PIPRECIA METHOD

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Abstract: Motivating employees is a crucial factor in the use and development of human resources and their focus on achieving organizational goals, increasing satisfaction, retaining quality people, encouraging creativity, and eliminating all forms of counterproductive behavior. Through a series of activities, managers can increase individual development needs, making the objective situation more demanding. Through the example of the generation we paid attention to, Generation Y (1981 - 2000) is often called Millennials and Generation Z, which enters the labor market as the youngest, after millennials. The task of human resource managers is to make each member feel involved in organizational culture in the right way and to feel valued. Therefore, a multicriteria approach based on the application of PIvot has been applied in this paper Pair-wise Relative Criteria Importance Assessment - PIPRECIA method. A detailed review of the literature defines a list of factors and relevant subfactors evaluated by three Generation Y decision-makers and three Generation Z decision-makers. The obtained results are relevant and authoritative, thus unequivocally confirming the usefulness and applicability of the proposed approach.
Keywords: Motivation, leadership, Generation Y and Z, Multiple-criteria decision-making, PIPRECIA method

1.   Introduction

Human resource management is important to create a stimulating environment for acquiring knowledge and personal development (Grmuša, 2021). Human resource managers need to look at the change in the light of success. Therefore, their role is great both in overcoming resistance to change, in teaching employees to do business in new, changed conditions, and in encouraging all kinds of change. Research has shown that in 87% of companies, organizational development and change were managed by the Human Resources Management Department. In today's turbulent environment, Human Resources Managers have a very important leadership role, which brings the leadership skills of managers to the fore. Leadership today includes helping an organization manage change and requires the ability to diagnose problems, implement organizational change, and evaluate results. The changes most often lead to conflicts, resistance, and confusion among employees. Employee performance is linked to the achievement of each

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employee by different rules, regulations, or expectations of organizations or leaders (Fuertes et al., 2020). Employee performance reflects the abilities of each individual in the organization (Kovačević, 2021).

Most competent and experienced employees tend to show a high level of expertise and commitment at work, which leads to greater performance of employees compared to those with less expertise and skills (Jiang et al., 2020). What most researchers state is that leadership and employee performance there should be a mediator variable and in most research, that is employee satisfaction (Paais & Pattiruhu, 2020; Zaim et al., 2020; Eliyana et al., 2019; Chiniara & Bentein, 2016).

We could define job satisfaction as a positive attitude that an employee has towards his / her work, which is the result of the assessment and evaluation of job characteristics. There are several basic factors from the work environment, which can affect job satisfaction. The most important are the nature of the job, salary and benefits, and the relationship with supervisors and colleagues. There are numerous negative consequences of job dissatisfaction: leaving the organization and being absent from work, lack of commitment to the organization, lack of behavior of an organizational citizen, reduced productivity, stress, and burnout syndrome. Given the importance of job satisfaction for employee productivity and the efficiency of the organization itself, organizations today invest a lot of time and effort in measuring the degree of satisfaction of their employees. The measurement is conducted once or even more times a year, with the aim of monitoring changes in employee satisfaction so that the organization can react to them on time and prevent possible consequences that may occur due to employee dissatisfaction. In practice, two approaches are most often used in measuring job satisfaction: a single assessment and an analysis of several aspects of work (Đorđević - Boljanović, 2018).

For the millennial generation, skills development, acquisition of new knowledge, mentoring opportunities, fast and efficient feedback, an environment in which cooperation with others is possible, flexible schedules, free time, and enabling the use of the latest technology are of great importance. Of the financial awards, they would be most motivated to participate in actions. The approach to motivation is reflected primarily in respect for diversity among employees. Hence the focus of our interest is on the differences in the motivation of different generations of employees: from the baby boom generation, through Generation X and millennials, to Generation Z, whose greater impact on the labor market is eagerly awaited (Rampton, 2018).
Millennials have really made a turnaround in the world labor market, and that is still expected from Generation Z. The above presentation in Table 1. speaks in favor of the fact that changes in the labor market are becoming more intense, and the demands and needs of employees, as well as their values, beliefs, and perceptions, are increasingly different (Đorđević - Boljanović, 2018).

From the research aspect, this paper aims to fill the research gaps by applying the PIPRECIA method to factors that affect employee satisfaction and motivation. The motivation for this kind of research is based on further answering the questions what are the factors and subfactors of motivation that affect different types of generations and make them satisfied with their work.

In the methodological part, are presented the steps of the PIPRECIA method that we applied in this paper. In the numerical presentation, using the method, we calculated the weights factors and subfactors of factors that are relevant to employee satisfaction and motivation and presented the results that show which factors are more important and which are less important.
The part of the conclusion summarizes which factors stand out, as well as why they are important for human resource management because each generation has its characteristics, so a different and tailored approach to their needs is necessary to be motivated and satisfied.

Table 1. Differences between generations Y and Z

Millenials	Generation Z
Don't just work for a paycheck, they want a purpose.	Money and job security are their top motivators. They want to make a difference but surviving and thriving are more important.
They aren't pursuing job satisfaction; they are pursuing their development.	They want to accumulate rewarding experiences. Gen Z tends towards being impatient and often experiences FOMO (Fear of Missing Out), so instant feedback and satisfaction are key.
They don't want bosses, they want coaches.	They want to be mentored in an environment where they can advance quickly. They want to look their leader in the eye and experience honesty and transparency.
They don't want annual reviews; they want ongoing conversations.	They don't want an annual work assessment; they want to be mentored and given feedback on an ongoing frequent (daily) basis.
They don't want to fix their weaknesses; they want to develop their strengths.	They were raised during the Great Recession and believe that there are winners and losers and more people fall into the losing category. They want to have the tools to win, either thought developing weaknesses or strengths.
They have a collaborative mentality where everyone pitches in and work together.	They are competitive. 72% of Gen Z said they are competitive with doing the same job. They are independent and want to be judged on their own merits and showcase their talents.
It's not just their job, it's their life.	Salary and benefits and how they can advance are pivotal. They are a DIY generation and they feel that other generations have overcomplicated the workplace.

Source: Millennials vs. Generation Z, research credit:
https://www.forbes.com/sites/christinecomaford/2018/01/20/why-leaders-need-to-embrace-employee-motivation/?sh=6e65abbc1272
https://www.shrm.org/ResourcesAndTools/hr-topics/behavioral-competencies/global-and-cultural-effectiveness/Pages/Move-over-Millennials-Generation-Z-Is-Here.aspx

For this paper, a relatively new MCDM (multiple-criteria decision-making) method called the PIvotPairvise Relative Criteria Importance Assessment (PIPRECIA) method was proposed by Stanujkić et al. (2017). This method is primarily intended to define the importance (weight) of evaluation criteria, but it can be equally successfully applied to solve MCDM problems, ie to assess alternatives and choose the best (Stanujkić et al., 2021). So far, the authors have used the PIPRECIA method to facilitate decision-making in various fields, such as hospitality and tourism (Stanujkić et al., 2018; Popović et al., 2019; Karabašević et al., 2019; Popović et al., 2021), information technology (Stević et al., 2018; Stanujkić et al., 2021), customer satisfaction evaluation (Stanujkić et al., 2019), staff selection (Ulutas et al., 2020).

2. The PIPRECIA method

The PIPRECIA method (Stanujkic et al., 2017) is very suitable for defining the meaning of criteria, especially in the conditions of group decision-making. The idea for the development of the PIPRECIA method originated from the Step-Wise Weight Assessment Ratio Analysis - SWARA method (Keršuliene et al., 2020), or, more precisely, from the perceived lack of the SWARA method related to the need to pre-sort criteria according to expected importance. This initial step of the SWARA method automatically disqualifies it as a technique suitable for use in group decision-making conditions. The authors of the PIPRECIA method have made some adjustments, so it does not require prior sorting of criteria and allows the definition of importance simply and understandably.

The PIRECIA method can be illustrated by the following series of steps:

Step 1. Selection of the evaluation criteria where presorting is not obligatory.

Step 2. Determination of the relative importance that begins from the second criterion as follows:

$$s_j = \begin{cases} >1 & when & C_j \succ C_{j-1} \\ 1 & when & C_j = C_{j-1} \\ <1 & when & C_j \prec C_{j-1} \end{cases}. \tag{2}$$

Step 3. Definition of the coefficient in the following way: k_j

$$k_j = \begin{cases} 1 & j=1 \\ 2-s_j & j>1 \end{cases}. \tag{3}$$

Step 4. Detection of the recalculated value as follows: q_j

$$q_j = \begin{cases} 1 & j=1 \\ \dfrac{q_{j-1}}{k_j} & j>1 \end{cases}. \tag{4}$$

Step 5. Determination of the relative weights of the estimated criteria by using the following Eq:

$$w_j = \frac{q_j}{\sum\limits_{k=1}^{n} q_k}, \tag{5}$$

where w_j represents the relative weight of the criterion. j.

Step 6. In the case of a larger number of decision-makers, the mean value is taken out of the account using the formula:

$$w_j = \frac{\Sigma w_j}{n}. \tag{6}$$

When w_j* is the average value of w_j of decision-makers, n is the number of decision-makers.

3. A Numerical Illustration

Table 2 shows a list of factors that are relevant to employee satisfaction and motivation. All the above factors and subfactors to a greater or lesser extent indicate the degree of satisfaction and motivation. However, it is important to establish which factors and subfactors have a greater and which less influence on different types of generations in this case generations Y and Z.

Table 2. Table of Factors and subfactors of factors that are relevant to employee satisfaction and motivation

Factors			Subfactors
C_1	Leadership	C_{11}	The reliable direction in which my organization is moving
		C_{12}	A leader always invites employees to talk to him, especially if the questions concern them directly
		C_{13}	A leader is an honest person
		C_{14}	A leader treats employees professionally and distinguishes between personal and professional issues
		C_{15}	A leader allows work to be done creatively, as long as it does not violate the rules of the organization
		C_{16}	A leader always thinks about the interests of employees
C_2	Training and development employees	C_{21}	Developing managers' ability to support innovation and creativity
		C_{22}	The desire for employees to have the skills to manage their learning and development
		C_{23}	Training for acquiring skills necessary for efficient use of information, generating new ideas, and communication
		C_{24}	Training for acquiring skills for using information systems
		C_{25}	Building teamwork skills and cooperative work environment models
		C_{26}	Development of effective continuous professional development programs
C_3	Employee satisfaction	C_{31}	There is a balance between social life and work
		C_{32}	I feel proud to work for this organization
		C_{33}	I feel motivated to actively continue working
		C_{34}	The organization inspires me and the team
		C_{35}	I feel pleasure when I work with colleagues from the organization
		C_{36}	The organization considers all suggestions and complaints received from its employees
		C_{37}	Management supports employee career development
C_4	Employee motivation	C_{41}	There are strict rules and regulations that employees must abide by
		C_{42}	The reward system is professional and transparent
		C_{43}	The organization rewards employees who have achieved their goals
		C_{44}	Training and development motivate employees to work optimally
		C_{45}	Employees come to work regularly (no absences)

Source: Adapted to (Dramićanin, 2021).

In this case, six decision-makers are human resource managers, three are generations Z, and three are generations Y. They are all involved in the decision-making process because the paper aims to show the convenience of applying the PIPRECIA method in the conditions of group decision-making. Initially, the importance of the basic factors that motivate generations Y and Z and influence their job satisfaction will be determined. This will be shown by applying formulas (1) - (6). Tables 3 – 4 show the results obtained.

Table 3. The relative importance of factors Gen. Y

Gen. Y	DMa		DMb		DMc	w_j^*
C_{1a}	0.271	C_{1b}	0.219	C_{1c}	0.178	0.223
C_{2a}	0.226	C_{2b}	0.231	C_{2c}	0.255	0.237
C_{3a}	0.238	C_{3b}	0.288	C_{3c}	0.268	0.265
C_{4a}	0.264	C_{4b}	0.262	C_{4C}	0.298	0.275

Source: Author's research

Table 4. The relative importance of factors Gen. Z

Gen. Z	DMa		DMb		DMc	w_j^*
C_{1a}	0.337	C_{1b}	0.327	C_{1c}	0.319	0.328
C_{2a}	0.281	C_{2b}	0.297	C_{2c}	0.266	0.281
C_{3a}	0.200	C_{3b}	0.212	C_{3c}	0.242	0.218
C_{4a}	0.182	C_{4b}	0.163	C_{4C}	0.173	0.173

Source: Author's research

Note: the first decision-maker - DMa, the second decision-maker – DMb, and the third decision-maker – DMc

According to the first decision-maker from generation Y, the most important factor is C_1 - leadership, while the second decision-maker believes that the most important factor is C_3 - employee satisfaction. The third decision maker believes that the most important factor is C_4 - employee motivation. When it comes to Generation Z, all decision-makers equally believe that the most important factor is C_1 - leadership. To minimize the subjectivity of decision-makers and determine the most relevant results, the mean value of the weights obtained was calculated using the formula (5). The obtained results showed that in the first place the factor C_4 - employee motivation is the most important attitude of the decision-maker of generation Y, and the factor C_1 - leadership is of the greatest importance for the decision-makers of generation Z. Based on Table 2, we could notice that each of the factors includes several subfactors, so in the next phase of the analysis, the relative importance of the respective subfactors will be determined in Tables 5 - 12.

Table 5. Weights of the subfactors of leadership

Gen. Y	DMa		DMb		DMc	w_j^*
C_{11a}	0.188	C_{11b}	0.243	C_{11c}	0.183	0.205
C_{12a}	0.156	C_{12b}	0.187	C_{12c}	0.166	0.170
C_{13a}	0.120	C_{13b}	0.133	C_{13c}	0.128	0.127
C_{14a}	0.172	C_{14b}	0.140	C_{14c}	0.160	0.157
C_{15a}	0.191	C_{15b}	0.140	C_{15c}	0.177	0.169
C_{16a}	0.173	C_{16b}	0.156	C_{16c}	0.187	0.172

Source: Author's research

Table 6. Weights of the subfactors of leadership

Gen. Z	DMa		DMb		DMc	w_j*
C_{11a}	0.166	C_{11b}	0.199	C_{11c}	0.182	0.182
C_{12a}	0.207	C_{12b}	0.209	C_{12c}	0.140	0.185
C_{13a}	0.160	C_{13b}	0.149	C_{13c}	0.200	0.170
C_{14a}	0.145	C_{14b}	0.115	C_{14c}	0.167	0.142
C_{15a}	0.153	C_{15b}	0.164	C_{15c}	0.152	0.156
C_{16a}	0.170	C_{16b}	0.164	C_{16c}	0.160	0.165

Source: Author's research

According to the first decision-maker of Generation Y, the subfactor that has the greatest importance is subfactor C_{15a} - a leader allows work to be done creatively, as long as it does not violate the rules of the organization. According to another decision-maker, the most important subfactor is C_{11b} - the reliable direction in which my organization is moving. The third decision decision-maker that the most important subfactor is C_{16c} - a leader always thinks about the interests of employees. According to the first and second decision decision-maker station Z, the subfactor that has the greatest importance is C_{12ab} - A leader always invites employees to talk to him, especially if the issues concern them directly. The third decision maker believes that the most important subfactor C_{13c} - a leader is an honest person. The overall results of Generation Y, obtained by applying formula (5) showed that in the first place the most important subfactor C_{11*}, while in the last place, as the least important, factor C_{13*} - a leader is an honest person. The overall result according to the decision decision-maceration Z showed that subfactor C_{12*} is in the first place in terms of importance - A leader always invites employees to talk to him, especially if the issues concern them directly, while in the last place is the least important subfactor C_{14*} - A leader treats employees professionally and distinguishes between personal and professional issues.

Table 7. Weights of the subfactors of training and development of employees

Gen. Y	DMa		DMb		DMc	w_j*
C_{21a}	0.186	C_{21b}	0.185	C_{21c}	0.173	0.181
C_{22a}	0.143	C_{22b}	0.169	C_{22c}	0.124	0.145
C_{23a}	0.179	C_{23b}	0.177	C_{23c}	0.177	0.178
C_{24a}	0.199	C_{24b}	0.161	C_{24c}	0.161	0.174
C_{25a}	0.142	C_{25b}	0.179	C_{25c}	0.178	0.166
C_{26a}	0.150	C_{26b}	0.128	C_{26c}	0.188	0.155

Source: Author's research

Table 8. Weights of the subfactors of training and development of employees

Gen. Z	DMa		DMb		DMc	w_j*
C_{21a}	0.171	C_{21b}	0.182	C_{21c}	0.136	0.163
C_{22a}	0.214	C_{22b}	0.203	C_{22c}	0.170	0.196
C_{23a}	0.164	C_{23b}	0.169	C_{23c}	0.141	0.158
C_{24a}	0.183	C_{24b}	0.154	C_{24c}	0.157	0.165
C_{25a}	0.131	C_{25b}	0.171	C_{25c}	0.224	0.175
C_{26a}	0.137	C_{26b}	0.122	C_{26c}	0.172	0.144

Source: Author's research

In this case, according to the first decision-maker of generation Y, the subfactor that has the greatest importance is subfactor C_{24a} - training for acquiring skills for using information systems. The second decision-maker believes that the most important subfactor of C_{21b} - Developing managers' ability to support innovation and creativity. The third decision maker believes that the most important factor is C_{26c} – The development of effective continuous professional development programs. In this case, according to the first and sec decision-make makers of generation Z, the most important subfactor is subfactor C_{22ab} - level of qualification, while according to the third decision-maker the most important subfactor is C_{25c} - Building teamwork skills and cooperative work environment models. is in the first place in terms of importance factor C_{21*} - Developing managers' ability to support innovation and creativity, while in last place is the factor C_{22*} - The desire for employees to have the skills to manage their learning and development. The average value of the obtained results of generation Z shows that the most important factor is C_{22*} - The desire for employees to have the skills to manage their learning and development, while in the last place the factor C_{26*} - Development of effective continuous professional development programs.

Table 9. Weights of the subfactors of employee satisfaction

Gen.Y	*DMa*		*DMb*		*DMc*	w_j^*
C_{31a}	0.166	C_{31b}	0.154	C_{31c}	0.179	0.166
C_{32a}	0.119	C_{32b}	0.128	C_{32c}	0.188	0.145
C_{33a}	0.099	C_{33b}	0.092	C_{33c}	0.171	0.121
C_{34a}	0.104	C_{34b}	0.115	C_{34c}	0.122	0.114
C_{35a}	0.130	C_{35b}	0.164	C_{35c}	0.094	0.129
C_{36a}	0.186	C_{36b}	0.182	C_{36c}	0.134	0.167
C_{37a}	0.196	C_{37b}	0.165	C_{37c}	0.112	0.158

Source: Author's research

Table 10. Weights of the subfactors of employee satisfaction

Gen.Z	*DMa*		*DMb*		*DMc*	w_j^*
C_{31a}	0.194	C_{31b}	0.167	C_{31c}	0.140	0.167
C_{32a}	0.177	C_{32b}	0.129	C_{32c}	0.175	0.160
C_{33a}	0.186	C_{33b}	0.161	C_{33c}	0.194	0.181
C_{34a}	0.133	C_{34b}	0.179	C_{34c}	0.204	0.172
C_{35a}	0.102	C_{35b}	0.128	C_{35c}	0.157	0.129
C_{36a}	0.114	C_{36b}	0.134	C_{36c}	0.131	0.126
C_{37a}	0.095	C_{37b}	0.103	C_{37c}	0.140	0.113

Source: Author's research

The first decision-maker of generation Y gave the greatest importance to sub-factor C_{37a} - management supports employee career development, and the second decision-maker to sub-factor C_{36b} - the organization considers all suggestions and complaints received from its employees. The third decision-maker considers that the most important sub-factor is C_{32c} - I feel proud to work for this organization.

According to the first decision-maker of Generation Z, the most important subfactor is C_{31a} - there is a balance between social life and work. According to the second and third decision-makers, the most important subfactor is factor C_{34bc} - The organization inspires me and the team. The general results of Generation Y indicate that the most important subfactor is the C_{36*} subfactor - the organization considers all suggestions and complaints received from its employees, while the last factor is C_{34*} - The organization inspires me and the team. The general results of

Generation Z indicate that the subfactor with the greatest importance is the subfactor C_{33^*} - I feel motivated to actively continue working, while in this case, the subfactor of the least important was the subfactor C_{37^*} - Management supports employee career development.

Table 11. Weights of the subfactors of employee motivation

Gen.Y	*DMa*		*DMb*		*DMc*	$w_j{}^*$
C_{41a}	0.164	C_{41b}	0.242	C_{41c}	0.133	0.180
C_{42a}	0.205	C_{42b}	0.186	C_{42c}	0.189	0.193
C_{43a}	0.171	C_{43b}	0.155	C_{43c}	0.237	0.188
C_{44a}	0.190	C_{44b}	0.172	C_{44c}	0.249	0.204
C_{45a}	0.271	C_{45b}	0.246	C_{45c}	0.192	0.236

Source: Author's research

Table 12. Weights of the subfactors of employee motivation

Gen.Z	*DMa*		*DMb*		*DMc*	$w_j{}^*$
C_{41a}	0.234	C_{41b}	0.221	C_{41c}	0.210	0.222
C_{42a}	0.167	C_{42b}	0.184	C_{42c}	0.175	0.175
C_{43a}	0.209	C_{43b}	0.263	C_{43c}	0.250	0.241
C_{44a}	0.220	C_{44b}	0.188	C_{44c}	0.178	0.195
C_{45a}	0.169	C_{45b}	0.144	C_{45c}	0.188	0.167

Source: Author's research

The sub-factor that is most important to the first and second decision-makers of Generation Y is the sub-factor C_{45ab} - employees come to work regularly (no absences). The third decision-maker considers that the C_{44c} - subfactors are important - training and development motivate employees to work optimally. According to the decision-makers of Generation Z, the first decision-maker gave the greatest importance to the C_{41a} - sub-factor - there are strict rules and regulations that employees must abide by. The second and third decision-makers gave the greatest importance to the sub-factor C_{43bc} - the organization rewards employees who have achieved their goals.

Finally, the overall results show that the C_{45^*} - sub-factor - employees come to work regularly (no absences) is most important for Generation Y, while the C_{41^*} - sub-factor - there are strict rules and regulations that employees must abide by, the least important sub-factor. The overall results for Generation Z show that the subfactor of greatest importance is C_{43^*} - the organization rewards employees who have achieved their goals, while C_{45^*} - employees come to work regularly (no absences) is the subfactor of least importance for Generation Z decision-makers.

To obtain the global significance of the observed factors, the local significance of the observed factors and the corresponding subfactors were multiplied. The obtained results are shown in Tables 13 - 14.

Table 13. Final ranking of the evaluated factor of generation Y

	Factors	$w_j{}^*$	Subfactors	Local importance factors	Global importance	Rang
C_1	Leadership	0.223	C_{11}	0.205	0.046	6
			C_{12}	0.170	0.038	12
			C_{13}	0.127	0.028	18
			C_{14}	0.157	0.035	14
			C_{15}	0.169	0.037	13
			C_{16}	0.172	0.038	12
C_2	Training and development employees	0.237	C_{21}	0.181	0.043	8
			C_{22}	0.145	0.034	15
			C_{23}	0.178	0.042	9
			C_{24}	0.174	0.041	10
			C_{25}	0.166	0.039	11
			C_{26}	0.155	0.037	13
C_3	Employee satisfaction	0.265	C_{31}	0.166	0.044	7
			C_{32}	0.145	0.038	12
			C_{33}	0.121	0.032	16
			C_{34}	0.114	0.030	17
			C_{35}	0.129	0.034	15
			C_{36}	0.167	0.044	7
			C_{37}	0.158	0.042	9
C_4	Employee motivation	0.275	C_{41}	0.180	0.050	5
			C_{42}	0.193	0.053	3
			C_{43}	0.188	0.052	4
			C_{44}	0.204	0.056	2
			C_{45}	0.236	0.065	1

Source: Author's research

Table 14. Final ranking of the evaluated factor of generation Z

	Factors	$w_j{}^*$	Subfactors	Local importance factors	Global importance	Rang
C_1	Leadership	0.328	C_{11}	0.182	0.060	2
			C_{12}	0.185	0.061	1
			C_{13}	0.170	0.056	3
			C_{14}	0.142	0.047	8
			C_{15}	0.156	0.051	6
			C_{16}	0.165	0.054	5
C_2	Training and development employees	0.281	C_{21}	0.163	0.046	9
			C_{22}	0.196	0.055	4
			C_{23}	0.158	0.044	10
			C_{24}	0.165	0.046	9
			C_{25}	0.175	0.049	7
			C_{26}	0.144	0.040	12
C_3	Employee satisfaction		C_{31}	0.167	0.036	16
			C_{32}	0.160	0.035	17
			C_{33}	0.181	0.039	13

				0.218	C_{34}	0.172	0.037	15
					C_{35}	0.129	0.028	21
					C_{36}	0.126	0.027	22
					C_{37}	0.113	0.025	23
C_4	Employee motivation	0.173			C_{41}	0.222	0.038	14
					C_{42}	0.175	0.030	19
					C_{43}	0.241	0.042	11
					C_{44}	0.195	0.034	18
					C_{45}	0.167	0.029	20

Source: Author's research

The obtained results indicate that it is extremely important to enable employees to participate in decision-making to better understand what motivates them. Generation Y singled out employee motivation as an important factor, and the most important subfactors are C_{45} - Employees come to work regularly (no absences) as a subfactor of C_{44} - Training and development motivate employees to work optimally.

Generation Z singled out C_{12} - a leader always invites employees to talk to him, especially if the questions concern them directly, and C_{11} - the reliable direction in which my organization is moving, as subfactors of leadership factors as subfactors of the greatest importance.

In addition, in Tables 13 -14 it can be seen that individual factors occupy the same rank, which means that they have the same significance for decision-makers. It is obvious that all factors are important for employee satisfaction and motivation, but it is useful to define which of them need special attention in the current conditions and adapt to the needs of employees following the requirements of generations. We can notice that the differences between these generations are evident and drastic and of great importance for the organization, leaders who guide employees need to pay attention to factors and subfactors that have a special impact on them.

Conclusion

Today's organizations face several challenges. This development has an impact on employees as well as managers and leaders. On the one hand, this development can be an opportunity, and on the other hand, it can lead to problems for organizations. That is why managers need to be aware of the differences and similarities between the generational cohorts that are currently in the workplace. These differences and similarities have several effects on organizations as well as on managers. Managers need to address the differences between different levels of generations by paying attention to their preferred leadership styles to lead effectively and keep employees motivated and satisfied with the organization and work. The ability to recognize and understand generational differences and preferences in leadership style gives organizations and managers an advantage in effectively managing their diverse workforce. That way I can achieve higher productivity and generate a competitive advantage, which benefits both the organization and employees.

To develop the human resources sector and a better understanding of employees, it is necessary to determine which motivational factors need special attention. Therefore, the PIPRECIA method in the conditions of group decision-making was applied in this paper.

Based on the literature review, four key factors have been identified that include the appropriate number of subfactors to be evaluated. The final results show that the key motivating factors of generations Y and Z of employees are the following: C_{11} - leadership; C_{21} - Training and development of employees; C_{31}- Employee satisfaction; C_{43} - Employee motivation;

The obtained results would be more relevant if several groups of decision-makers were involved in the decision-making process, as well as if the evaluation process itself was related to a certain type of organization or a specific type of work. Nevertheless, the proposed methodology has confirmed its usefulness and applicability in decision-making in this area. The application of this method should not be limited to the issue of employee motivation and satisfaction, but it is necessary to examine the possibility of application in other areas of business as well as levels.

The recommendation for future work includes the evaluation and ranking of certain factors that affect the motivation of employees engaged in a particular type of work about the list of previously defined subfactors.

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