



RS Global  
Journals

Scholarly Publisher  
RS Global Sp. z O.O.  
ISNI: 0000 0004 8495 2390

Dolna 17, Warsaw, Poland 00-773  
Tel: +48 226 0 227 03  
Email: editorial\_office@rsglobal.pl

---

|                      |   |
|----------------------|---|
| <b>JOURNAL</b>       | International Journal of Innovative Technologies in Economy   |
| <b>p-ISSN</b>        | 2412-8368   |
| <b>e-ISSN</b>        | 2414-1305   |
| <b>PUBLISHER</b>     | RS Global Sp. z O.O., Poland  |
| <b>ARTICLE TITLE</b> | DIGITAL GENERATION'S MOTIVATIONAL ADVANTAGES IN CREATIVE ECONOMICS OF DIGITAL ERA   |
| <b>AUTHOR(S)</b>     | Inna Cheremnykh   |
| <b>ARTICLE INFO</b>  | Inna Cheremnykh. (2021) Digital Generation's Motivational Advantages in Creative Economics of Digital Era. International Journal of Innovative Technologies in Economy. 3(35). doi: 10.31435/rsglobal_ijite/30092021/7663 |
| <b>DOI</b>           | <a href="https://doi.org/10.31435/rsglobal_ijite/30092021/7663">https://doi.org/10.31435/rsglobal_ijite/30092021/7663</a>   |
| <b>RECEIVED</b>      | 21 July 2021  |
| <b>ACCEPTED</b>      | 10 September 2021   |
| <b>PUBLISHED</b>     | 15 September 2021   |
| <b>LICENSE</b>       | <br>This work is licensed under a <b>Creative Commons Attribution 4.0 International License</b> .                                      |

---

© The author(s) 2021. This publication is an open access article.

# DIGITAL GENERATION'S MOTIVATIONAL ADVANTAGES IN CREATIVE ECONOMICS OF DIGITAL ERA

*Inna Cheremnykh, Ph.D. (Social Communications). Taras Shevchenko National University of Kyiv, Institute of Journalism, Ukraine, ORCID ID: <https://orcid.org/0000-0002-1522-8978>*

DOI: [https://doi.org/10.31435/rsglobal\\_ijite/30092021/7663](https://doi.org/10.31435/rsglobal_ijite/30092021/7663)

---

## ARTICLE INFO

Received 21 July 2021

Accepted 10 September 2021

Published 15 September 2021

---

## KEYWORDS

motivational advantages, digital generation Z, media companies, creative workers, employers, media managers, creative industries, creative economy, knowledge economy, competitive strategy.

## ABSTRACT

To produce a quality media product, professionals who can generate creative ideas and have sufficient skills, abilities, knowledge, intellectual potential and are also able to creatively and effectively implement it into a competitive product, are needed in the age of informatization and digitalization. However, due to transformation processes, including robotization of the media industry, the emergence of artificial intelligence, integration of creative industries with Internet resources, increasing not only of the number of products on the media market, but also their producers, including bloggers, YouTubers, prosumers, the competition to attract the audience's attention is strengthening in various segments of the media.

The digital generation of centenarians Z, who are now 20-25 years old, are becoming leading specialists in production processes at the media company in the era of creative economy, knowledge economy. This means that their intellectual potential must be so high that they can constantly generate new creative ideas and be ready for the constant regeneration of knowledge in order to create a competitive media product in a competitive environment. This study aims to examine digital generation's preferences, creativity, skills, motivational advantages to determine the resourcefulness of the human factor in the production processes of media companies, in particular to improve communication between employees and create a quality competitive media product that can capitalize manufacturing processes on the basis of a properly chosen competitive strategy.

---

**Citation:** Inna Cheremnykh. (2021) Digital Generation's Motivational Advantages in Creative Economics of Digital Era. *International Journal of Innovative Technologies in Economy*. 3(35). doi: 10.31435/rsglobal\_ijite/30092021/7663

---

**Copyright:** © 2021 Inna Cheremnykh. This is an open-access article distributed under the terms of the **Creative Commons Attribution License (CC BY)**. The use, distribution or reproduction in other forums is permitted, provided the original author(s) or licensor are credited and that the original publication in this journal is cited, in accordance with accepted academic practice. No use, distribution or reproduction is permitted which does not comply with these terms.

---

**Introduction.** Creativity, innovation, intellectual resources, emotional intelligence are obtaining clearer and clearer contours and meanings in the era of information technology, complete digitalization and are becoming the main developmental concepts of the information society of the XXI century. In this regard, the crucial role is played by the creative economics, which affects the economic development of all areas of the information society and, accordingly, the creative class, which becomes the driver of the media industry, including audiovisual, printed media, the Internet.

Owing to the availability of a wide range of media products for different tastes, such as news, movies, TV series, talk shows, etc., intensifying the development of niche channels related to sports, cooking, music, environment, healthy lifestyle, etc., immersion of the media space in social networks, the modern consumer of media products is increasingly often faced with a difficult choice, which media content to choose, what to watch, read, listen. In such a way, the competition to get audience's attention in the media market is constantly growing in different segments of the media.

Apart from the fact that the world is changing rapidly, becoming more pseudo-creative and virtual, in particular, due to the pandemic; it is vivid that the world is no longer human-centered.

---

Robots, artificial intelligence, innovative technologies are more closely rooted in the structure of modern life, and not only the employees of other industries are becoming the competitors of the media sphere, but also bloggers, YouTubers, prosumers (content users), and recently even robots, that have been creating journalistic materials since 2012 and becoming news presenters as well.

Thus, only useful and interesting media product that has competitive advantages is able to increase media consumers' attention to the value characteristics of the product, and, accordingly, to monetize media content. That is why the doctrine of the competitive strategy, which is of strategic importance for gaining stronger market positions than competitors, is becoming increasingly important nowadays. Currently sustainable competitive advantages in creating high-quality competitive media product can be gained through motivational tools for human resource management, which are able to effectively increase professionals' working capacity, implementing their intellectual abilities, creativity and creative potential.

Mental work professionals' intellectual potential is now becoming a competitive advantage and the most valuable asset of the creative economics in modern media companies. Therefore, employers, managers, HR specialists in the creative industries-the media, in particular, need to know not only what their consumer wants, but also what their intellectual worker lives, what inspires him to work, what his basic needs are; or if he has enough knowledge and skills to create a modern media product, what habits he forms in the process of professional activity; whether the previous experience does not prevent him from generating new ideas and implementing them; because now, on the one hand, his unique ideas can effectively capitalize business activities of the media company; on the other hand, ideas and knowledge only may not be enough, because such managers are needed who are likely to believe in these ideas and put them into practice effectively. These aspects are in the range of problems of creative industries, creative economy, knowledge economy.

**Literature Review.** "Creative economy" or innovative economy of "ideas" is penetrating deeper into all spheres of humanity in all countries, creativity is becoming a new attribute of life of many members of society. The concept of "creative economy" was first mentioned in "Business Week" journal in 2000 and resonates closely with the concept of "creative industries", which was recorded in a number of documents connected with the economic and cultural development of British public policy in 1998. According to the first official document, the Blair Government's Manifesto for the Implementation of the Creative Economy - the Creative Industries Mapping Document (2001), a list of creative industries, including the media industry was identified (p. 3). The concept of "cultural industry" appears in the middle of the XX century in the Western European scientific discourse. British scientists D. Hezmondalsh, D. Trosby's interdisciplinary approaches are somehow similar in many ways to the public policy of Great Britain. According to Hezmondals's (2014), "Cultural industries are those branches of the economy that are involved in industrial production and understanding the relationship between culture and economy, texts and industry, meaning and function. They are all connected by a common product - the text in the broadest meaning, as a product of social significance" (p. 32).

Trosby's model is based on the concentrated circles that are contained in each other. Various arts that need financial support due to the lowest level of commercialization are in the central circle. This level is gradually increasing in other circles. The end result of cultural production is a cultural product based on the creative activity of individuals - specific producers (creators) or their team, creating an idea and then developing the technology of its implementation in the form of a tangible medium of symbolic content, services or technology itself (humanitarian, in particular) and carried out in serial production for profit. According to Trosby's model (2008), "Creative industries include advertising, architecture, design, fashion industries - those sectors whose value is determined primarily by utilitarian value, rather than cultural" (p.147). According to Ukrainian scientists O. Barzylovyh et al. (2017) creative industries define in such a way: "industries in which the maximum of creative work is used, and the result of activity is products with a high share of symbolic value, which is capitalized by intellectual property. They include the media sphere, which currently has a high rate of return and it is attractive for innovation" (p.10).

Regarding the understanding of the term "creative economy", two methodological approaches are essential, namely the sectoral approach by J. Hawkins and the labor approach by R. Florida. Based on the sectoral approach, Cambridge University Professor J. Hawkins (2011) identified 15 creative industries that produce intellectual property and obtain patents for copyrights,

trademarks (p. 8). His concept resonates with Hezmondalsh's classification (2014), in particular "Radio and television with the latest formats, the film industry, aspects of the Internet, the music industry, printing, video and computer games, advertising and marketing" (p.33). D. Hezmondalsh attributes all this to key cultural industries.

Unlike J. Hawkins, the American economist and sociologist R. Florida (2005) refers to classifications according to occupation by major professional groups. He defines the creative economics as "large-scale and continuous practice, with a constant modification, renewal, improvement of products and processes. Creativity acts as the most valuable commodity of the economy, but it is not actually a commodity, because the employee's creative abilities can not be bought (p.18). To the creative class he refers people who "produce economic values in the creative process", whose main task is the ability to "create new, unusual, non-standard ideas, quickly and effectively find and implement effective strategies for socio-economic development" (p. 82).

As we can see, there is a lot in common in the terms "creative industries" and "creative economy", and the most important is the fact that creativity, innovative ideas, intellectual property are becoming a measure of success and efficiency of the company. Florida (2005) outlines two main subgroups in the creative class: "the supercreative core" (professions in programming and mathematics, architecture and engineering, social sciences, education, upbringing and library services, art, design, entertainment, sports, media) and "creative professionals (management professions in business and finance, law, health care, professions related to sales, sales management) (p. 94). We support Florida's approach as for the classification of major groups and we suggest to divide the authority of these subgroups, in particular, to give the "super-creative core" to high-quality professionals, performers who are creative employees of companies capable of generating creative ideas, and to provide "creative professionals" who can effectively implement ideas, in particular, through promotion and to get profit in such a way, with managerial functions.

The paradigm of organization of production, labor productivity in manufacturing processes is constantly developing, improving and requires the detailed study not only of business processes, but also of the place and role of human potential in them. This was claimed by the classics of management F. Taylor (1911), P. Drucker. According to Drucker (2004), "The increase of productivity of mental work, and at the same time - increase of productivity of mental work specialist" - the most important achievement of the management of the XXI century. In his opinion, "Specialists of mental labor have the means of production, and workers of physical - only experience" (p.75). Therefore, specialists of intellectual work, including specialists in the media industries, "Using mental work and having their own means of production" (p. 81), they can be characterized as more mobile, calmer, more resistant to change, because their main capital - the mind - is always in their heads. These concepts are in the plane of such a concept as "knowledge economy", which is becoming the basis for the development of modern economy.

Multimedia technologies need multimedia specialists. The constant development of technical means of production in the field of media is constantly growing and allows to perform high-quality technological processes, which, on the one hand, simplifies the work of intellectuals, and on the other - complicates the process of lifelong learning, especially for older workers. Knowledge is now becoming the basis for the development of not only economic branches, but also for creative industries. The type of modern economy created on the basis of knowledge is called "creative economy" (knowledge economy). The model of knowledge economy contributes to the continuous development of intellectual abilities that can become the main competitive advantages of a media company.

We agree with the statement of the American sociologist, futurologist Toffler (2002), who aptly noted that "the main skill of today is to be able to learn again", because "knowledge in the modern world is a perishable product" (p. 449). After the study of existing literatures on the theories of the knowledge economy Boden (2003), Demidenko and Zdorenko (2016), Drucker (2004), Khusainov, Yanchenko, and Rudenko (2015), we can consider that media managers should carefully study the value benefits of the digital generation in acquiring knowledge, their attitude to the learning process to improve coordination and communication between employees and effective personnel management, given that employees are creative media industries, especially audiovisual media, mostly young, are representatives of generation Z.

According to the Organization for Economic Cooperation and Development (1996), "the knowledge economy, or knowledge-based economy, is an economy that is directly based on the creation, distribution and use of knowledge and information". The World Bank structures the knowledge economy

into such elements as education and training, dynamic innovation infrastructure (availability of information and communication technologies), economic incentives and legal regime, innovation systems (research centers, universities, private institutions engaged in knowledge production). According to Khusainov, Yanchenko, Rudenko (2015), “The knowledge index is defined as an average value consisting of three sub-indices - education, innovation, information technology and communications”.

After the study of existing literatures on the doctrine of competitive strategy (Dubrova, (2010), Porter, (1980, 2016); Kotler, (2006), Lamben, (2007), Lupak, (2010), Smolenyuk, (2012), Thompson & Strickland, (1984), Posnova, (2018), we concluded that there is no universal approach to the classification of competitive strategies in the scientific community. Each company in each specific case should find the most necessary competitive strategy and, act accordingly to effectively ensure competitive advantage. The competitive strategy of differentiation of M. Porter, which is to ensure high quality products, seems to be the most appropriate for us. According to the Porter (1980), “The company can implement alternative strategies, but to achieve this concentration of resources, it should be carried out in accordance with certain areas of activity, and production - with different basic advantages, concentrated in different production units” (p. 13). It means that several separate specialized productions should be created, which would implement their individual strategy, based on the competitive advantage in the level of costs or in product differentiation. In this case, the main task of the enterprise is to coordinate the work of all production units for a more complete and high-quality implementation of the goals, facing the organization as the whole. Under these circumstances, the company should become a corporation with a number of independent structural units that will implement their own competitive strategies in individual markets.

The need for constant acquisition and updating of knowledge, the growing consumption of natural resources, which disturbs the ecological balance and leads to a negative impact on the environment, drastic changes in climatic conditions, new risks to human health that have acquired the global level of importance. According to Voroshilov (2021) The World Economic Forum in Davos the factors that are one of the biggest challenges for the world related to pandemics have been named: "The fragility of the economy, multiplied by the risks of debt crises, commodity shocks and price instability, the era of "lost opportunities" for a new generation of young people, as well as the risks of new pandemics and the ongoing destruction of human habitation”.

These and many other challenges related to economic development, social policy, environment formed the basis of the theory of sustainable development. The concept of the sustainable development is so multifaceted and interdisciplinary, that it sometimes provokes the opposite scientific discourse in terms of whether we can achieve harmonious development of economic, social and environmental components while continuing to work in the paradigm of economic growth without significant risks to the environment. We are interested in this concept from the point of view of education, namely, the acquisition by future generations (in our case digital generation Z) of awareness and readiness for constant regeneration of knowledge, understanding that current skills, knowledge should be constantly updated.

Analyzing the literature in the field (Brundtland, (1987), Dyllick & Hockerts, (2003), Forrester, (2003), Pechchei, (1985), Karintseva, (2018), Kanaevoy & Sopina (2010), Medouz, D. Renders, J. Medouz, D., and Berens, V. (1999), Mesarovich (1991), Pearce & Atkinson (1998), Pestel (1988), Perelet, (2003), Schumpert, Tebini, M'Zali, Lang and Perez-Gladish (2016), Zaitseva (2019), Lopatinskiy & Megley (2016) demonstrates that the main challenges for the digital generation in implementing sustainable development in Ukraine are: Its practical implementation, after all, Ukraine does not yet have such important strategic documents as the National Strategy for Sustainable Development and the National Action Plan for Environmental Protection (2021); achieving justice in the distribution of social wealth within one generation (a task that has no clear solutions within traditional economic theory, Zaitseva (2019); sustainable development can be considered as: first, the process (harmonization of integrated components); secondly, the model of the desired state of development of society on the basis of optimization of the national economy with the conditions and resource constraints of the environment, and thirdly, the managed strategic goal (paradigm of social growth) Lopatinskiy & Megley (2016).

According to the theory of generations developed by the American scientists Neil Howe and William Strauss, (Strauss & Howe, 1991) the first digital generation Z was born between 1995 and 2012 (Ladyka, 2018).

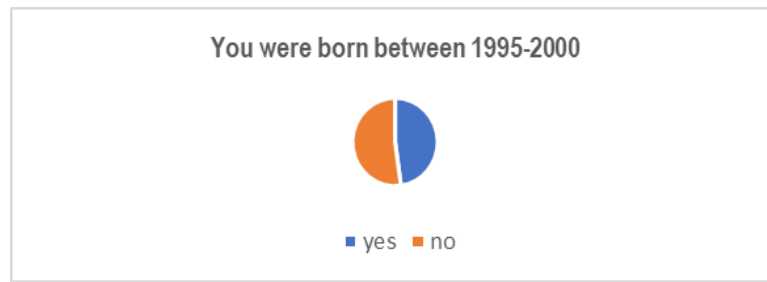
**Methodology and Research.** In the period starting from 13<sup>th</sup> of November till 29<sup>th</sup> of December 2020, a quantitative research of 425 respondents was conducted through an online survey using Google-Forms to determine the resourcefulness of the human factor in the production processes of media companies, including the digital generation Z. Respondents whose age categories were limited by age frames, namely, born from 1995 to 2005, took part in the survey, as this category of the centenarians was 15-25 years old at the time of the study. This means that they are part of either the student community or the working community, or they are combining these positions. Previously mentioned was important for us, so the preferences of the youngest members of this generation, who were under 15 years old, were not taken into consideration. We did not take this category of Generation Z into account due to the fact that their worldviews have not been fully determined yet. The survey was conducted by the author through the distribution of questionnaires among young people and students of this age of Taras Shevchenko National University of Kyiv, where I taught a course in "Media Management", "Video Content in Touristic Journalism", "Television Genres", as well as among students of Kyiv National University of Culture and Arts in the classes of the course "Media Management and Marketing", "TV Journalism". The research was also carried out with the help of students of these higher educational institutions, who distributed questionnaires among their friends and acquaintances of the specified age.

Sampling was formed out by a probable (random) one-time irreversible method. As a result of the online survey, 425 respondents were interviewed, which is about 100% of respondents, 95% of confidence interval and 4% of the sampling error, which indicates the high reliability of the results and means that the survey results are representative for the stakeholders of the Ukraine. The sum of answers in some questions, in particular in 1, 2, 3, 6, exceeds 100%, because the respondents had the opportunity to choose several options to answer. The data downloaded from the Google-Forms were processed through the Google-Forms and Excel-program.

The questionnaire consisted of two blocks. The first - the passport block - clarifies the identification characteristics of the recipients in terms of age, education, region of residence. At the beginning of the questionnaire, a filter question on the age of the respondents was used, as this is what is decisive for this study on the digital generation. All those who were not subject to the parameters of this age range were not able to participate in the survey. The second block focuses on the following questions of the questionnaire: 1. What do you consider the basic need for the development of your personality (healthy lifestyle, realization of entrepreneurial ambitions, higher education, empathy for others, preservation of the environment, the need for hedonism (from Greek-pleasure), procrastination, your option). 2. What do you like more (working full time, being a freelancer, combining freelance with part-time employment, your option). 3. What profession do you want to obtain (IT specialist, manager, marketer, advertiser, entrepreneur, financier, lawyer, engineer, salesman, your option). 4. How do you feel about advertising (I like to consume, it doesn't matter, it annoys me, it influences me). 5. What do you like more when you get information (read, listen, watch, combine all options). 6. What education do you prefer (university, I attend paid courses, trainings; I attend free courses, trainings; studying online). 7. How many devices do you use at the same time (one, two, three, more than four). 8. Your screen time spent on the Internet, social networks is (2, 3, 4, 5, 6, 7 and more hours).

**Results and discussion.** Presentation of the main material of the study. The Generation Z survey (425 people) helped to study the attitude of the digital generation to the basic needs of personal development, to clarify the main priorities in life, including the organization of working conditions, education, professional preferences, consumption and reorganization of information, interaction with the digital environment.

Among the respondents, 47.8% were born between 1995 and 2000, it means that at the time of the survey they represented the age category of 20-25 years old (Figure 1), and 55.3% between 2000 and 2005, respectively 15-20 years old (Figure 2).



*Fig. 1. Respondents' age  
Sources: developed by the authors.*

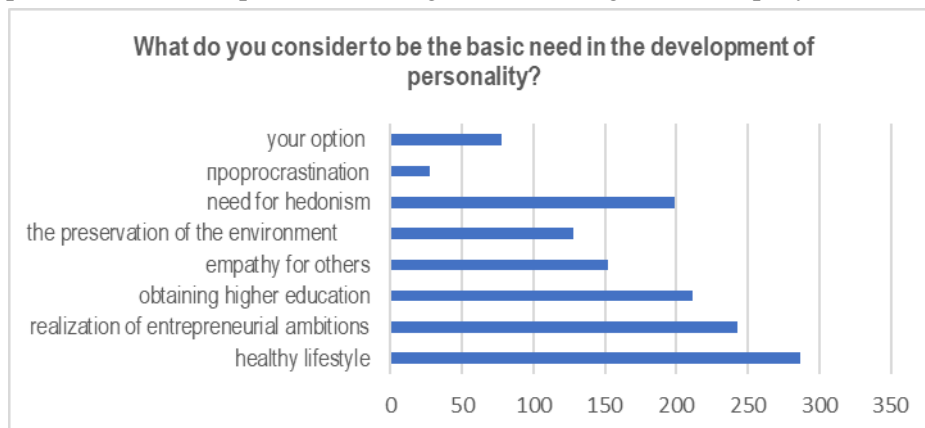


*Fig. 2. Respondents' age  
Sources: developed by the authors.*

The range of their future professions is quite wide. Taking into account that the questionnaires were distributed mainly among young people in creative specialties, the range of future professions is quite diverse.

As Figure 3 shows, the most basic needs for personal development, the vast majority of respondents chose a healthy lifestyle - 287 (67.5%). This shows the great potential of Ukrainian youth on the path to the recovery of the nation, which will become more significant in the future and will have a positive impact on future generations.

The digital generation is consciously ready to live longer and better. This gives great advantages to employers, managers of media companies, if we apply the formula of the CLTV customer life cycle (customer lifetime value), where the customer will not be a consumer, but an employee of the company. This approach has been implemented by marketing practitioners Nir Eyal and Ryan Hoover (2014), who believe that "One of the most effective ways to increase a company's value is to develop the right consumer habits, leading to an increase in the average customer life cycle (CLTV)" (p. 27). This figure is equal to the amount that the company will receive from the customer (in our case, a company specialist), until "He wants to go to a competitor, stop using this product or die" (p. 27). If we use this approach in relation to the company's specialists, both parties will benefit: employers and employees, because in a fast-paced media environment, the longer a conscious specialist works in the company, monitors his diet, plays sports, leads a healthy lifestyle, the more benefits, opportunities and competitive advantages he will bring to the company, even as a freelancer.



*Fig. 3. Basic needs for a personality development  
Sources: developed by the authors.*

Table 1 shows that quite a large percentage of respondents is ready to realize their entrepreneurial ambitions - 243 people (57.2%), which means that they already know how to succeed, ready to work on it, spend their time and implement innovative ideas, including the implementation of startups, which contributes to the development of the creative economy. These data are the key to creating quality communication "manager-performer", as well as creative solutions for the application, for example, the strategy of competitive differentiation, which is to establish quality communication between many departments of the company through a mutually beneficial partnership.

Table 1. What do you consider to be the basic need in the development of personality?

| Meaning                                  | Quantity |
|--|----------|
| healthy lifestyle                        | 287      |
| realization of entrepreneurial ambitions | 243      |
| obtaining higher education               | 213      |
| empathy for others                       | 152      |
| the preservation of the environment      | 128      |
| need for hedonism (pleasure)             | 199      |
| procrastination                          | 27       |
| your option                              | 78       |

Sources: developed by the authors

Education turned out to be an important resource for many centenarians. Figure 3 and Table 1 shows that 213 (50.1%) respondents are interested in obtaining higher education. This demonstrates the younger generation's understanding that for the development of personality, obtaining and maintaining leadership positions in a period of permanent change requires constant replenishment and updating of knowledge. However, managers should keep in mind that, although, 65,6% of respondents chose higher education (figure 8), this generation is not able to study one subject, they are interested in interdisciplinary connections, so they will be able to see the whole picture of the world. They are ready to receive information from everywhere, from all channels of communication. Therefore, the traditional approach to learning should be changed, in connection with the pandemic, in particular; online classes and distance learning should be used, and so on.

Figure 3 and Table 1 shows that the great asset of the digital generation has been the choice to show empathy for others. This virtue was chosen by 152 (35.8%) respondents. These figures demonstrate young generation's understanding that for the development of personality, obtaining and maintaining leadership positions in a period of permanent change, constant replenishment and updating of knowledge is required. However, managers should take into consideration that, although, according to our research 65.6% of respondents (figure 8) chose traditional university education, this generation is not able to study one subject, they are interested in interdisciplinary links, so they will be able to see the whole picture of the world. They are ready to receive information from everywhere, from all channels of communication. Therefore, the traditional approach to learning should be changed, in particular, because of the pandemic, online classes and distance learning should be introduced and so on.

The great asset of the digital generation has been the choice to show empathy for others. This virtue was chosen by 152 (35.8%) respondents (Figure 3). This indicates a possible manifestation of the spirit of collectivism in case of need and refutation of the concept that this generation likes to work not in a team, but individually, separately from the team. The preservation of the environment is of great importance for Generation Z - 128 (30.1%), as they all understand and are aware of the danger and real threat to life in the case of continued neglect of the environment and non-resource use of natural resources. This concept of sustainable development, which is to harmonize the economic, social and environmental components of society in any country, acquires global significance today, it has many points of reference with our research and correlates with our questions about healthy living, environment, education and more.

A fairly large percentage of respondents have a key need for hedonism (pleasure) – 199 (46.8%), which is of great value to the creative worker. The capitalization of the company will depend on how much the creative industry specialist will be satisfied with the result of his work. This approach for performing the so-called relationship marketing has five levels of company's investment, belongs to the F. Kotler. These include the following resources: basic marketing, when the manufacturer simply sells



goods; reactive, when the company sells goods and offers the buyer immediate communication in case of any questions, suggestions or complaints; proactive, when producers turn to consumers with the offer of more modern innovative products; responsible, when the manufacturer after a short period of time after the sale of the product is interested in whether the quality of the product meets the expectations of consumers, learns about their suggestions to improve the product or service; partnership, when the company permanently interacts with consumers as partners, looking for ways to improve the results of cooperation (Kotler, 2006). Proactive and responsible level of relations are the milestones of an effective intercommunication structure of the manufacturer with the buyer, each of whom enjoys the joint interaction and qualitatively implements a competitive strategy of differentiation.

According to Figure 3 and Table shows that a relatively small percentage of people, namely - 27 (6.4%) is concerned with procrastination, which can manifest itself in apathy and laziness, that is lack of energy to perform certain actions, because this feature is inherent in creative individuals. But managers should pay attention to this fact, because these specialists should be kept in the spotlight and motivated, if necessary, by additional incentives to improve their productivity. Other basic needs related to personal development motivate 22 (5.2%) of the recipients and are based on self-improvement, professional realization, worldview expansion, creative activity, humanism, development of emotional intelligence, some of them dream of leaving their mark on history.

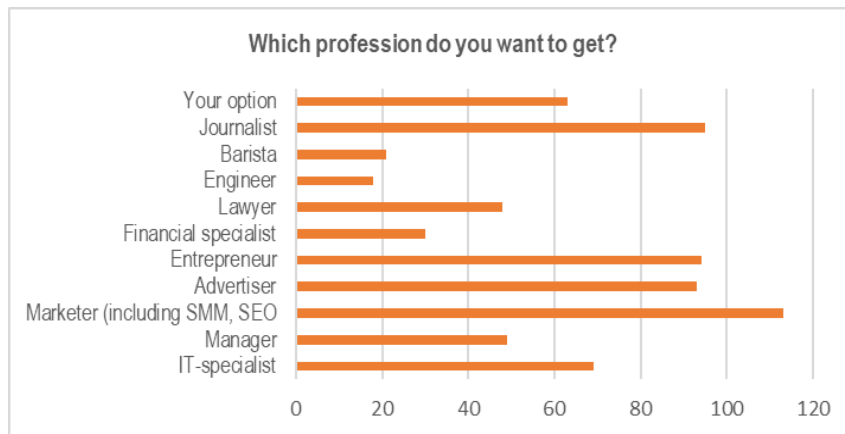
We observe new realities in the organization of labor. Figure 4 shows that recipients see the combination of freelancing with part-time employment as the main resource of their employment (272, 64%). It means that, the vast majority of centenarians are only partially willing to devote all their free time to the company, firm, employer. New information for HR managers and employers is that only 115 respondents (27.1%) are ready to work full time. Therefore, the organization of work at the media company to ensure the efficiency and productivity of specialists, which will contribute to the capitalization of the firm, is one of the key issues today.

A small number of respondents - 65 respondents (15.3%) dream of becoming a freelancer and manage their time. Probably, this is the part of centenarians who are ready to start their own business, being entrepreneurs, have their own startups and develop society in such a way. 6 (1.4%) respondents suggested their own options, the main difference among them lies in the fact that it does not matter what they will do, the aim is to enjoy it.



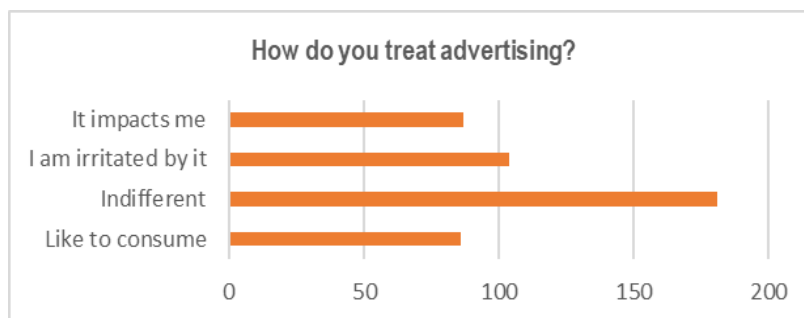
*Fig. 4. Criteria of labor organization conditions  
Sources: developed by the authors*

As Figure 5 shows, according to Generation Z, the most popular professions are marketers, in particular, 113 people (26.6%), journalists 95 (22.4%), entrepreneurs 94 (22.1%), advertisers 93 (21.9%), IT specialists 69 (16.2%), managers 49 (11.5%), lawyers 48 (11.3%). Respondents gave the lowest number of votes to such professions as financier - 30 (7.1%), barista 21 (4.9%), engineer 18 (4.2%). Rather large number of respondents – 63 (14,8%) indicated their own option to answer. Among the answers the popular professions are doctors, dentists, biologists, psychologists, political scientists, pilots, actors, translators, designers, producers and others. (Pic. 6). If we apply the approach of R. Florida to the classification of major groups into subgroups of "supercreative core" and "creative professionals", it can be pointed out that among generation Z there are slightly less creative professionals" (95 journalists) than professionals related to "supercreative core" (113 marketers). The difference is small, so managers and employers need to understand that all professionals will have enough space to effectively apply their skills, knowledge, experience and creative ambitions to achieve the ultimate goal, including profit from their activity.



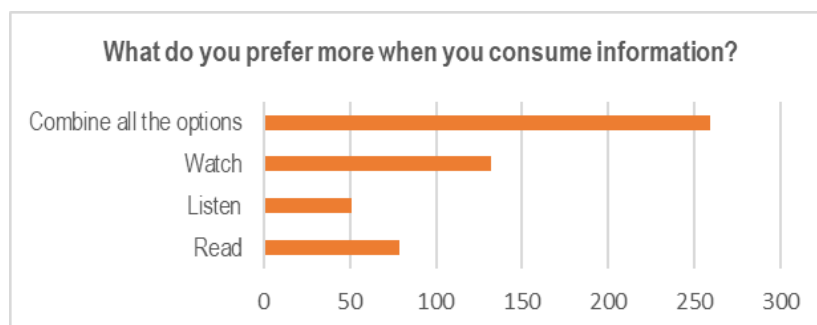
*Fig. 5. Popular professions*  
Sources: developed by the authors

Advertising usually irritates consumers, but not this generation. According to Figure 6 shows that Generation Z is overwhelmingly indifferent to advertising - 181 people (42.6%), it irritates a much smaller number of recipients, including 104 respondents (24.3%). If Generations X and Y do not always acknowledge the impact of advertising on them, the new generation openly states the impact of advertising on them 87 (20.5%). A sufficient number of respondents like to consume advertising - 86 people (20.2%). These data fully confirm that the media industry will be able to monetize media content thanks to these respondents, they are able to become professionals in this field, if they are into it.



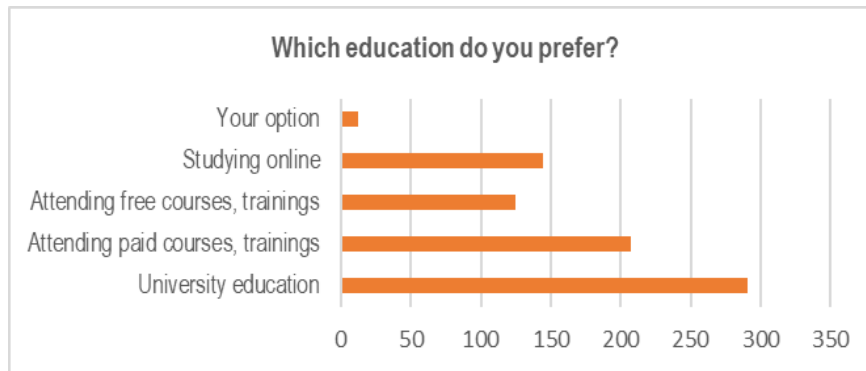
*Fig. 6. Attitude to advertising*  
Sources: developed by the authors

Multimedia is to the taste of the generation born with "devices in hand". As Figure 7 shows, the vast majority of respondents 233 (60.9%) like to read, listen and watch at the same time- consume information in a multimedia version. The digital generation also likes video content, in particular 132 (31.1%) people. 79 (18.6%) respondents like to read and 51 (12%) like to listen. This means that this generation is able to obtain information simultaneously from many channels, it does not prevent them from concentrating and assimilating it, and, consequently, it develops and stimulates them to acquire new permanent knowledge.



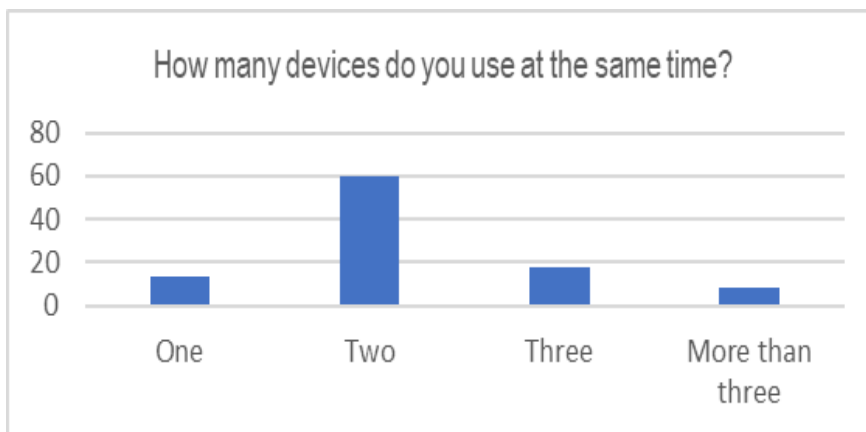
*Fig. 7. The method of obtaining information*  
Sources: developed by the authors

According to Figure 8 shows, the vast majority of respondents (240, 65.6%) pointed out that it is better to get an education at the university but generation Z (176, 48.1%) also like attending paid courses and trainings. 125 (29.4%) recipients are ready to consume free courses and trainings, and the situation with the pandemic greatly contributed to this, as many courses and trainings were offered online, remotely and free of charge. The pandemic has made adjustments to the educational process, 144 respondents (33.9%) prefer online learning, which informs managers and employers about leaving old traditional forms of education and the transition to new modern convergent methods. A small percentage of those who chose their option 12 (2.8%) preferred self-education, which is also an effective resource of the digital generation for personal development.



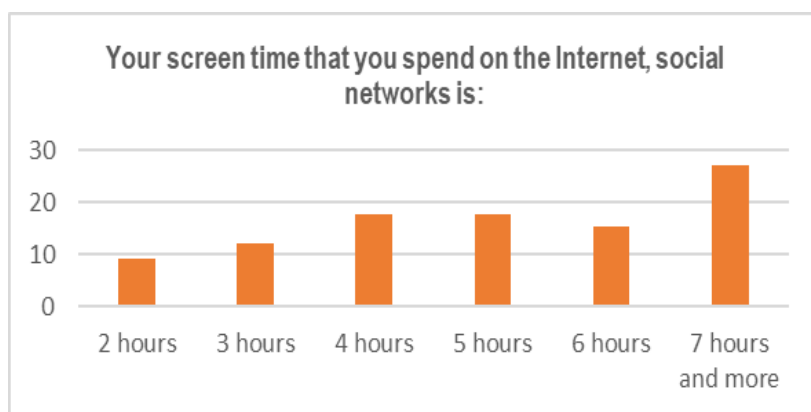
*Fig. 8. Motivational advantages in obtaining education  
Sources: developed by the authors*

Figure 9 shows the vast majority (60.1%) of respondents consume information simultaneously with the help of two devices. One device is used by 13.9% of recipients, however, there are those who are willing (17.6%) to get information at the same time from three devices, and 8.5% - even from more than from three. Probably, this was facilitated by the pandemic, in particular, because many people had to be in several places at the same time, use a large number of technical means and use many devices. And again, many of them liked this situation, it helped them to concentrate and focus on the main thing, rather than disperse attention, which is often blamed on Generation Z.



*Fig. 9. Devices for obtaining information  
Sources: developed by the authors*

The biggest number of respondents (27.1%) spend 7 or more hours on the Internet (Figure 10). And this is a big challenge for employers and managers, because it is almost a full 8-hour working day. Therefore, it is necessary to better understand this issue so that centenarians' productivity does not interfere with the effective development of the media company.



*Fig. 10. Amount of time spent on the Internet  
Sources: developed by the authors*

Recipients are online quite a big part of the time, namely, five and four hours (17.9%), as well as six hours (15.5%). These motivations of the digital generation can be explained by the fact that since childhood, most respondents used devices that calmed them down, gave answers to most questions, including the period of crises such as the pandemic. Fewer people spend three hours (12.2%) and two (9.4%) on the Internet, including social networks. And this data should also be skillfully used by managers.

**Conclusions.** In such a way, it can be stated that today the basis of the creative economy is the intellectual potential of specialists in the creative media industries, moreover, their skills, new knowledge, creativity, innovative ideas contribute to the competitiveness. The study found that nowadays young people, who represent the digital generation of centenarians and are 20-25 years old, become employees of the creative media industries, and a survey of their resource benefits provides employers, media managers with useful information and helps to understand how to capitalize production processes in a competitive environment, and how to transform this generation's skills, abilities, knowledge into management processes in the new working conditions and cooperation of the digital age. On the other hand, it is a generation of media consumers who already are or may become a potential, and later, the target audience of any media company. Therefore, knowledge of their motivational advantages also provides a key to understanding what media product the digital generation needs today.

The study showed that the generation of centenarians is well aware of their basic needs that will promote personal development, because today, these young professionals must become creators of innovative ideas as well as the intellectual potential of the "creative economy", understand non-standard methods of solving standard problems, be able to implement large-scale projects, establish team habits, communication relations with managers, be in demand and be competitive in a fleeting environment, to monetize activities- to be producers of business processes of various media enterprises and to create competitive goods in media industries. The vast majority of them consider their motivational advantages to be a healthy lifestyle, higher education, awareness of environmental protection, empathy for others, and the realization of their entrepreneurial ambitions. These indicators correspond to the theory of sustainable development, and therefore can be useful for further research and implementation of this concept in Ukraine.

The results of the study also show that the young generation considers creative professions-drivers of creative industries, to be an important competitive advantage. Most of them want to combine freelance with part-time employment. This means that they are not ready to spend all the time on employers, they have a desire to do business. The digital generation of centenarians likes to consume multimedia information as well as video content from at least two devices, but also many of them consume information from three or more devices. Advertising does not irritate them, the vast majority are indifferent to it, but there are those representatives who like it. In such a way, the results of the study are valuable for practitioners, including employers, managers of any enterprise of creative industries in Ukraine to build quality horizontal and vertical communication among all the departments, as well as to realize their creative and intellectual potential in creating a competitive media product that can capitalize production processes based on the correctly chosen competitive strategy.

## REFERENCES

1. Barzylovykh, O., Hryhgorova Z., Pynchak L., Syhgorykov A., Syhgorykova O., Shevchenko I. (2017). *Osnovy mediamenedzhmentu [Fundamentals of media management]*. Kyiv, KPI: I. Sikorskohgo, 10.
2. Brundtland, G. (1987). *Development and International Economic Cooperation: Environmental Issues*. Report of the World Commission on Environment and Development. UN General Assembly. Retrieved from <https://www.un.org/ru/ga/pdf/brundtland.pdf>
3. Boden, M. A. (Ed.). (2003). *The Creative Mind: Myths and Mechanism* (2nd ed.). United Kingdom, University of Sussex: Sussex House.
4. Creative Industries Mapping Document (2001), Department of Culture, Media and Sport. *London Creative Industries Mapping Document*. Retrieved from [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/183544/2001part1-foreword2001.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/183544/2001part1-foreword2001.pdf)
5. Demidenko, V., Zdorenko, T. (2016). “Perspektyvy rozvitku znan v Ukraini” [Prospects for the development of the knowledge economy in Ukraine], *Collection of scientific works of Cherkasy State Technological University*, 42, 65–70.
6. Dyllick, T., Hockerts, K. (2002). “Beyond the business case for corporate sustainability”. *Business Strategy and the Environment*, 11(2), 130-141.
7. Druker, P. (2004). *Zadachi Menedzhmenta v XXI veke [Management Challenges in the 21<sup>st</sup> Century]*. Moscow: Mann, Ivanov, Ferber.
8. Dubrova, O. S. (2010). *Process of development and realization of competitive strategy of the enterprise, Effective economy*. Retrieved from <http://www.economy.nayka.com.ua/index.php?Operation=1&iid=332>.
9. Eyal, N., Hoover, R. (Ed.). (2014). *Buyer on a hook. Guide to creating habits-forming products*. (Trans. S. Filina). Moscow: House of Mann, Ivanov and Ferber.
10. Florida, R. (2005). *Kreativnyy klass: lyudi, kotoryye menyayut budushcheye [Creative class: people who change the future]*, Moscow: Klassika XXI.
11. Forrester, Dzh. (2003). *Mirovaya dinamika [World dynamics]*. Moscow: AST.
12. Hesmondhalsh, D. (2014). *Kulturnye industrii [The Cultural Industries]*. (Trans. I. Kushnareva). Moscow: Vysshaya Shkola Ekonomiky.
13. Hawkins, J. Khokins, J. (2011). *Kreativnaya ekonomika [Creative economy]*. Moscow: Klassika XXI.
14. Kanaevoy, O.A., Sopina, V.S. (2010). *Formirovanie konceptualnykh osnov korporativnoy socialnoy otvetstvennosti [Formation of conceptual bases of corporate social responsibility]*. Sankt-Peterburg: SPbGU.
15. Karintseva, O. (2018). “The National Economy Structure in the Context of Sustainable”, *Development Economics: time realities. Scientific journal*. 1 (35), 71-78. Retrieved from <https://economics.opu.ua/files/archive/2018/No1/71.pdf>. DOI: 10.5281/zenodo.1303243.
16. Khokins, Dzh. (2011). *Kreativnaya ekonomika [Creative Economics]*. Moscow: Klassika KHKHI.
17. Khusainov, R.V., Yanchenko, A.Y., Rudenko, M.M. (2015). “Ekonomika znan: sutnist, skladovi, cpetsufika” [Knowledge economy: essence, components, specifics]. *Young scientist*, 11, 95–103.
18. Kotler, F. (Ed.). (2006). *Marketing menedzhment [Marketing Management]*. Express course. (2nd Ed.). (Trans. S. Bozhuk). Saint-Petersburg: Peter.
19. Ladyka, I. (2018). *Dity XXI ery: znaiomsya, Tsentenialy [Children of the XXI century: get acquainted, centenarians]*. Retrieved from <http://studway.com.ua/centenial>
20. Lamben, J. (1996). *Strategichnuy marketing. Evropeisky perspektivy [Strategic marketing. European perspective]*. Saint-Petersburg: Nayka.
21. Lamben, J. (Ed.). (2007). *Market-oriented management*. Saint-Petersburg: Peter (Classic MBA Series).
22. Lopatinskiy, Y., Megley, V. (2016). “Concept of sustainable development as a factor of competitiveness of the national economy”, *Naukoviy visnik Chernivetskogo universitetu*, 777-778, 35-40.
23. Lupak, R. (2010). “Economic bases of ensuring the competitiveness of the enterprise in market conditions”, *Nauk. Bulletin of NLTUU: Coll. scientific and technical Works*. Lviv: NLTUU. 20.6, 248 – 252.
24. Medouz, D. Renders, J. Medouz, D., Berens, V. (1999). *Predely rosta [Growth limits]*. Moscow: MGU.
25. Mesarovich, M. (1991). *Poisk novoy paradigmy dlya globalnoy problematiki [Search for a new paradigm for global issues]*. Globalnaya problematika: Nauch.-issled. diskussii, Moscow.
26. Organization for Economic Cooperation and Development (1996). *The knowledge-based economy*. OECD/GD (96) 102. Paris: Retrieved from <https://www.oecd.org/officialdocuments/publicdisplaydocumentpdf/?cote=OCDE/GD%2896%29102&docLanguage=En>.
27. Pearce, D., Atkinson, G. (1998). “The concept of sustainable development: an evaluation of its usefulness ten years after Brundtland,” *Swiss Journal of Economics and Statistics*, 134 (3), 251-269.
28. Pechchei, A. (1985). *Chelovecheskie kachestva [Human qualities]*. Moscow: Progress.
29. Perelet, R.A. (2003). *Perehod k ere ustojchivogo razvitiya? [Transition to an era of sustainable development?]*. Moscow: MNEPU.
30. Pestel, E. (1988). *Za predelami rosta [Beyond growth]*, Moscow: Progress.

31. Porter, M. (1980). *Competitive Strategy: Techniques for Analyzing Industries and Competitors*. New York: Free Press.
32. Porter, M. (2016). *Competitive advantage. How to achieve a high result and ensure its stability*. NY: Alpina Publisher.
33. Posnova, T. (2018). "Formation of the Creative Human Potential in Conditions of Postindustrial Economy". *Economy Science*, 4, 83-86. [www.economy.in.ua](http://www.economy.in.ua)
34. Smolenyuk, P. (2012). "Substantiation of the competitive strategy of the enterprise", *Innovative economy*, 3 (29), 86-93.
35. Strauss, W., Howe, N. (1991). *Generations: The History of America's Future. 1584 to 2069*. Retrieved from [https://archive.org/details/generationshisto00stra\\_0/mode/2up](https://archive.org/details/generationshisto00stra_0/mode/2up)
36. Sustainable Development for Ukraine. Retrieved from <https://sd4ua.org/shho-take-stalij-rozvitok/>
37. Taylor, F. (1911). *The principles of scientific management*. New-York, London: Harper & Brothers Publisher. Retrieved from [http://strategy.sjsu.edu/www.stable/pdf/Taylor,%20F.%20W.%20\(1911\).%20New%20York,%20Harper%20&%20Brothers.pdf](http://strategy.sjsu.edu/www.stable/pdf/Taylor,%20F.%20W.%20(1911).%20New%20York,%20Harper%20&%20Brothers.pdf)
38. Tebini H., M'Zali B., Lang P., Perez-Gladish, B. (2016). "The Economic Impact of Environmentally Responsible Practices", *Corporate Social Responsibility and Environmental Management*, 23. Issue 5, 333-344.
39. Throsby, D. (2008). "The Concentric Circless Model of the Cultural Industries", *Cultural Trends*, 17 (3), 147-164.
40. Toffler, E. (2002). *Shock budushchego [Shock of the future]*. (Trans. E. Toffler). Moscow: LLC. AST "Publishing House".
41. Thompson, A., Strickland, A. (1984). *Strategic Management: Concepts and Cases*, NY: Strickland Published, Business.
42. United Nations, (1992). "Agenda for the XXI Century". Retrieved from [http://www.un.org/ru/documents/decl\\_conv/conventions/agenda21.shtml](http://www.un.org/ru/documents/decl_conv/conventions/agenda21.shtml)
43. Voroshilov, O. (2021). "World Economic Forum in Davos-2021", *Ukraine: events, facts, comments*, 2, 11–17. Retrieved from <http://nbuviap.gov.ua/images/ukraine/2021/ukr2.pdf>.
44. Zaitseva, L. (2019). "Constituents of sustainable development", *Efektivna ekonomika*, Elektronne naykove fakhove vydannya. Retrieved from <http://www.economy.nayka.com.ua>