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Work Motivation Theory: Identifying Multi-Generational Values in the Workplace

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2017

Abstract

Work Motivation Theory: Identifying Multi-Generational Values in the Workplace

by

Rhonda R. Brown-Crowder

MA, Amberton University, 2008

BA, University of Texas at Arlington, 1993

Dissertation Submitted in Partial Fulfillment

of the Requirements for the Degree of

Doctor of Philosophy

Management

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Abstract

The workforce is diverse on gender, race, ethnicity, culture, work styles, and age. Employees from different generations have varying expectations of what they value from the workplace and therefore approach work differently. Generational differences can lead to mistrust and communication breakdowns. They can also impact job satisfaction and productivity. The Generational Cohort Theory was utilized in this nonexperimental study, and the sample was recruited from CB Richard Ellis Real Estate Group. The purpose of this study was to determine the work values differences among the 4 generational cohorts: Silent, Baby Boomers, Generation X and Millennials. The research questions for this quantitative study first identified the preferred work values, utilizing the Minnesota Importance Questionnaire (MIQ), and sought if there was a statistically significant means difference in those preferred values from 1 generation to another. A 1-way MANOVA was used to analyze the effect of generation cohort affiliation with preferred work values, revealing a positive relationship between cohort and preferred work values. Results indicated that some work values are unique between generations, such as being busy all the time and doing things for other people, and some are shared, including telling people what to do and having good coworkers. Additional research is needed to address the gap in current literature in the areas of autonomy and recognition. The implications for social change include acquiring a greater knowledge of similarities and differences between older and younger workers.. This knowledge is essential for building high-performing teams, for successful recruitment, and employee retention.

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Dedication

To my husband Curtis, Thank You for being my greatest supporter. During the times when I was tired and worn out and feeling hopeless, it was your voice that encouraged me to keep going and propelled me to the next level. You would never let me quit or give up on myself during my toughest times. Thank You for always igniting that spark in me and for reminding me of the importance of finishing what I start. This degree belongs to all of us!

To my dearest Son, Caleb, It is my sincere hope that you will one day overcome the challenges of Autism and can fully comprehend the magnitude of this accomplishment. It is my hope that when that moment comes, you will say, 'If my Mom can do it, I can do it too!' I hope to make you proud, and to realize, that with God, all things really are possible.

To my parents Jessie and Barbara Brown, Thank You both from the bottom of my heart for instilling in me a love for education and learning, and for helping me to realize that I can overcome every obstacle that stands in my way from accomplishing my dreams. Thank You for teaching me that it is never okay to settle for less, and that I must always do my very best. I as able to persevere through this long and difficult process because of things you imparted in me and for the example you always set for us. I owe much of my life's success to you!

To my Sisters and Brother, Thank You all for your love and support of me throughout this process and for always believing in my ability to accomplish this amazing life-long dream. It is wonderful having you all by my side and cheering in my corner.

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This dissertation would not have been realized with the support and guidance of certain individuals who encouraged me to believe in myself and to never quit until I crossed the finish line to receive my prize.

To my Lord and Savior Jesus Christ, Thank You for your Grace, Mercy, and Strength to complete this momentous task. Thank You for the Path you have set before me, and the Destiny you have called me to fulfill. I will not fail you.

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To my Sister and fellow Walden Graduate, Dr. Tracey Brown, thank you for blazing a new trail and showing our family that the level of 'Doctor' is not only obtainable, but possible. Thank You also for your continued support, wisdom, and guidance throughout this process. I could not have done this without you. You are my inspiration!

To my fellow Walden Graduates friends, Dr. Belinda Kennon and Dr. Heriberto Man, who started this process with me, it has been a true honor to share this life-changing experience with you!

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Chapter 1: Introduction to the Study

Introduction

Today's workforce is diverse, not only on gender, race, ethnicity, culture and work style, but also on age. According to Clare (2009), more changes will occur in the workplace in the next 20 years. By 2012, approximately one in every five employees will be over the age of 55 (Kapoor & Solomon, 2011). The largest generational segment of the workforce, Baby Boomers, will be retiring leaving skills and talent gap in organizations (Eversole, Venneberg, & Crowder, 2012).

Theorists and practitioners have defined generational cohorts as individuals born around the same time who share distinctive social or historical life events during critical developmental periods. They reflect the values emphasized during these particular events of periods of time (Twenge et al., 2010; Murray, Toulson, & Legg, 2011). One of the biggest challenges facing managers today is learning how to effectively lead a multigenerational workforce. Employees from different generations may have varying expectations of what they want (or value) from the workplace, both from an intrinsic and extrinsic standpoint and therefore may approach work differently (Lester et al., 2012). These generational differences can cause friction, mistrust, communication breakdowns, prevent effective teamwork and collaboration, and impact job satisfaction, retention, and productivity (Baily, 2009).

McGuire, By, and Hutchings (2007) found that differences in outlook and approach have emerged between generations. While the aging sector of the workforce is highly experienced, work-oriented and stable in employment, younger employees are

increasingly mobile, exhibit less organizational commitment, but are entrepreneurial and technologically literate. In contrast to the social communitarian outlook of aging workers, younger workers are fueled by a propensity towards self-fulfillment and the pre-eminence of the self. These differences in approaches and attitudes to work may result in intergenerational conflict that compromises organizational performance.

Morrell (2011) argued that intergenerational conflict may cause problems such as increased tension, distrust, higher levels of turnover and lower employee retention, poor work ethics, unprofessional verbal confrontations, misunderstandings, hindering innovation, weak corporate citizenship, poor levels of communication, and productivity losses. In addition to generational challenges, employers also stated their concern that because of the downturn, employee motivation would be more difficult, with 91% of the organizations stating concern about the ability to keep their workforce engaged and motivated.

To reduce the level of competition and conflict between the generations, LeDuc and Kotzer (2009) found that recognizing differences and appreciating the expertise that each generation brings to the workplace will create an environment that embraces generational diversity. Sneltvedt and Sorlie (2012) discussed that the different generations could function in a sustained partnership in which they mutually help one another, relying on one another's strengths, and helping in relation to weaknesses and lack of experience. Chalofsky and Krishna (2009) asserted that as employers are working to address the generational needs of employees, they must also remember that all employees, regardless of their generational affiliation, strive to work towards a higher

cause, meaningfulness, and life purpose; and, individuals who do not perceive the workplace as meaningful and purposeful will not work up to their professional capacity.

Background of the Study

An in-depth review of the current literature showed that as the workplace becomes increasingly multi-generational, organizations will increasingly need to consider both the different and similar needs of members of generational cohorts for flexibility in the work environment. While much research has been done on motivation and generational attributes, little has been done to identify the work values of each generation and to show how these work values can cause conflict in the workplace. According to Bailey (2009), the current working population has been split into four generational groups: Traditionalists, Baby Boomers, Generation X, and Generation Y (also known as Millennials, Y2K's, Echo Boomers, the Internet generation, Nexters) (Bailey, 2009). Depending on which study is referenced, the date of birth range for each cohort group may vary from approximately two to three years in the beginning or end, causing interpretation difficulties (Dahlroth, 2008). For the purpose of this study, four generational cohort groups will be identified as: Silent [born between 1925 and 1945], Baby Boomer [born between 1946 and 1964], Generation X [born between 1965 and 1980], and Millennials [born between 1981 and 1999] (Twenge et al., 2010). Most researchers agree on the following age categories of the four generational cohort groups, regardless of the varied age limit delineations.

The first cohort, the Silent Generation, also known as the Veteran's, the Matures, the Traditionalists, is the oldest generation of current senior citizens in the workplace,

born between 1925 and 1945. There were about 50 million live births during the Silent Generation, making it the smallest generation in the last 100 years (Lehto, Jang, Achana, & O'Leary, 2008; Murray, Toulson, & Legg, 2011; Dahlroth, 2008; Clare, 2009; Cheeseman & Downey, 2011). This group can be characterized as being frugal and cautious or risk-averse, resistant to change; they see conformity as a sure ticket to success; they respect authority, and are used to hierarchal organizational structures (Lehto et al., 2008; Murray et al. 2011; Clare, 2009; Williamson et al., 2010).

The Baby Boomer Generation, also referred to as Boomers, includes individuals who were born immediately after the Second World War, between 1946 and 1964. They account for 76 million members of the population (Dahlroth, 2008; Clare, 2009; Murray, et al., 2011; Eversole et al., 2012; Zopiatis et al., 2012; Cheeseman & Downey, 2011). This cohort has been characterized as being competitive and as being workaholics. They are loyal and believe in paying their dues and working their way to the top in return for promotions and status symbol; and; they plan to stay for the long term and give maximum effort at work (Murray et al., 2011; Twenge et al., 2010).

Generation X was born between 1965 and 1980. The 51 million members of Generation X make up, along with the Boomers, the majority of many organizations (Dahlroth, 2008; Eversole et al., 2012; Twenge, et al., 2010; Clare, 2009; Murray et al., 2011; Zopiatis et al., 2012). This generation grew up as 'latch-key kids' and entered the workplace at a time of corporate downsizing. They grew up with fears about the ability of Social Security to support their retirement. They are described as independent and

expecting autonomy in the workplace (Murray et al., 2011; Clare, 2009; McElroy & Morrow, 2010).

Generation Y/Millennials, born from 1980 to present, is 77 million strong (Dahlroth, 2008; Clare, 2009; Murray et al., 2011; Twenge et al., 2010). Members of this Generation regularly challenge authority and the old way of doing business. Technologically savvy, this group is more comfortable with change than the previous generations before it (Dahlroth, 2008). Millennials are known for sociability and street smarts. They are known for expecting rewards or 'trophies' just for showing up and participating in events. They are multi-taskers, confident, eager to learn, and team-oriented (Clare, 2009). For the sake of this study, we will refer to Generation X as those who were born between 1965-1980, and Generation Y represents those who were born after 1980 to present.

These generational differences can cause friction, mistrust, communication breakdowns, prevent effective teamwork and collaboration, and impact job satisfaction, retention, and productivity (Baily, 2009). Eversole et al. (2012) asserted that motivation increases when employees believe that certain behaviors lead to certain rewards (Eversole, Venneberg, & Crowder, 2012). If employers can successfully find ways to bring the best from each of the four generations, the challenge can be an opportunity for a more efficient, productive, and successful company. Organizations cannot remain competitive if they are not able to attract and retain talented workers (Eversole, Venneberg, & Crowder, 2012).

Problem Statement

Today's workforce is unique because there are four separate, distinct generations working side-by-side. The research problem that will be addressed in this study focuses on the fact that each generation has a different approach to their company, their co-workers, and the work itself based on differing work values and a generational path in work and life (Patona, Schwartz, & Schwartz, 2007). A review of the literature revealed that organizations have been unable to determine if there are differing generational work values represented in the workplace. This lack of determination makes it more difficult for the organization to meet the needs of a growing multi-generational workforce. Therefore, the need for further study of this subject exists.

Kapoor and Solomon (2011) argued that popular literature has created an abundance of fear and mistrust between generations in the workplace by suggesting that there will be major challenges between the older generation leaving and the newest one entering the workforce. Many of these assumptions are based on sweeping generalizations and lack of scientific groundwork. Some study results have shown that significant generational differences in the workplace do exist, while others have shown little to no significant differences. Additionally, Twenge, Campbell, Hoffman, and Lance (2010) argued that while most past research on generational differences has focused on comparing Boomers and Generation X. Generation Y (GenMe), the youngest and fastest growing generation in today's workforce has received little, if any, empirical examination. Fully examining the discrepancy in previous research, as it relates to differences in multi-generational workplace values, will help researchers better

understand any generational differences that may exist. If the identified multi-generational work values are reliable across time, additional research is needed to understand the impact work values has on each generation's work motivation and employee satisfaction.

Purpose of the Study

The purpose of this quantitative non-experimental study is to identify work values of multi-generations in the workplace, using Strauss and Howe's Generational Theory, and Herzberg's Work Motivation Theory. The independent variable, generational cohort, is defined as the year the participant was born and was stratified by Silent [born between 1900 and 1945], Baby Boomer [born between 1946 and 1964], Generation X [born between 1965 and 1980], and Millennials [born between 1981 and 1999] (Twenge et al., 2010). The dependent variables, work values, are defined as aspects of a job that are necessary to promote job satisfaction (Hansen & Leuty, 2012). The dependent variables are comprised of 6 overarching work values and 20 facets of values.

The social issues that will be addressed include the multi-generational gap that exists within organizations that affect work ethic, team cohesiveness, employee motivation and morale, work variance in management and performance expectations, and employee intention to remain with an organization. Having multi-generations in the workplace is a trend that will continue for years to come; therefore, it is important to identify and understand ways that each generation can grow and thrive and contribute effectively in an organization.

Research Question(s) and Hypotheses

According to Creswell (2009), quantitative research questions inquire about the relationships among variables that the investigator seeks to know. They are frequently used in social science research and especially in survey studies. Quantitative hypotheses, on the other hand, are statements the researcher makes about the expected relationships among variables. They are numeric estimates of population values based on data collected from samples. Testing of hypotheses employs statistical procedures in which the investigator draws inferences about the population from a study sample. Hypotheses are often used in experiments in which investigators compare groups. I will be examining two research questions during this study and will be describing them in greater detail in Chapter 3.

The research questions and hypothesis to be explored during this study are:

Research Question 1: What are the differences in work values among generational cohorts? (Silent, Baby Boomers, Generation X, and Generation Y).

Null Hypothesis H_0: There are no differences in mean work values among generational cohorts.

Alternative Hypothesis H_1: There are differences in mean work values among generational cohorts (i.e., all cohort means are not equal).

Research Question 2: If there are differences in mean work values among the four cohorts, what are those differences? A further investigation will be done to examine these cohort differences.

Independent and Dependent Variables

The independent variable is generational cohort membership. A generational cohort membership refers to four predetermined age groups of individuals based on birth year ranges, born around the same time, who share distinctive social or historical events during critical development periods. They reflect the values emphasized during these particular events or periods of time (Eversole et al., 2010; Murray et al., 2011). Figure 1 depicts the Independent and Dependent variables and their categories. Generational cohort has four levels: Silent, Boomers, Generation X, and Generation Y. Work values are identified as the dependent variable. Six outcome measures are identified as: (a) achievement, (b) comfort, (c) status, (d) altruism, (e) safety, and (f) autonomy. Mardanov, Heischmidt, and Henson (2008) defined job satisfaction as an attitude that individuals maintain about their jobs that are developed from their perceptions of their jobs. Employees reported feeling motivated and happy with their jobs when they most frequently described factors related to their tasks and were successful in the performance of their work (Herzberg, 1959).

Figure 1. Independent and Dependent Variables.

Independent Variable	Dependent Variables
Generational Cohort Membership	*Work Values Categories*
Silent/Traditional	Achievement
Baby Boomers	Comfort
Generation X	Status
Millennials	Altruism
	Safety
	Autonomy

Theoretical Foundation

According to Eversole et al. (2012), as the workplace becomes increasingly multigenerational, organizations will increasingly need to consider both the different and similar needs of members of generational cohorts for flexibility in the work environment. Motivation increases when employees believe that certain behaviors lead to certain rewards. The theoretical framework I will utilize for this study will be Maslow's Hierarchy of Needs Theory (1943) discussing the five basic needs of man: physiological, safety, love, esteem, and self-actualization, and the impact they have on employee motivation and job satisfaction. It will also examine Herzberg's (1959) motivational theory to identify what work values motivates each generation in the workplace as well as Strauss and Howe's (1991) generational theory which theorizes that each generation has a different "peer personality," and this peer personality leads each generation to have different values around work and organizational life (Eversole et al., 2012).

Hierarchy of Needs Theory

Maslow's (1943) Theory is an important reminder that people are more than a collection of independent parts. The pyramid depiction of the hierarchy is very popular in that it arranges people's motives in order of precedence. Maslow (1943) identified the five basic needs of man as physiological, safety, love, esteem, and self-actualization. He proposed that people must be understood regarding their context, be it internal or external; and that the ultimate goal of man is to fulfill himself as a creative, unique, individual according to his on innate possibilities and within the limits of reality. I will be exploring the Hierarchy of Needs Theory in greater detail in Chapter 2.

Work Motivation Theory

In his motivation-hygiene theory, Herzberg (1959) stated that work motivation is largely influenced by the extent to which a job is intrinsically challenging and provides opportunities for recognition and reinforcement. Herzberg saw the job's context (e.g., the work itself, achievement, responsibility, and growth) as being far more important to employee satisfaction and motivation than organizational or hygiene factors, such as company policies and supervisory relationships (Giancola, 2011; Herzberg, 1959).

Furthermore, employees reported feeling motivated and happy with their jobs when they most frequently described factors related to their tasks, to events that indicated to them that they were successful in the performance of their work, and to the possibility of professional growth (Herzberg, 1959). I will be exploring the Work Motivation Theory in greater detail in Chapter 2.

Generational Cohort Theory

Generational cohort theory, made popular by Strauss and Howe (1991), posited that a generation is a social construction in which individuals born during a similar period experience, and are influenced by, historic and social contexts in such a way that these experiences differentiate one generational cohort from another (Lester, Standifer, Schultz, & Windsor, 2012).

Currently, many organizations have four generations of employees working alongside one another. Employees from different generations may have varying expectations of what they want (or value) from the workplace, both from an intrinsic and

extrinsic standpoint and therefore may approach work differently (Lester et al., 2012). I will be exploring the Generational Cohort Theory in greater detail in Chapter 2.

Nature of the Study

I will employ a quantitative survey design, utilizing convenience targeted sampling of individuals employed full-time or retired within the continental United States ages 18 and above in a large metropolitan area. A minimum of 180 participants will be contacted. I will recruit participants until the threshold sample is obtained. The six overarching values (dependent variables) to be measured are identified as work values, along with 20 facets of values to be measured on the Minnesota Importance Questionnaire (MIQ; Gay, Weiss, Hendel, Dawis, & Loftquist, 1971; Rounds, Henley, Dawis, 1981). The six outcome measures (dependent variables) are identified as: (a) achievement, (b) comfort, (c) status, (d) altruism, (e) safety, and (f) autonomy. I will look for a mean difference in scores that measure work values in organizational workers in the four different generational cohorts: (a) Silent/Traditionalists (b) Baby Boomers, (c) Generation Xers, and (d) Generation Y/Millennials.

According to Creswell (2009), quantitative research begins with a problem statement and involves the formation of a hypothesis, a literature review, and a quantitative data analysis. Quantitative research also involves the collection of data, typically numeric, so that information can be quantified and subjected to statistical treatment to refute alternate knowledge claims. In quantitative research, the researcher tends to use mathematical models as the methodology of data analysis. Therefore, my choice to use a quantitative study design will accomplish my study goals by allowing me

to respond to research questions requiring numerical data as well as to generate findings that can be predictive, explanatory, and confirming (Creswell, 2009).

Other study methods such as a qualitative research approach were not considered because according to Creswell (2009) a qualitative approach builds its premise on inductive, rather than deductive reasoning. It is from the observational elements that pose questions the researcher attempts to explain. The strong correlation between the observer and the data is a marked difference from quantitative research, where the researcher is strictly outside of the phenomena being investigated.

The methodology for this study will be quantitative as it begins with a problem statement and involves the formation of a hypothesis, a literature review, and a quantitative data analysis. An analysis of variance (ANOVA) will be the data technique used to analyze my results. Kocabas and Karakose (2009) found that the use of an ANOVA is the best method to analyze multiple levels of variables and to determine if there was a significant difference within or between each group. Furthermore, it will allow me to look for mean differences in scores that measure work values preferences between full-time employees in the four generational cohorts: (a) Silent/Veteran, (b), Boomers, (c) GenXers, and (d) GenY/Millennials. The ANOVA method is the most effective way to analyze the research question and accomplish study goals, and it is consistent with other studies found in the literature review (Kocabas & Karakose, 2009).

The social change addressed in this study will be identifying work values of multi-generations and analyzing the effects of the multi-generational gap in work motivation. Building cohesive and collaborative work teams play a critical role in

organizational behavior and culture. Therefore, an in-depth understanding of employees'

work values across all generations contributes to positive organizational outcomes,

including employee loyalty and customer satisfaction.

<div align="center">**Definitions**</div>

The following operational definitions are intended to clarify the use of terms in

this study:

Generational Cohort

Generational cohort refers to four predetermined age groups of individuals based

on birth year ranges born around the same time who share distinctive social or historical

life events during critical developmental periods. The four groups are Seniors (1900-

1945), Baby Boomers (1946-1964), Generation X (1965-1980), and Generation

Y/Millennials (1981-2000). Depending on which study is referenced, the date of birth

range for Generation X and Generation Y cohort group may vary from approximately one

to three years in the beginning or end, causing interpretation difficulties (Dahlroth, 2008).

The dates referenced above, however, will be referenced during this study. Generational

cohorts reflect the values emphasized during these particular events or periods of time

(Eversole et al., 2010; Murray et al., 2011). Each of these generations will be discussed

further in Chapter 2.

Work Values

Work values are defined as an objective, either a psychological state, a

relationship, or material condition that one seeks to attain. Values predict job satisfaction,

career choice, work performance, workplace tenure, intentions to stay in the job, and vocational interests (Hansen & Leuty, 2012).

Silent/Veteran

The first cohort, the Silent Generation, also known as the Veteran's, the Matures, the Traditionalists, is the oldest generation of current senior citizens in the workplace, born between 1925 and 1945 (Lehto, Jang, Achana, & O'Leary, 2008; Murray, Toulson, & Legg, 2011; Dahlroth, 2008; Clare, 2009; Cheeseman & Downey, 2011). This group can be characterized as being frugal and cautious or risk-averse, resistant to change; they see conformity as a sure ticket to success; they respect authority, and are used to hierarchal organizational structures (Lehto et al., 2008; Murray et al. 2011; Clare, 2009; Williamson et al., 2010).

Baby Boomers

The Baby Boomer Generation, also referred to as Boomers, includes individuals who were born immediately after the Second World War, between 1946 and 1964. They account for 76 million members of the population (Dahlroth, 2008; Clare, 2009; Murray, et al., 2011; Eversole et al., 2012; Zopiatis et al., 2012; Cheeseman & Downey, 2011). This cohort has been characterized as being competitive and as being workaholics. They are loyal and believe in paying their dues and working their way to the top in return for promotions and status symbol; and; they plan to stay for the long term and give maximum effort (Murray et al., 2011; Twenge et al., 2010).

Generation X

Born between 1965 and 1980, the 51 million members of Generation X make up, along with the Boomers, the majority of many organizations (Dahlroth, 2008; Eversole et al., 2012; Twenge, et al., 2010; Clare, 2009; Murray et al., 2011; Zopiatis et al., 2012). This generation grew up as 'latch-key kids' and entered the workplace at a time of corporate downsizing. Further, they grew up with fears about the ability of Social Security to support their retirement. They are described as independent and expecting autonomy in the workplace (Murray et al., 2011; Clare, 2009; McElroy & Morrow, 2010).

Generation Y

Generation Y, also referred to as Millennials, represents those who were born after 1980 to present (Dahlroth, 2008; Clare, 2009; Murray et al., 2011; Twenge et al., 2010). Members of this Generation regularly challenge authority and the old way of

doing business. Technologically savvy, this group is more comfortable with change than the previous generations before it (Dahlroth, 2008). Millennials are known for sociability and street smarts. They are known for expecting rewards or 'trophies' just for showing up and participating in events. They are multi-taskers, confident, eager to learn, and team-oriented (Clare, 2009).

Peer Personality

Essentially a caricature of its prototypical member. It is the sum of attributes, a distinctively person-like creation. It can be reckless, calm or aggressive, self-absorbed or outer-driven, generous or selfish, spiritual or secular, interested in culture or interested in politics (Strauss & Howe, 1991).

Assumptions

There are five assumptions for this study.

1. Participants will complete the MIQ survey (Gay et al., 1971; Rounds et al., 1981) instrument honestly, accurately, and that they recorded their date of birth (used to determine generational cohort) accurately on the response forms.

2. The MIQ survey is a valid, reliable instrument as it pertained to the selected population.

3. Individuals will have sufficient experience with work values in their work history to comfortably identify or adequately identify their leadership preferences.

4. For the purpose of this research, it is assumed that the population from which the sample will be drawn is normally or approximately distributed.

5. The stratified sampling and analysis of variance are assumed to be the most effective methods for analyzing the differences between generational cohorts on work values.

Limitations

There are five limitations for this study.

1. This study will be conducted in various organizations in the continental United States in a large metropolitan area; therefore, the results cannot be generalized beyond this population.

2. The study will include qualified working professionals and retirees, 18 years and older in a variety of work fields; therefore, the results can be generalized beyond this population.

3. Participation will not be open to nonprofessional workers or those under the age of 18 even though they might have achieved the requisite age level because the focus of the study is specifically for working professionals; therefore, I will not generalize the results beyond this population.

4. Age groups for each generation cohort will be limited based on the predetermined birth year ranges and based on the demographic information relating to age that will be provided by the participant.

5. The research study will be based on self-report; therefore, the veracity and accuracy of responses cannot be verified, even though the MIQ (Gay et al., 1971; Rounds et al., 1981) will contain mechanisms to detect response faking.

Scope of Delimitations

There are several delimitations associated with this research. First, the study is delimited to participants residing in the continental United States in the Dallas/Ft. Worth, TX metropolitan area. The study is confined to four generational cohorts: Silent, Baby Boomers, Gen Xers, and Millennials working in a variety of professional organizational settings. Second, participants under the age of 18 will be excluded due to an inadequate amount of time spent in the workplace in a professional position. The six overarching values subscales of the MIQ (Gay et al., 1971; Rounds et al., 1981) will be used to collect data about work values of multi-generational respondents. The MIQ will be used to examine the six overarching values subscales predictive to respondents' work values preferences. Not considered are differences in gender, race, and time spent working in the professional organizational, socioeconomic status, or cultural factors that may influence multi-generational work values preference. The exploration of demographic variables such as gender or ethnicity as predictor variables could both be possible future research alternatives beyond this study.

Significance of the Study

The Bureau of Labor Statistics projects that the total US Civilian Labor Force growth is expected to slow from an annual rate of 1.1% between 1990 and 2000 to 0.7% through 2025. By 2016, workers aged 65 and above are expected to account for 6.1% of the total labor force, up sharply from their 2006 share of 3.6%. The largest generational segment of the workforce will be retiring over the next 20 years, leaving a skills and talent gap in organizations.

Significance to Theory

Organizations cannot remain competitive if they are not able to attract and retain

talented workers (Eversole et al., 2012). Emerging demographic shifts in the workforce,

are making this task more urgent. Addressing this problem though additional research on

the subject will provide clearer insight into the work values that each generation holds

dear, and will better equip organizational leaders in building stronger teams and in

keeping their team members engaged. Research results will significantly impact social

change and have a favorable impact on society overall.

Significance to Practice

Few studies have empirically substantiated generational differences in work

values (Twenge, Campbell, Hoffman, & Lance, 2010). These generational differences

can cause friction, mistrust, communication breakdowns, prevent effective teamwork and

collaboration, and impact job satisfaction, retention, and productivity (Baily, 2009). The

newest generation entering the workforce is very different than the one leaving (Eversole

et al., 2012). While continued generational diversity is unavoidable in the U.S.

workforce, organizations must understand the work values of employees in each

generation to keep them motivated and engaged and remain competitive.

Significance to Social Change

The potential implications for positive social change will be signficant in several ways

by identifying multi-generational work values. First, the study will identify which work

values were ranked as most important by each generational cohort. Second, this study wil

support the gaps between generations and the need to address communication

deficiencies. Third, this study may show that while different generational cohorts may grow up place greater importance on the same work values, preferences may vary or even change, as each generational cohort is exposed to the work values of others in different cohorts (Seipert & Baghurst, 2014).

Organizations who choose to dismiss the similarities and differences of muti-generation work teams' work values, could end up with a one-size fits all approach more centered around procedures than capitalizing on workplace diversity. Each employee of the work team must feel needed, valued, understood, and important regardless of their Generational cohort affiliation (Lawton & DeAquino, 2015). By increasing communication amongst the generations, members of each generation may realize that there are many parallels in the way each generation perceives work values. This new level of clarity can be highly impactful on the way organizational leaders and managers can start to understand how multi-generational work groups will interact with one another (Lawton & DeAquino, 2015).

Bennett, Pitt, and Price (2012) suggested that to avoid a 'war of talents' a generational transfer of knowledge must take place. It is imperative that it is managed in a purposeful manner. Organizations must have a clear understanding of the different dynamics attributed to each generation, and then design a workplace that is conducive to encouraging communication and the transfer of knowledge between all generations. These carefully designed workspaces will better ensure employee performance as the transfer of knowledge takes place from one generation to another.

Additionally, for the transfer of knowledge to take place, today's modern workspaces should be equipped with mentor pods, or designated meeting spaces, and occupied by members of the senior staff. Establishing these designated work areas will promote an environment that encourages Millennials to approach the senior staff members to seek help, feedback, advice and direction. Potential results include a more efficient work team-leading to greater levels of creativity, productivity and job satisfaction. On the other hand, having senior staff isolated and unavailable in holed up offices causes immediate division. This division deters Millennials from seeking the assistance and guidance they may need from senior staff, and it further emphasizes the rigid hierarchy concept (Bennett, Pitt, & Price, 2012).

Not only is workplace design important in encouraging the share of knowledge, but creating structured mentoring programs are important as well. Bennett, Pitt, and Price (2012) further suggested that a transfer of knowledge between multi-generations in the workplace is essential to the ongoing success of organizations. One of the most successful ways to guarantee that this knowledge transfer takes place between Traditionals and Baby Boomers to Millennials is to establish strong mentoring programs.

Summary and Transition

Today's workforce is unique because there are four separate, distinct generations working side-by-side. Each has a different approach to their company, their co-workers, and the work itself. This is not the generation gap of the past, where a generation grows up and becomes parents of the next generation. Instead, it is a convergence of four generations, where each may be substantially different from the others, and each is often

on an entirely different path in work and life. Each generation has different life views and responds to different motivations (Patota, Schwartz, & Schwartz, 2007).

The purpose of the literature review is to explore the current knowledge base, as well as to identify gaps in the research among multi-generational members. This study will investigate generational cohort work values differences among full-time organizational workers and retirees in the continental United States in the Dallas/Ft. Worth metropolitan area. It will also investigate what impact, if any, those differences has on each cohort's level of work motivation. A review of the current literature will show that gaps exist in the research findings of identifying work values of each generation and their impact and influence on employee motivation. Further research can build on these findings, by exploring the causes, effects, and consequences of these difference (Twenge et al., 2010).

One of the biggest challenges for organizations in the coming years will be the retirement of more than 75 million older workers and their replacement by a comparable number of young people entering the workforce. To most effectively attract and manage this new cohort of employees, organizations need a clear understanding of the work values of the new generation and how they may differ from the values of earlier generations (Twenge et al., 2010).

The purpose of the quantitative non-experimental study is to examine Strauss and Howe's (1991) Generational Theory and Herzberg (1957) Work Motivation Theory to fill the research gap of identifying the work values by that motivates each generation in the workplace. In order to complete this goal, the study will answer the following research

questions: are there statistically significant identified work values unique to each generational cohort (Silent, Baby Boomers, Gen Xers, Millennials)? And, is generational cohort membership, characterized by four generational groups (Silent, Baby Boomers, Gen Xers, Millennials) a factor in the rank of importance in those work values, as measured by the MIQ (Gay et al., 1971; Rounds et al., 1981). The six overarching values (dependent variables) measured are identified as work values, along with 20 facets of values measured on the Minnesota Importance Questionnaire (MIQ; Gay, Weiss, Hendel, Dawis, & Loftquist, 1971; Rounds, Henley, Dawis, 1981). The six outcome measures (dependent variables) were identified as: (a) achievement, (b) comfort, (c) status, (d) altruism, (e) safety, and (f) autonomy.

In Chapter 2, I provide a critical review of the literature about the formation of generational cohort memberships and the ways in which cohorts differ in a variety of settings. Upon discussing the different fundamentals of each generational cohort theory and work motivation theory and its impact in the workplace, the discussion will turn to work values preferences of generational cohort members. The review will conclude with a discussion of generational differences in professional organizations and the need for additional research. The study methodology is described in Chapter 3 and results will be reported in Chapter 4. Finally, *in* Chapter 5 will contain a summary report of the research findings drawn from this study, as well as recommendations for further research.

Chapter 2: Literature Review

Introduction

While much research has been done on motivation and generational attributes, little has been done to identify the work values of each generation and to show how these work values can cause conflict in the workplace. The current working population has been split into four generational groups: Traditionalists, Baby Boomers, Generation X, and Generation Y (also known as Millennials, Y2K's, Echo Boomers, the Internet generation, Nexters). These generational differences can cause friction, mistrust, communication breakdowns, prevent effective teamwork and collaboration, and impact job satisfaction, retention, and productivity (Baily, 2009).

In this chapter, I will analyze the most prevalent motivation and generational theories, common generational cohort attributes and characteristics, descriptions and variances, and an analysis of previous research supporting the need for the present study. The theoretical grounding for the problem will be described, and generational cohort work values and differences will be identified and reviewed. Consequential organizational effects that occur when generations are not able to find common ground in the workplace will also be identified and explored.

Literature Search Strategy

To collect information discussed in this chapter, extensive research was conducted within multiple academia areas. Information on work motivation, generational cohorts, and generational work values was obtained through many professional organizations such as the Society for Human Resource Management, MeetingsNet, and

Institute for Real Estate Management. Library Resources were utilized through Walden University and multiple public libraries in the state of Texas. Academic databases including Sage Publications, Google Scholar, ProQuest and Academic Search Premiere were searched using digital logic. Some of the more effective search terms used were "work motivation," "work values," "generational differences," "multi-generational workplace," "organizational behavior," "work behaviors," "Generation X," "Generation Y," "Baby Boomers," and "Silent Generation." In addition, research reports and databases from The Pew Research Center, a nonprofit organization that provides relevant information on social issues impacting the American society and those abroad, were utilized.

Theoretical Foundation

Abraham Maslow's Hierarchy of Needs Theory – Motivation Theory

Abraham Maslow's hierarchy of needs, which famously arranges people's motives in order of precedence, is one of psychology's genuinely good ideas. To this day, the pyramid depiction of the hierarchy appears in all introductory psychology textbooks. The hierarchy of needs has been very popular because of the appeal of the pyramid. The image should not be underestimated, especially to those in the United States. We are the people fond of ranking everything. The major reason for the popularity of Maslow's hierarchy is that it corresponds to our common sense. The order in which we attend to them has a predictable regularity. Immediate physiological needs typically trump social and intellectual needs (Peterson & Park, 2010).

There are five sets of goals, which we may call basic needs. These are physiological, safety, love, esteem, and self-actualization. Also, we are motivated by the desire to achieve or maintain the various conditions upon which these basic satisfactions rest and by certain more intellectual desire (Maslow, 1943).

Physiological needs *r*epresent the basic needs and are the starting point for motivation theory. If the body lacks some chemical, the individual will tend to develop a specific appetite or partial hunger for that food element. Physiological needs are to be considered unusual rather than typical because they are isolable, and because they are localized somatically. Any of the physiological needs and the consummate behavior involved with them serves as channels for all sorts of other needs as well. That is to say, the person who thinks he is hungry may be seeking more for comfort, or dependence, than for vitamins or proteins. For the man who is extremely and dangerously hungry, no other interests exist but food. He dreams of food, he emotes only about food, he perceives only food, and he wants only food. The physiological needs, along with their partial goals, when chronically gratified cease to exist as active determinants or organizers of behavior. The organism is dominated, and its behavior organized only by unsatisfied needs. If hunger is satisfied, it becomes unimportant in the current dynamics of the individual (Maslow, 1943). In summary, researchers Lyubomirsky and Boehm (2010) assessed that by starting at the base of the hierarchy, to nobody's surprise, satisfying one's physiological needs puts people into a happy mood.

Safety needs represent the next set of needs that emerges if the physiological needs are relatively well gratified. Practically everything looks less important than

safety. A man, with the need for safety, if it is extreme and chronic enough, may be characterized as living almost for safety alone. The average child in our society prefers a safe, orderly, predictable, organized world, which he can count on, and in which unexpected, unmanageable or other dangerous things do not happen, and in which, in any case, he has all-powerful parents who protect and shield him from harm. The healthy, normal, fortunate adult in our culture is largely satisfied in his safety needs. Just as a sated man no longer feels hungry, a safe man no longer feels endangered (Maslow, 1943). A study by Lyubomirsky and Boehm (2010) showed that enhancing safety and diminishing threats impacts subsequent well-being. Study results also showed that a sense of safety strongly correlated with life satisfaction across several hundred thousand respondents in 145 nations.

Love needs represent the third level of the hierarchy. If both the physiological and the safety needs are fairly well gratified, then there will emerge the love and affection and belongingness needs, and the whole cycle already described will repeat itself with this new center. Now the person will feel keen, as never before, the absence of friends, or a sweetheart, or a wife, or children. He will hunger for affectionate relations with people in general, namely, for a place in his group, and he will strive with great intensity to achieve this goal. He will want to attain such a place more than anything else in the world and may even forget that once when he was hungry, he sneered at love (Maslow, 1943). According to Lyubomirsky and Boehm (2010), a wealth of research shows that social affiliations affect feelings of love and happiness. A diary study demonstrated that people who felt more understood during their daily social interactions showed greater happiness.

Social affiliation seems to provide a buffer against negativity, and it has been found to be a highly effective coping strategy in times of strain, distress, and trauma.

Esteem needs represent the fact that all people in our society have a need or desire for a stable, firmly based self-esteem, and for the esteem of others. These needs may be classified into two subsidiary sets. The first need is the desire for strength, achievement, adequacy, and confidence in the face of the world; and, the need for independence and freedom. Secondly, we have what we may call the desire for reputation or prestige (defining it as respect or esteem from other people), recognition, attention, importance or appreciation. Satisfaction of the self-esteem needs leads to feelings of self-confidence, worth, strength, capability, and adequacy of being useful and necessity in the world. But thwarting of these needs produces feelings of inferiority, or weakness and helplessness. These feelings, in turn, give rise to either basic discouragement or else compensatory or neurotic trends (Maslow, 1943). According to Lyubomirsky and Boehm (2010), happiness has also been shown to be strongly correlated with (but distinct from) a sense of high status and self-esteem. Evidence suggests that greater self-esteem and status may promote well-being.

Self-actualization represents the fact that even if all needs are satisfied, we may still often (if not always) expect that a new discontent and restlessness will soon develop unless the individual is doing what he was fitted for. It epitomizes what a man can be; he, must be. It refers to the desire for self-fulfillment, namely, to the tendency for him to become actualized in what he is potential. This tendency might be phrased as the desire to become more and more what one is, to become everything that one is capable of

becoming. The specific form that these needs will take may vary, of course, greatly from person to person. The clear emergence of these needs rests upon the prior satisfaction of the physiological, safety, social and esteem needs (Maslow, 1943).

These basic goals are related to each other, being arranged in a hierarchy of prepotency. This means that the most proponent goal to organize will monopolize consciousness and will tend of itself to organize the recruitment of the various capacities of the organism. The fewer proponent needs are minimized, even forgotten or denied. But when a need is fairly well satisfied, the next proponent (higher) need emerges, in turn, to dominate the conscious life and to serve as the center of organization of behavior, since gratified needs are not active motivators. The hierarchy principle is usually empirically observed regarding increasing percentages of non-satisfaction as we go up the hierarchy. Reversals of the average order of the hierarchy are sometimes observed. Also, it has been observed than an individual may permanently lose the higher wants in the hierarchy under special conditions (Maslow, 1943).

Peterson and Park (2010) surmised that the hierarchy in broad terms is accurate. The details are more controversial, but even a closer look at the hierarchy shows it to be usually true. Exceptions exist, but they are few enough to be interesting as opposed to theoretically condemning. Maslow's hierarchy is an important reminder, rare in psychology, that people are more than a collection of independent parts. People's parts, as it were, are integrated, and the hierarchy provides a blueprint and operating manual for their integration at any point in time.

Maslow's ideas foreshadow the more modern psychological idea that people must be understood regarding their context, be it internal and external. According to Herzberg (1959), the factors that lead to positive job attitudes do so because they satisfy the individual's need for self-actualization in his work. The concept of self-actualization, or self-realization, as a man's ultimate goal, has been focal in the thought of many personality theorists. The supreme goal of man is to fulfill himself as a creative, unique individual according to his innate possibilities and within the limits of reality. When he is deflected from this goal, he becomes 'a crippled animal.'

Frederick Herzberg's Motivation Theory

Work has become an indispensable part of the everyday life of a person, whether the person is in service or the business field. It has been estimated that on an average, an individual spends about one-third of his or her life at the workplace. A high quality of work life is related to job satisfaction, which in turn is a strong predictor of lower absenteeism and turnover (Ahmad, 2013). Mardanov, Heischmidt, and Henson (2008), defined job satisfaction as an attitude that individuals maintain about their jobs, and this attitude is developed from their perceptions of their jobs. According to Wynter-Palmer (2012), there are both intrinsic and extrinsic motivators. Satisfaction is highly individualistic and situational based, and incentives must bear a strong relationship to the "work performed, behaviors demonstrated, and results achieved" because, if not, they can become de-motivators instead of being positive motivators.

In his motivation-hygiene theory, Frederick Herzberg stated that work motivation is largely influenced by the extent to which a job is intrinsically challenging and provides

opportunities for recognition and reinforcement. Herzberg saw the job's context (e.g., the work itself, achievement, responsibility, and growth) as being far more important to employee satisfaction and motivation than organizational or hygiene factors, such as company policies and supervisory relationships (Giancola, 2011).

Hygiene operates to remove health hazards from the environment of man. It is not curative; it is, rather, a preventive. Without them, we would have many more diseases. Similarly, when there are deleterious factors in the context of the job, they serve to bring about poor job attitudes. The factors of hygiene include supervision, interpersonal relations, physical working conditions, salary, company policies and administrative practices, benefits, and job security. When these factors deteriorate to a level below that which the employee considers acceptable, then job dissatisfaction ensues (Herzberg, 1959). Shuck and Herd (2012) supported Herzberg's findings by asserting that hygiene factors that are not satisfied cause an employee to experience job dissatisfaction. And, if hygiene factors are met, dissatisfaction does not occur.

According to Graham and Nafukho (2010), many elements within the culture of an organization affect a worker's job satisfaction. Workers have two sets of needs: motivator needs and hygiene needs. Motivator needs can be described as those job facets such as interesting work or autonomy. Hygiene needs relate to the physical and psychological contexts in which the work takes place, such as working conditions, interactions with supervisors, and other key people, pay, and job security.

Employees reported feeling motivated and happy with their jobs when they most frequently described factors related to their tasks, to events that indicated to them that

they were successful in the performance of their work, and to the possibility of professional growth. Conversely, when feelings of unhappiness were reported, they were not associated with the job itself but with conditions that surround doing the job. These events suggest to the individual that the context in which he performs his or her work is unfair or disorganized and as such represents him an unhealthy psychological work environment. Factors involved in these situations we call factors of hygiene, for they act in a manner analogous to the principles of medical hygiene (Herzberg, 1959).

Herzberg (1959) argued that man tends to actualize himself in every area of his life, and his job is one of the most important areas. The conditions that surround the doing of the job cannot give him this basic satisfaction; they do not have this potentiality. It is only from the performance of a task that the individual can get the rewards that will reinforce his aspirations. Furthermore, Herzberg (1959) outlined that it is clear that although the factors relating to the doing of the job and the factors defining the job context serve as goals for the employee, the nature of the motivating qualities of the two kinds of factors is essentially different. Factors in the job context meet the needs of the individual for avoiding unpleasant situations. In contrast, to this motivation by meeting avoidance needs, the job factors reward the needs of the individual to reach his aspirations. These effects on the individual can be conceptualized as actuating approach rather than avoidance behavior.

Since it is in the approach sense that the term motivation is most commonly used, it should be understood that both hygiene and job factors (motivators) meet the needs of the employee; but, it is primarily the "motivators" that serve to bring about the kind of

job satisfaction, the kind of job attitudes, and the kind of improvement in performance

that industry is seeking from its work force (Herzberg, 1959). As researchers, Chalofsky

and Krishna (2009) found that individuals have an inherent need for a work life that they

believe is meaningful. Nimon and Zigarmi (2011) discussed that developing employee

work passion is not easy; and, by assessing what employees thought about their jobs and

organizational experiences in their company, a clear plan of action can emerge.

William Strauss and Neil Howe Generational Theory

For centuries, the power of the generation has not escaped the eye of philosophers

and poets, historians and sociologists. Jose Otega y Gasset called the generation "the

most important conception in history." Many others have shared that view. Since the days

of the Old Testament and ancient Greece, the word "generation" and its various roots

have connoted the essence of life – birth and death, the maturing of youth and the letting-

go of old age, the rise and fall of dynasties and nations (Strauss & Howe, 1991). a

generation is a social construction in which individuals born during a similar period

experience, and are influenced by, historic and social contexts in such a way that these

experiences differentiate one generational cohort from another (Lester, Standifer, Schultz,

& Windsor, 2012). One of the biggest challenges facing managers today is learning how

to effectively lead a multigenerational workforce. Currently, many organizations have

four generations of employees working alongside one another. Employees from different

generations may have varying expectations of what they want (or value) from the

workplace, both from an intrinsic and extrinsic standpoint and therefore may approach

work differently (Lester et al., 2012). Also, results from generational differences in work

values are complicated by the interaction of generation and age. Assessing individuals at one time while they are currently in the work place is convenient, but existing evidence suggests that work values are not only influenced by generational cohort affiliation but by age as well (Hansen & Leuty, 2012).

Each generation possesses what we call a "peer personality" which is essentially a caricature of its prototypical member. It is, in its sum of attributes, a distinctly person-like creation. A generation has collective attitudes about family life, sex roles, institutions, politics, religion, lifestyle, and the future. It can be safe or reckless, calm or aggressive, self-absorbed or outer-driven, generous or selfish, spiritual or secular, interested in culture or interested in politics. In short, it can think, feel, or do anything an individual might think, feel, or do. Between any two generations, as between any two neighbors, such personalities can mesh, clash, be attracted to or repelled by one another (Strauss & Howe, 1991).

Unlike many group definitions, (like neighborhood or career), cohort-group membership is involuntary. Then again, so is age. But, unlike age, cohort-group membership is permanent. And unlike sex or race (also involuntary and permanent), it applies to a finite number of identifiable individuals. After its last birth year, a cohort-group can only shrink in size. Fixed in history, it must eventually disappear. What makes the cohort-group truly unique is that all its members – from birth on – always encounter the same national events, moods, and trends at similar ages. They retain, in other words, a common age location in history throughout their lives (Strauss & Howe, 1991).

Practically all generations writers have agreed that members of a generation feel the ebb and flow of history from basically the same age or phase-of-life perspective. To find a generation, we look for a cohort-group whose members 'came along at the same time," who were nurtured as children, entered adulthood, and passed through subsequent life phases during eras that showed no sudden discontinuities (Strauss & Howe, 1991).

To ask ourselves to which generation we belong is, in large measure, to ask who we are. Most people know their generation, and they usually have a good intuitive feeling for the generational membership of their next-elders and next-juniors. The beliefs and behavior of a generation never show up uniformly across its members. The generational experience is a dynamic compromise between the mass and the individual. But even those who differ from the peer norm are aware of their nonconformity. As generation ages, its inner beliefs retain a certain consistency over its lifecycle, much like the personality of an individual growing older (Strauss & Howe, 1991).

All generations experience their world in different ways. Strauss and Howe (1991) described a generational persona recognized and determined by (1) common age location; (2) common beliefs and behavior; and (3) perceived membership in a common generation. These common beliefs and behaviors are developed during childhood and, in particular, during the coming-of-age experiences where youth is divided into adulthood (Williamson, Banister, & Sullivan, 2010).

Each generation covers a specific time span, approximately 20 to 25 years, in which their members' personality is shaped by historical, cultural, and social experiences and life events. These experiences, unique for each generation cohort, heavily influence

the individual's emotional state and values; they serve as the personal standards that guide someone to function in society and by default, the workplace (Zopiatis, Krambia-Kapardis, & Varnavas, 2012).

A comparison between the three theories showed first that man must first meet his basic needs of physiological and safety before he can focus on the higher needs of esteem, love, and self-actualization. It also shows that these needs are ranked in order of importance with the achievement of self-actualization being man's ultimate goal (Maslow, 1943). Herzberg's Motivation Theory showed that while workers have two sets of needs: motivators and hygiene, motivators are the most important about job satisfaction. Herzberg's (1959) assessed that employees are more motivated and happy when they are successful in their performance and have the opportunity for professional growth. He also assessed that achieving self-actualization is important in many areas of a man's life, and his job is one of the most important areas in which he is able to do so.

Strauss and Howe's Generation Theory (1991) argued that each generation was born during a certain time span of approximately 20-25 years, and that employees differ from what they want (or value) in the workplace. They assessed that each generation has a unique "peer personality" that was shaped by historical, cultural, and social experiences, and life events. They also found that between each generation, their "personalities" can mesh, clash, be attracted to, or repelled by, one another.

Generational Cohort Membership

Generational cohorts include individuals born around the same time who share distinctive social and historical life events during critical developmental periods. They

reflect the values emphasized during these particular events of periods of time (Twenge et al., 2010; Murray et al., 2011). Each generation is influenced by broad forces (i.e. parents, peers, media, critical economic and social events, and popular culture) that create common value systems distinguishing them from people who grew up at different times. These forces are strongest during an individual's childhood and adolescence; for example, work values remain relatively stable from early adolescence to young adulthood. This value system or view of the world 'stays' with the individual throughout their lives and is the anchor against which later experiences are interpreted (Twenge et al., 2010). As generational cohorts pass through the various states in life, the way they respond to these life stages is thought to be determined by their 'generational personalities.' It is argued that generational cohorts are different, not merely because of the age difference or their stage in the life cycle, but because they have experienced particular historical events (Murray et al., 2011).

The following is a description of the intergenerational work value differences and cohort attributes among the four generational cohort groups: Silent/Veteran, Baby Boomers, Generation X/GenX, and Generation Y/GenY/Millennials. The common names by which each generation is identified the current age of members of each generational cohort, and the timeframe in which each generational cohort entered the workplace is listed as well.

Seniors As mentioned in Chapter 1, the first cohort, the Silent Generation, also known as the Veteran's, the Matures, the Traditionalists, is the oldest generation of current senior citizens in the workplace, born between 1925 and 1945 (Lehto, Jang,

Achana, & O'Leary, 2008; Murray, Toulson, & Legg, 2011; Dahlroth, 2008; Clare, 2009; Cheeseman & Downey, 2011). This generation is comprised of 58 million people, many of whom are still in the workforce. Many members of this group have retired, but others may continue to work at least part time and stay active in their profession, even though they might be beyond the traditional retirement age (Dahlroth, 2008; Clare, 2009). The Silent Generation lived through the hardship of the Great Depression, Pearl Harbor, and fought the Second World War (Lehto et al., 2008; Murray et al., 2011; Cheeseman & Downey, 2011). They also believed in a job for life, paying one' dues to gain promotion and conforming to the norm (Lehto et al., 2008; Murray et al. 2011; Clare, 2009; Williamson et al., 2010).

Traditionalists, who currently construct 7% of the workforce, value self-sacrifice, conformity, are patient, loyal, and they put duty before pleasure (Clare, 2009; Murray et al., 2011; Williamson et al., 2010; Lehto et al., 2008). Furthermore, they are known for their hard work, fiscal conservatism, and traditional values of home, family, and patriotism (Cheeseman & Downey, 2011). While Traditionalists are known for holding strong family values, they are likely to separate work from leisure time; and, therefore they notice injustice in the workplace when work infringes on their personal time (Favero & Heath, 2012).

The Mature or the Silents represent the generation that was instrumental in the formative stages of the organization or early annual meetings (Dahlroth, 2008). Their common dreams include dependable employment, marriage, family, and owning their home, in which case nine-to-five workdays with occasional overtime constitute work/life

balance (Favero & Heath, 2012). As a whole, this demographic group has not embraced technology, and members of this group prefer to receive information in a simple, straightforward, and summarized fashion. Direct mail and any other form of written communication remain their preferred method of receiving information (Dahlroth, 2008).

Baby Boomers As mentioned in Chapter 1, also referred to as Boomers, includes individuals who were born immediately after the Second World War, between 1946 and 1964. They account for 76 million members of the population (Dahlroth, 2008; Clare, 2009; Murray, et al., 2011; Eversole et al., 2012; Zopiatis et al., 2012; Cheeseman & Downey, 2011). In 2010, they represented about 32% of the civilian workforce (Eversole et al., 2012). Baby Boomers appear powerful in numbers, currently counting 14 percent of the world population (Kuyken, (2012). This demographic group is the largest and most influential of all generations, and it makes up the majority of the leadership in the U.S. – culturally, politically, and /academically (Dahlroth, 2008; Clare, 2009). Furthermore, this generation can be described as being stuck between their parents and their children (Kuyken, 2012). Many Baby Boomers are now in positions of authority in their organizations, and they function at all levels of the hierarchy (Gibson, Jones, Cella, Clark, & Epstein, 2010). Baby Boomers also grew up in a time of prosperity and affluence following World War II (Murray et al., 2011; Zopiatis et al., 2012). Boomers have been described as good communicators and mentors; and, they are results and relationship focused (Murray et al., 2011; Twenge et al., 2010).

In America, Baby Boomers lived through and actively participated in political and social transformations such as the Civil Rights Movement, the Women's Liberation

Movement, the Sexual Revolution, the Yuppie economic periods of the 1980s, and the

Vietnam War (Cheeseman & Downey, 2011; Eversole et al., 2012; Williamson et al.,

2010; Lehto et al., 2008). In addition, defining events for Baby Boomers include the

assassinations of John F. Kennedy and Martin Luther King, Watergate, the Cold War,

and the walk on the moon (Eversole et al., 2012; Zopiatis et al., 2012). Other influences

on the Baby Boomers included the advent of the TV, Rock and Roll, the threat of nuclear

war, and the decimal currency (Williamson et al., 2010).

Due to these generational occurrences, Boomers had the opportunity to become

more free-spirited and broad-minded about political, cultural, racial, and gender-related

taboos than any other American generation before them. They are more accustomed to

exotic cultures and tend to be more adventurous than past Seniors (Lehto et al., 2008).

Their core values are optimism and personal growth. They are over-achievers, idealists,

and life-long learners (Murray et al., 2011). Baby Boomers are more likely to challenge

the status quo and make up their rules (vs. "Veteran" workers) (Cheeseman & Downey,

2011).

The majority of the leaders who were – and continue to be – instrumental in the

transformational years of many associations are Boomers. They are still active helping to

maintain the organization's key positions of leadership, expertise, and advocacy within

the industry (Dahlroth, 2008). The Boomers, for the most part, embraced technology.

They respond to direct mail as well as to electronic communication. They are lifelong

learners who continue to attend meetings and exhibitions and rely on networking in both

their personal and professional lives (Dahlroth, 2008).

Generation X As mentioned in Chapter 1, the 51 million members of Generation X, born between 1965 and 1980, make up, along with the Boomers, the majority of many organizations (Dahlroth, 2008; Eversole et al., 2012; Twenge, et al., 2010; Clare, 2009; Murray et al., 2011; Zopiatis et al., 2012). Generation X is also referred to as X-ers and the 13th generation. In 2010, they represented about 27% of the workforce (Zopiatis et al., 2012; Eversole et al., 2012). Generation X was the first to use computers (Zopiatis et al., 2012). They lived in the shadow of the Baby Boomers and are shaped by excesses of the Baby Boomer Generation (Cheeseman & Downey, 2011).

This generation had a substantially higher probability of witnessing their parents' divorce or job loss due to downsizing than any prior generation. As a result of these experiences, members of this cohort are purported to be independent and less committed to their employing organization and likely to job hop to increase marketability and to see work-life balance as extremely important (Twenge et al., 2010; Clare, 2009). The workplace traits most associated with Gen X were 'tech savvy,' 'learning quickly,' seek work-life balance,' 'embrace diversity,' like informality, and do not like rules (Twenge et al., 2010, Clare, 2009).

Socioeconomic changes in the early 1970s forced X-ers to be raised in the single-parent era, with two working parents, layoffs, and unemployment. Gen X experienced the Personal computer, the AIDS epidemic, economic uncertainty, single parent families, the growth of multiculturalism, and the fall of the Soviet Union (Twenge et al., 2010; Williamson et al., 2010). With all the changes they have seen and experienced within the world and workplace, Gen X-ers are leery of rules and authority (Dahlroth, 2008; Clare,

2009). They are not joiners, as are Boomers, and their top priority is to balance work and personal life. Having been raised with technology as part of their lives, their laptops, BlackBerries, and other tech tools are their constant companions. They prefer straightforward, factual information in sound bites and they value social and professional events with their fellow Gen X-ers that are topic-focused (Dahlroth, 2008).

Members of other generations often misunderstand X-ers. They are computer literate, are described as seeking skill and career advancement, and as providing 'just-in-time' loyalty. X-ers want to do meaningful work and want to be trusted to get the job done. They are described as expecting fun in the workplace and wanting to maintain work-life balance (Murray, 2011). X-ers have portable careers and value themselves and their needs, rather than the organizations where they work (Clare, 2009).

If they haven't already, Gen X-ers will soon take over leadership in their professional organizations (Dahlroth, 2008). As organizations become increasingly dependent on the increasing proportion of employees from Generation X cohort, they face a growing challenge to keep their workforce happy and engaged in meeting goals while maintaining stability. As mentioned previously, members of the Generation X cohort do not have the strong organizational loyalty values held by their predecessors. X-ers are very loyal, but not to the company (Eversole et al., 2012; Murray, 2011). Their relationship with their company is one of service rendered for dollars paid. So long as the work does not diminish their personal lives, X-ers are more likely to stay with one company. But, when work interferes with what is really important to them, Gen X puts company loyalty dead last (Eversole et al., 2012). E-mail, Internet-based

communications, and any form of multimedia are the best ways to reach this group

(Dahlroth, 2008). See Table 2 for more detailed characteristic attributes unique to this

cohort.

Generation Y As mentioned in Chapter 1, generation Y, also referred to as

Millennials, were born from 1981 to 1999 (Dahlroth, 2008; Clare, 2009; Murray et al.,

2011; Twenge et al., 2010). Other researchers describe the birth period as individuals

born from 1980 to present (Cheeseman & Downey, 2008; Zopiatis et al., 2012). The 80

million members of Millennials or Generation Y represented 25% of the workforce in

2010 (Dahlroth, 2008; Eversole et al., 2012).

Numerous adjectives were utilized to describe this Generation, ranging from

Generation Why, Millennials, MySpace Generation, Nexters, dot.com Generation, the

Internet Generation, the Great Generation, and GenMe (Zopiatis et al., 2012; Twenge et

al., 2010). Regardless of the names, this generation experienced the end of the Cold War

with the fall of the Berlin Wall, the explosion of the internet and social networks, cable,

television, globalization, environmentalism, the digital era, reality television, non-

traditional families, and the September 11, 2001 events (Zopiatis, 2012; Williamson et

al., 2010). Further, they watched several iconic companies (e.g. Enron, TYCO, and

Arthur Anderson) collapse due to unethical leadership.

Members of this generation have been 'wired' since they were very young;

growing up with the Internet has made them more accustomed to getting access to

information quickly. Similar to Gen X, GenMe was described as 'tech savvy,' 'like

informality,' 'learn quickly,' and 'embrace diversity'. Interestingly, 'need supervision'

was also attributed to GenMe as well (Twenge et al., 2010). These "digital natives" expect to access technology. They tend to communicate more readily, using text messages, social networking sites (e.g., Facebook, MySpace, etc.) or email (Cheeseman & Downey, 2011; Murray et al., 2011). Contrary to the image of Generation Y as the "Net Generation," internet users in their 20s do not dominate every aspect of online life (Jones and Fox, 2009). They grew up micro-managed by 'helicopter' parents. This generation is both technologically savvy and highly educated (Murray at el., 2011; Dahlroth, 2008). While comfortable with authority, Generation Y is described as believing that respect has to be earned. They want to know that their contribution fits into the big picture and expect frequent, honest, feedback. Generation Y wants flexibility in how and when they work. They value teamwork and demand work/life balance (Clare, 2009; Murray et al., 2011).

The large Millennial generation following the much smaller Generation X cohort will be moving into the workforce in greater numbers during the decade 2010-2020 and will form an increasing proportion of the prime-age workforce (Eversole et al., 2012). Multimedia, email and the plethora of new online tools such as social networking, Websites, and blogs are their favored communications vehicles (Dahlroth, 2008). Kaupins (2011) suggested that though some view Millennials as spoiled tyrants who do not get the job done, each generation has strengths and unique perspectives to share; and, when working with Millennials, it is best to let them feel they are contributing and being innovators and to let them know that they are succeeding.

Literature Review

Differences in outlook and approach have emerged between generations. While the aging sector of the workforce is highly experienced, work-oriented and stable in employment, younger employees are increasingly mobile, exhibit less organizational commitment, but are entrepreneurial and technologically literate. In contrast to the social communitarian outlook of aging workers, younger workers are fueled by a propensity towards self-fulfillment and the pre-eminence of the self. These differences in approaches and attitudes to work may result in intergenerational conflict that compromises organizational performance (McGuire, By, & Hutchings, 2007). A crucial factor is how older and younger employees build their relationships and how they work together. For employees at work, the impression of self and others are

important in the relationship building process. Age-related attitudes also influence the quality of a relationship (Gellert & Schalk, 2012).

Members of the "Veteran" generation are more likely to hold traditional values and promote the status quo. This traditional thinking manifests itself in strong work ethic and belief that those in authority deserve respect. The veterans adhere to the rules, seek out formal communication, and often derive satisfaction in doing a job well (Cheeseman & Downey, 2011). Baby Boomers, on the other hand, desire recognition and money as a reward for a job well done.

Generation X is skeptical of authority and often prefers to rely on themselves or members of their generation. Generation X workers are more likely to embrace technology than previous generations and are much more likely than Baby Boomer to

want to balance their personal and professional lives. Generation X desires more feedback, and due to increased education levels, seek out rapid advancement (Cheeseman & Downey, 2011). Generation Y or Millennials may prefer a more participatory work environment and desire feedback and rewards immediately. These individuals are much like "Traditionalists" regarding their optimism, confidence, respect for authority, and can do attitude (Cheeseman & Downey, 2011).

According to Williamson, et al., (2010) Gen X see Baby Boomers as driven workaholics, not prepared to step back from controlling positions in the workplace, while Baby Boomers see Gen X as not committed enough because they are seeking to balance work and life commitments. Gen Y, a comparatively small cohort, is seen as having been indulged by their Baby Boomer parents and to be very demanding in the workplace. Generation Y or Millennials may prefer a more participatory work environment and desire feedback and rewards immediately. Wilson (2009) argued that, families aside, there are few opportunities for people of different ages to get together; and, if we could overcome our time constraints and really connect with others, especially those not in our peer group, we could be able to tap into the unique knowledge, perspectives, and attributes that each generation has. She further assessed that organizations and their employees could benefit from this synergy and that that there is power we can gain from the positive generation connections.

Not surprisingly tension surfaces in the workplace with the addition of Generation Y workers who seek improved accommodations to better balance work and life. Reacting explicitly to their Boomer employees and parents who worked long hours, participants

from the younger Generation confessed they did not want to work long hours but conformed to the structure because they cared about the people with whom they worked. Gen X thought to work 55 hours a week was a bit much, while Boomers thought 70 hours was probably about right. There are also different interpretations of the degree of pressure on the younger generation to first pay their dues before expecting rewards in the workplace. Boomers resented the younger generations' refusal to pay their dues as a result of entitlement. They also framed the younger generations' lack of desire to work long hours as an attitude of entitlement. Boomers expected younger generations to log more face-time in the workplace, while Gen X and Gen Y challenged traditional expectations of face-time (Favero & Heath, 2012).

Eversole et al. (2012) asserted that significant numbers of the members of Generation Y would be well educated, and even more technologically savvy than their Generation X colleagues. However, because the older members of this generational cohort are still relatively new to the workforce, it will be at least a decade or more before they represent a significant portion of skilled and experienced workers. Also, because Millennials are new to the workforce (the oldest members of the generation are just turning 30), their needs for workplace flexibility are just coming to the forefront, and have not yet been studied empirically or in great depth.

Research by McGuire et al. (2007) suggested that a failure to acknowledge and adjust for generational differences can affect employee productivity, innovation, and corporate citizenship, resulting in problems with employee retention and turnover. Therefore, organizations must seek to optimize the talents of all age groups, reconciling

differences in the workplace, educating and developing employees to utilize diversity for individual and organizational advantage, and create new organizational cultures that value, and optimize generational diversity (McGuire et al., 2007).

Multi-Generational Industry Challenges

Generational Challenges in the Nursing Industry

According to Santos and Cox (2000), there is a problem in the workplace. The health care industry is in the midst of intense and turbulent change. Today's workforce is made up of individuals from different generational cohorts. The problem is not derived from downsizing, rightsizing, or change; it is a problem of demographics, values, views, mindsets, and generations in conflict (LeDuc & Kotzer, 2009). Sudheimer (2009), identified another intergenerational problem in that Baby Boomers are remaining in the workplace longer than previous generations. In the dynamic nursing workforce, these generations work side by side. This phenomenon is possibly more prevalent in this industry than in any other career. This is where the generational differences in views on work ethic and life balance come into play (Sudheimer, 2009).

Currently, as the Veterans are retiring, the Baby Boomers are taking what they believe are their rightful places at the top of the hierarchy. According to the Bureau of Labor and Statistics, by 2010 the Baby Boomer population of 76 million will hand down their jobs to younger counterparts, and 60 percent of the workforce will consist of Generations and Y (Anatatmula & Shrivastav, B., 2012). Generation Xers would rather see both generations retires so as to move to the top more quickly themselves. These dynamics are leading to decreased job satisfaction for all generations, which may be

inadvertently increasing the nursing shortage (LeDuc & Kotzer, 2009). The authors stated

that with all of these rapid changes in the workplace the challenge for both nursing

education and practice is to view these differences as potential strengths and maximize

the contributions of all nurses (LeDuc & Kotzer (2009).

Retention of nursing staff is becoming increasingly important in an era of

increased demand for world class health services related to an increase in the aging

population (Mosley & Patterson, 2008). According to Sudheimer (2009), in the United

States, 47% of nurses are considered Baby Boomers while only 21% of nurses are from

Generation X. Nurses from the "Veteran" generation are still employed, mostly in

leadership and management positions, and account for 24% of the nursing workforce.

The final 8% consists of Generation Y nurses beginning their nursing careers

(Sudheimer, 2009). Baby Boomers are considered to have a traditional work ethic, so

they willingly work long and extra hours. Baby Boomers will work for one company and

strive to reach the top of the hierarchal scale (Sudheimer, 2009). Furthermore, respect,

recognition of expertise and acknowledgment of a job well done has been identified as

important to older nurses (Moseley & Paterson, 2008).

On the contrary, Sneltvedt and Sorlie (2012) argued that the newly educated

nurses show independence and take the initiative to gain knowledge in an active way.

They are not intent on staying in work relationships that do not satisfy their professional

demands. Werth and Werth's (2011) found the differences between the characteristic

values of Millennial employees and those of older generations is a challenge for

supervisors who must change how they manage personnel and lead departments to

accommodate new employees. When looking at the specific relationship between Generation X and Baby Boomers, Sudheimer (2009) asserted that Generation Xers are more likely to leave one job with limited upward advancement for another job with greater opportunities. Generation X-ers want higher pay rates earlier in their career and value variety. They do not want to be in the same position for 20 years, and they do not value the hierarchical scale. Generational X nurses are dissatisfied with the hierarchies in place and the lack of variety available in a job at only one workplace.

Sneltvedt (2012) discussed that conflicts could arise between newly educated nurses of the modern generations with their academic background and their active view of attaining knowledge and the work team of older nurses they are forced to work with. Sudheimer (2009) found that the increased competition over jobs may be causing Baby Boomers to "eat their young." Some nurses in this generation feel that if they nurture the Generation Xers, these young people could rise and take their places. In such instances, the newer nurses are essentially frightened off by the experienced nurses. Sneltvedt (2012) further stated that if new members of the work team are seen in a threatening way, they can be strongly rejected. Newly educated nurses experience negative power relationships between themselves and other older staff members with their proposals being sabotaged for unprofessional reasons. Over a period, they experience being rejected both professionally and personally. Harvey (2012), proposed that in order to bridge the generational gap employers need to focus on knowledge transfer involving both the sharing of knowledge by the knowledge source and the acquisition and application of knowledge by the recipient. Tempest (2003) concurred with his findings by saying that

within a team it may be a real value to mix relative novices with experts because the novices may act as a catalyst by sparking the experts' memories and helping them to better utilize their knowledge base.

To reduce the level of competition and conflict between the generations, LeDuc and Kotzer (2009) discussed that by recognizing differences and appreciating the expertise that each nurse brings to the workplace, it would create an environment that embraces generational diversity. According to Moseley and Paterson (2008) despite the importance of recognizing older nurses, this age group often feels that they are negatively perceived, both by younger nurses and management. Older nurses provide a wealth of expertise and experience which should be harnessed. One way of combating this perceived negativity towards older nurses is to create an organizational culture which recognizes and respects older nurses. This involves promoting an atmosphere where all generational values and expectations are respected and considered legitimate. These actions will be beneficial to the organization and the team overall.

Sneltvedt and Sorlie (2012) found that different generations can function in a sustained partnership in which they mutually help one another, relying on one another's strengths and helping about weaknesses and lack of experience. Sudheimer (2009) argued that nurses from the Baby Boomer and Generation X provide the majority of bedside nursing care and that there are multigenerational differences present in the workplace. LeDuc and Kotzer (2009) stated that it takes time to understand the differences between the generations. To bring about understanding, the successful leader will try to bridge the generational gap and the use of the expertise of each group to

facilitate patient care. Sudheimer (2009) asserted that the key to improved job satisfaction lies in the differences between nurses of these age groups.

Generational Challenges in the Prison Industry

According to Cheesemen and Downey (2012) stress within the correctional work environment is an inherent part of work life. Job stress can be quite costly to an organization. Correctional agencies are concerned about employee job stress and its effect on job turnover and burnout. Correctional officers occupy a unique work environment. Each brings certain characteristics or attributes to a job or organization. While thoughts and feelings about life often change as one age, generational attitudes are less prone to change. If one's Generation is a reflection of a set of values and attitudes, it may potentially have an impact on how an individual experiences and copes with stress. To reduce job stress and increase employee satisfaction, Ouweneel, LeBlanc, Schaufeli, and van Wijhe (2012) asserted that the aspects to which employees reacted with positive emotions to achievement and recognition are vital.

Cheeseman and Downey (2012) examined the relationships among generation, job stress, and job satisfaction of correctional officers in a southern prison system. Results indicated that generation membership and job stress significantly shaped correctional officers' perceptions regarding job satisfaction. For job satisfaction, generation is important. According to Anderson (2010) people between 18 and 33 (born between 1977 and 1992) will have markedly different approaches to work when compared with Generation X (1962 and 1976) and the Baby Boomers (1946 to 1961). Study results showed that individuals who are part of the younger X and Y Generations

are far more likely to be dissatisfied with their job as correctional office than older members of the Baby Boomer or Traditional Generations (Cheeseman & Downey, 2012).

Corrections are a people business that often requires intense and frequent interactions with offenders. To imply that generation and gender are the only variables of importance would be an overstatement. They are, however, an important piece of the puzzle that must be addressed if correctional agencies wish to reduce stress in their employees and increase job satisfaction. As more and more from the Generation Y enter the correctional workforce, it is important to understand what motivates these younger employees as well (Cheeseman & Downey, 2012). Research has shown that although all groups cite higher pay as the top reason for pursuing career advancement, the youngest participants – Generation Y – were significantly more motivated by pay than Generation X respondents or Baby Boomers - cited by 73%, 67%, and 58% respectively (Hansen, 2011).

Generational Challenges in the Library Industry

Currently, about 37.3 million people, 12.4 percent of the U.S. population, or one in eight Americans are sixty-five years of age or older. By 2030, this number is expected to nearly double to 71.5 million. The first Boomer's became eligible for early retirement in 2008. If this older population remains in the workforce longer due to economic necessity or individual preference, then the library industry may become "grayer" (Munde, 2010).

Recent psychological research recognizes that people are inextricably linked to their social environments and those around them (Konrath, O'Brien, & Hsing, 2011).

Baby Boomers have grown up in a period of political stability, economic growth, and for some, free higher education. This well-informed and often affluent group has also grown up with accessibility to public libraries in their communities (Williamson et al., 2010). Baby Boomers are often seen as workaholics, who value their careers and seek meaningfulness in life from their work (Hansen & Leuty, 2012). As they approach their mid-60s, it is likely they will look forward to pursuing part-time work, leisure activities and community involvement in their time-rich retirement or semi-retirement. This shift will open the door for other Generations to join them in the workplace or move into their abandoned leadership roles. Libraries have good reason to plan and develop a policy to cope with these expected changes (Williamson et al., 2010).

There are many examples of clashes among the four generations currently at work in libraries and their disparate perceptions of appropriate communication methods, dress, workload, burnout, and performance feedback. There are reports of younger librarians feeling disrespected by their older colleagues. New public librarians report resistance to their ideas for change, and feelings of oppression caused by rigid administrative rules, overwhelming bureaucratic obstacles, outdated dress codes, and infrequent performance feedback. New librarians of all types reported dissatisfaction with the unwillingness of older colleagues to accept them as peers, feelings of isolation and disrespect, and frustration with limited opportunities for growth and advancement (Munde, 2010).

According to Westerman, Bergman, Bergman, and Daly (2011), another workplace challenge is the fact that Western society's shift towards materialism and individualism may have contributed to increases in narcissism at all levels. Munde

(2010), proposed that relatively little has been done to manage and support age diversity in the workplace. A Society for Human Resource Management survey of human resource professionals found that one possible reason that human resource professionals are not doing a lot about intergenerational differences is that there are few best practices yet established in this area.

Generational Challenges in the Hospitality Industry

According to Zopiatis (2012), today's hospitality workforce is more diverse than ever before with the symbiotic co-existence of three different generations: Generation Y, Generation X, and Baby Boomers. Taking into consideration the growing life expectancy and the ever-changing views on delaying retirement amid the current global financial crisis, a scenario in which three of even four generations will work side by side in the hospitability industry are more realistic than ever. This co-existence poses numerous challenges for an industry that strives to achieve inter-generational comfort, thus avoiding conflict, an impediment to the effectiveness of even its most sophisticated organizations. Shuck and Herd (2012) asserted that Herzberg's intrinsic factors (i.e. perceived importance of contribution, personal growth, meaning, validation, respect, collaborative environments) must be met across all generations to encourage employees to be more fully involved in their work.

In a quantitative study by Zopiatis et al. (2012) sixteen differences were revealed between the Generation Y cohort and the Baby Boomer Generation in the hospitality industry. And, eleven differences were revealed between Generation X and the Baby Boomer Generation. Results showed that compared to X-ers and Boomers, Y-ers

question authority more; are more easily motivated; are more skeptical to recognition; are more loyal to themselves rather than the organization; they value less, both tangible (extrinsic) and intangible (intrinsic); they embrace change more; are less hard working; require more constant supervision; they prefer more flexible work schedules; seek respect more, are less reliable, and have a greater ability to learn.

Truxillo, Cadiz, Rineer, Zaniboni, and Fraccaroli (2012) argued that Herzberg's two-factor theory, motivation factors – intrinsic aspects of the job itself such as recognition, challenge, and responsibility – lead to job satisfaction (motivation factors), while absence of hygiene factors – extrinsic factors such as pay and work conditions – lead to job dissatisfaction. Further, Wang, Howell, Hinrichs, and Prieto (2011) asserted that although motivation originating from values and moral obligations is internally mediated, it are different from intrinsic motivation originating from need.

According to Chaudhurl and Ghosh (2012), the aging workforce and the concurrent advent of the Millennials represent a major demographic and sociological phenomenon that can have dominant implications for organizations. Zopiatis et al., (2012), found that Y-ers and Boomers are perceived to be similar on only four variables: individualistic vs. team player; career aspirations; management preferences; and local vs. global thinking. Y-ers and X-ers are perceived to have similar views on work-life balance preferences; technology; relationships with co-workers; multi-tasking; and local vs. global thinking. X-ers and Boomers are perceived to have similar views on authority; recognition; loyalty; work-life balance; work benefits; work ethic; a need for supervision and guidance; and, respect and reliability. It is evident from the previous analysis that a

perceptual gap exists between members of the three generational cohorts under

investigation. It is, therefore, crucial to identify whether this gap is caused by a series of

misperceptions or valid and actual differences.

Research by Morrell (2011) found that intergenerational conflict may cause

problems such as increased tension, distrust, higher levels of turnover and lower

employee retention, poor work ethics, unprofessional verbal confrontations,

misunderstandings, hindering innovation, weak corporate citizenship, poor levels of

communication, and productivity losses. In addition to generational challenges, 91% of

organizations stated their concern about the ability to keep their workforce engaged and

motivated. Zopiatis et al., (2012) argued that acknowledging these differences between

the generations, thus enhancing awareness, is probably the first step in managing today's

multi-generational hospitality environment. Stakeholders should actively engage the need

to translate generational awareness into synergies and innovative human resources

management practices that best reflect the uniqueness of their operational environment.

Generational Challenges for Women in the Workplace

The complex struggle over work/life balance spans all generations in today's

workforce. Today's workforce, especially women, balance more than complicated family

issues; they negotiate work and travel, volunteer work, education, and other nonfamily

activities essential for a rich and fulfilling life. Balancing work and life is a major source

of intergenerational work/life conflict (Favero & Heath, 2012). A research study by

Deery and Jago (2009) found at Generation X appears to seek greater balance in their

work and family life whereas older workers may not do this. Another research study by

McDonald and Hite (2008) revealed that the most pervasive findings regarding young workers are their desire for balance in life.

Although experts debate the labels and time spans that define the generations – Traditionalists, Baby Boomers, Generation X (Gen X), and Generation Y (Gen Y), they are uniquely socially and historically situated and thus interact in the workplace in distinct ways. Traditionalists (born before the end of World War II), who currently construct 7% of the workforce, value self-sacrifice, and conformity. Traditionalists' common dreams include dependable employment, marriage, family, and owning their home, in which case nine-to-five workdays with occasional overtime constitute work/life balance. Traditionalists are known for holding strong family values; however, they are likely to separate work from leisure time, and therefore notice injustice in the workplace when work fringes on their personal time (Favero & Heath, 2012).

The largest generation – Baby Boomers – born between 1946 and 1964, is said to expect to live the good life, and they have worked long hours to attain it. This group compromises 41% of the workforce, invented the supermom role in which women experience it all – a good career and a family. As Boomers mature, their focus shifts more to quality time with family, caring for their parents, and an interest in experiences rather than material goods. After experiencing years of a difficult work pace, some Boomers enjoy simplified lives by working more efficiently with technology, which facilitates a more balanced lifestyle with more free time (Favero & Heath, 2012).

Born between 1965 and 1980, Gen X was the first to verbalize the desire for work/life balance at the beginning of their careers. The group, which comprises 29.5% of

the workforce, values quality of life and views work as just one part of their lives. Gen X appreciates time more than money, and their lifestyles and buying habits reflect it. This mind-set fuels a growing trend among Gen X women to challenge the supermom role by giving up high-powered careers or cutting back on work hours at the peak of career advancement to raise their children. Gen X-ers value flexibility and recreational pursuits more than they value career success, promotions, and transfers. This generation sees little value in the material possessions for which their parents worked. Gen X's desire for work/life balance is often at odds with the values of the corporate world (Favero & Heath, 2012).

Women born between 1978 and 1990 now have a significant presence (22%) in the workforce. Gen Y workers value social responsibility, which translates into volunteerism and careful selection of the organizations for which they work. The youngest workers are more interested in making their jobs accommodate their personal lives. They want jobs with flexibility, telecommuting options, and the ability to go part-time or leave the workforce temporarily while they further their education or volunteer their time (Favero & Heath, 2012). Chalofsky and Krishna (2009) stated that as employers are working to address the generational needs of employees, they must also remember that all employees, regardless of their generational affiliation, strive to work towards a higher cause, meaningfulness, and life purpose; and, individuals who do not perceive the workplace as meaningful and purposeful will not work up to their professional capacity.

As the struggle for work/life balance continues, there is a growing trend among women of deciding to 'opt-out" of high-powered, corporate executive careers. This trend highlights the importance of thinking regarding relationships that are inherent to women's work lives. Women make career decisions, given the desire to simultaneously negotiate their needs along with those of family, friends, and others (August, 2010). Rummel and Vigiani (2011) concurred by assessing that the dilemma that now seems to be facing career women is the regrets held by many over the age of 40 and their choice to break the glass ceiling at the expense of having children. August (2010) further explained that the ongoing interplay of these multiple needs help explain why many successful and talented women decide to "downshift" into less demanding careers at crucial points, sometimes on the brink of key career advancement. Srivastav (2009) concluded that regardless of their generation cohort affiliation, women continue to become strong from within. They take pride in the work performed and they are ready to extend a helping hand to those in need. According to Truty (2010) women of Gen X and Y continue to overcome the generation gap and gender-based barriers while excelling in leadership positions and career development.

Summary and Conclusions

The literature review provided an objective analysis of the background related to work motivation, work values, generational theory, and generational cohort characteristics and attributes. Theorists and practitioners have defined generational cohorts as individuals born around the same time who share distinctive social or historical life events during critical developmental periods. They reflect the values

emphasized during these periods of time (Twenge et al., 2010; Murray et al., 2011). McGuire, By, and Hutchings (2007) found that differences in outlook and approach have emerged between generations.

While the aging sector of the workforce is highly experienced, work-oriented and stable in employment, younger employees are increasingly mobile, exhibit less organizational commitment, but are entrepreneurial and technologically literate. In contrast to the social communitarian outlook of aging workers, younger workers are fueled by a propensity towards self-fulfillment and the pre-eminence of the self. These differences in approaches and attitudes to work may result in intergenerational conflict that compromises organizational performance.

As more Boomers and Traditionalists leave the workforce, X-ers and Millennials will step into leadership roles (Eversole, et al. 2012; Clare, 2009). The newest generation entering the workforce will be very different than the one leaving (Eversole et al., 2012). With these changes in employee demographics, the workplace is bound to have unique challenges in learning how to effectively lead a multigenerational workforce. There are also some unique opportunities including cross-training, peer-to-peer training, and multi-generational mentorship (Kapoor & Solomon, 2011).

Employees from different generations may have varying expectations of what they want (or value) from the workplace, both from an intrinsic and extrinsic standpoint and therefore may approach work differently (Lester et al., 2012). A review of the theoretical framework for this study outlined its ability to be applied across multiple disciplines including nursing, hospitality, public libraries, and the prison industry. In

summary, if employers can successfully find ways to bring the best from each of the Four Generations, the challenge can be an opportunity for a more efficient, productive, and successful company (Eversole et al., 2012).

The research methodology selected for this study is described in Chapter 3. Details regarding the sample, setting, instrumentation, data collection, and analysis are provided. Also, the rationale for the methodology used in this study is discussed.

Chapter 3: Research Method

Introduction

The purpose of this quantitative non-experimental study is to identify work values of multi-generations in the workplace, using Strauss and Howe's Generational Theory, and Herzberg's Work Motivation Theory. The independent variable, generational cohort, is defined as the year the participant was born and will be stratified by Silent [born between 1900 and 1945], Baby Boomer [born between 1946 and 1964], Generation X [born between 1965 and 1980], and Millennials [born between 1981 and 1999] (Twenge et al., 2010). The dependent variables, work values, are defined as aspects of a job that are necessary to promote job satisfaction (Hansen & Leuty, 2012). The dependent variables are comprised of six overarching work values and 20 facets of values.

The social issues that will be addressed include the multi-generational gap which exists within organizations that affect work ethic, team cohesiveness, employee motivation and morale, work variance in management and performance expectations, and employee intention to remain with an organization. Managing multi-generations in the workplace is a trend that will continue for years to come; therefore, identifying and understanding ways that each generation can grow and thrive and contribute effectively in an organization is significant.

In this chapter, I will explain the methodology that will be used to examine work values across generational cohort groups within the United States. Research in this subject area contributed to the literature on work values and identifying generational preferences, as well as increasing the acuity of business leaders and organizations in

further developing new and existing employees. Further, in this chapter, the research

design that will be used to answer the research questions will be addressed. Additionally,

the (a) methodology, (b) instrumentation, (c) procedures, (d) data collection, (e) data

analysis, including design, statistical analysis, threats of statistical conclusion validity,

and, (f) ethical issues about the present study will be discussed. Finally, a concise

summary of this chapter is provided.

Research Design and Rationale

The research design is a decision-making process that involves a personal

evaluation of broad epistemological paradigms or world views at a micro level.

According to Creswell (2009), the three main worldviews are (1) post-positivism, (2)

constructivism, and (3) pragmatism. Ultimately, one is selected as the epistemological

focus of a specific research inquiry. These three main views: post-positivism,

constructivism, and pragmatism translate to research methodologies known as

quantitative, qualitative, and mixed methods, respectively.

This study will be grounded in a postmodern worldview, using a quantitative

methodology. The scientific method (hypothesis testing, the operationalization of

variables, quantitative measurement, statistical analysis of data, and reporting of results)

exemplifies the postmodernist belief in the acquisition of new knowledge. A quantitative

non-experimental study will be used to identify the work values of multi-generations in

the workplace. Upon identification, the research design will also be used to examine the

relationship between the independent variable, generational cohort membership, and the

dependent variable work values. According to Creswell (2009) problems studied by post-

positivists reflect the need to identify and assess the causes that influence the outcome. The use of measuring instruments to collect numerical data and the analysis of the collected data aligns properly with this present study. The Minnesota Importance Questionnaire (MIQ; Gay et al., 1971) is a psychometrically sound instrument to collect data, subsequently analyzed using the appropriate statistical procedures. A qualitative approach was not selected because the current study will utilize archival data that are numerical in nature, and it will be impossible to contact participants to obtain additional qualitative data (Creswell, 2009).

Methodology

According to Creswell (2009), the practice of research (writing a proposal) involves philosophical ideas combined with broad approaches to research (strategies) implemented with specific procedures (methods). Quantitative research is an inquiry into a social or human problem based on testing a theory composed of variables, measured with numbers, and analyzed with statistical procedures. This research methodology will determine whether the predictive generalizations of the theory hold true. To effectively address the research questions in this study, the quantitative approach will be utilized.

Population

The sample population will be selected from CB Richard Ellis (CBRE) Commercial Real Estate Services in Dallas, Fort Worth, and Arlington, Texas. The CBRE Dallas/Fort Worth region consists of three central offices in Uptown Dallas, Downtown Fort Worth, and Arlington, Texas. The CBRE location was chosen for the population sample due to its large size and multiple locations and in having a large pool

of employees from multiple generations to meet the sampling size requirements as

suggested in a G*Power 3 Analysis. Utilizing employees at these locations will also

allow the researcher to gain greater access to members of all four generational cohorts.

The Dallas office has been a major player in the commercial real estate market since

1970 and is the largest full-service brokerage firm in the area. The Fort Worth office is

the largest full-service national brokerage firm in Fort Worth and Tarrant County. CBRE

is the dominant real estate services firm in Dallas/Fort Worth and the world, and it has a

total of 34,000 employees based in 438 offices worldwide, excluding employees of

affiliate companies. The targeted population will be individuals employed full time or

retired adults within the CBRE company facility adults ages 18 and older in the

Dallas/Fort Worth office locations. The sampling method used will be convenience

sampling as the participants are more conveniently available, and the researcher can gain

greater access to members of all four generational cohorts within the multiple locations.

Sampling and Sampling Procedures

According to Frankfort-Nachmias and Nachmias (2008) researchers obtain a

convenience sample by selecting whatever sampling units are conveniently available. A

G*Power 3 Analysis, seen in Figure 3, determined that a targeted sample of a minimum

of 180 participants would be adequate number for this research study. In each instance,

convenience samples will be acquired through nonprobability sampling. Participants will

be asked to provide information about themselves such as gender, year of birth, work

status (i.e., working or retired) and race, using a standard table. I will gain access to these

workers through a professional contact with the Regional Manager over these locations.

G*Power 3 software, a computerized tool for depicting statistical power, has been continuously tested for reliability and validity through multiple studies (Faul, Erfelder, Lang, & Buchner, 2007). A power analysis for a global analysis effects MANOVA, using G*Power 3 software (Faul, Erdfelder, Lang, & Buchner, 2007), was conducted to determine an adequate sampling size and to see if the minimum of 180 participants contacted would be in line with the appropriate sample size for this study. The priori power analysis conducted using G*Power 3 with an alpha level of .05, minimum power established at .80, and a moderate effect size of .25, showed that inviting a minimum sample of 180 people to participate in the survey would be necessary to find a statistically significant effect in the model (Cohen, 1992).

The following Figure 2 shows the relationship between sample size and power. It demonstrates how I came to the sample size of 180 participants for this study. The priori power analysis was conducted using G*Power 3 software. I entered this information into G*Power 3 and it helped me to determine sample size. Given the parameters and the number of groups (Silent, Baby Boomers, Generation X, Generation Y), the alpha level of .05 was established. I chose to leave the power at .80, and a moderate effect size was established of .25. When the sampling information was entered and calculated in G*Power 3 software, the following outputs were obtained: (1) Noncentrality: 11.25, (2) Critical F: 2.65, (3) Numerator df: 3, (4) Denominator df: 176, (5) Total Sample Size: 180, and (6) Actual power: 0.80. Once the information was entered into G*Power 3 and the power at .80 was identified, results showed that inviting a minimum sample of 180

people to participate in the study was recommended to find a statistically significant

effect (Cohen, 1992).

Figure 2. Power as a Function of Sampling Size.
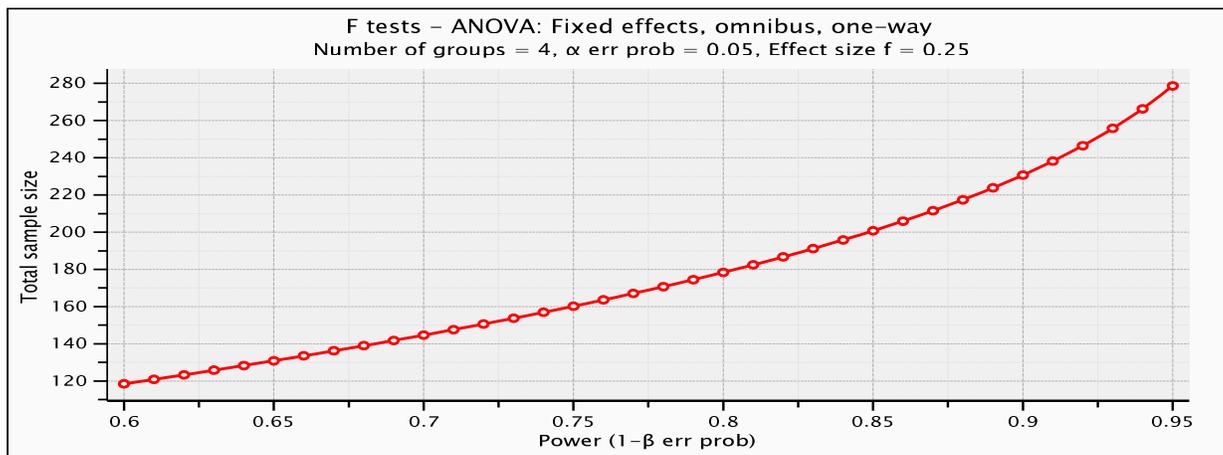
Procedures for Recruitment, Participation, and Data Collection (Primary Data)

Participants will be selected from CB Richard Ellis (CBRE) Commercial Real

Estate Services in Dallas, Fort Worth, and Arlington, Texas. The CBRE Dallas/Fort

Worth region consists of three central offices in Uptown Dallas, Downtown Fort Worth,

and Arlington, Texas. After deciding what agency would be used in the research study, I

decided who I would contact for permission to potentially utilize their employees as

potential study participants. I made telephone calls to the Regional Manager and sent

follow up emails explaining the research and the role their role in the study. In addition to

the phone calls and emails, the Regional Manager wanted a face-to-face to visit and

sample of copies of the instrument sent to the in advance along with the confidentiality

agreements that his staff would be completing. After the agency was comfortable with the

research process, I received verbal permission to use the agency staff, and then I followed

up with written permission documents that required his signature. I provided a copy of the Consent Form (Appendix A) along with a copy of the Survey instrument (Appendix B) to the regional manager.

Packets will be prepared, as described in the Procedures and Ethical Issues/Protection of the Participant's Rights sub-sections of this chapter (Appendices A). I will hand deliver packets with all the necessary documentation to each agency location that agreed to participate. I will include self-addressed stamped returned envelopes to be mailed back to me, along with an email address and contact phone information if questions arise during the survey completion process. Enough packets for all employees will be provided. I will include contact information in the packets should a participant have questions, or should they wish to revoke their consent to participate. Both a telephone number and an email address will be provided for the participants' convenience and anonymity. The deadline for data collection will be set for 2 weeks. Self-addressed, stamped envelopes will be provided so that each participant can anonymously return his or her questionnaire, and the participant's agency can anonymously return his or her questionnaire, and the participant's agency supervisor will have no idea he or she participated. At the end of the 2-week period, I will review the level of participation and determined whether further recruitment is necessary to meet sample size requirements.

Instrumentation and Operationalization of Constructs

As previously mentioned, quantitative research involves the use of instrumentation required to collect data to answer a research question. Quantitative research questions inquire about the relationships among variables that the investigator

seeks to know. They are frequently used in social science research and especially in survey studies. A survey instrument offers descriptive information measuring phenomena between various groups. The Minnesota Importance Questionnaire (MIQ; Gay, Weiss, Hendel, Dawis, & Loftquist, 1971; Rounds, Henley, Dawis, 1981) was used to identify multi-generational work values and to effectively determine if there is a generational link to those work values. This survey instrument measures six vocational values, and the twenty vocational needs from which those values derive.

The first vocational value is achievement: measuring ability utilization and achievement. The second vocational value is comfort: measuring activity, independence, variety, compensation, security, and working conditions. The third vocational value is status: measuring advancement, recognition, authority, and social status. The fourth vocational value is altruism: measuring co-workers, social service, and moral values. The fifth vocational value is safety: measuring company policies and practices, supervision-human relations, and supervision-technical. The sixth vocational value is autonomy: measuring creativity and responsibility. Each of the vocational values categories are measured using the ranked form. The ranked form presents vocational needs statements in groups of five. The individual ranks the five needs in each group according to their importance.

A demographic questionnaire will be included in the front of the survey to determine age (year of birth) and gender. Age will then be used to determine the participant's generational category. The generational work values will be reflected by responses to questions contained in a designated generational diversity awareness

category, as well as through identification of generational characteristics from the

demographics section. The purpose, administration, scoring and psychometric properties

associated with the selected instrument are presented below.

Minnesota Importance Questionnaire – MIQ

The Minnesota Importance Questionnaire (MIQ; Gay, Weiss, Hendel, Dawis, &

Loftquist, 1971; Rounds, Henley, Dawis, 1981) was initially created in 1967 at

University of Minnesota to measure of an individual's vocational needs and values, which

are important aspects of the work personality. The survey was designed to measure six

vocational values (and the 20 vocational needs from which the values derive).

Figure 3 outlines the Research Questions and the Corresponding Minnesota

Importance Questionnaire (MIQ) survey questions designed to uncover the results of

those questions.

Figure 3. Research Questions with Corresponding Survey Questions.

RESEARCH QUESTION 1
What are the differences in work values among generational cohorts? (Silent, Baby Boomers, Generation X, and Generation Y).
SURVEY QUESTIONS
I could be busy all the time
I could do things for other people
I could try out some of my own ideas
My pay could compare well with that of other workers
The job would provide an opportunity for advancement
I could do something different every day
The job would give me a feeling of accomplishment
My boss would train the workers well
The company would administer its policies fairly
I could do the work without feeling that it is morally wrong
My boss would back up the workers (with top management)

I could do something that makes use of my abilities
I could try out some of my own ideas
My co-workers would be easy to make friends with
I could be "somebody" in the community
I could plan my work with little supervision
The job would have good working conditions
I could get recognition for the work I do
I could tell people what to do
I could work alone on the job

RESEARCH QUESTION 2
If there are differences in mean work values among the four cohorts, what are those differences?

SURVEY QUESTIONS
I could be busy all the time
I could do things for other people
My pay could compare well with that of other workers
The job would provide an opportunity for advancement
I could do something different every day
The job would give me a feeling of accomplishment
My boss would train the workers well
I could do the work without feeling that it is morally wrong
My boss would back up the workers (with top management)
I could do something that makes use of my abilities
The job would have good working conditions

Instrumentation and Operationalization of Constructs

In a previous study cited by Hansen and Leuty (2012) on work values across

generations using the Minnesota Importance Questionnaire (MIQ; Gay, Weiss, Hendel,

Davis, & Loftquist; 1971; Rounds, Henley, Dawis, Lofquist & Weiss, 1981), participants

were categorized into one of three generations based on their birthdates yielding the

following samples: Silent Generation (*N*=371, born between 1925 and 1945), Baby

Boomers (*N*=1179, born between 1946 and 1964), and Generation X (*N*=139, born between 1965 and 1980). The mean age of the Silent Generation was 41.4 years (*SD*=6.22); the mean age of Baby Boomers Was 31.7 years (*SD*=6.99), and Generation X had a mean age of 27.9 years (*SD*=5.87).

During this study, MIQ scores were reported as *z* scores with lower scores for a value indication of less importance. Evidence of reliability and validity of MIQ scores was examined during the development of the assessment. Test-retest reliabilities of MIQ scales at an immediate interval ranged from .72 to .93 while reliabilities for a 10-month interval between testing sessions ranged from .46-.79. Additionally, study results showed profile stability correlations, over a 10-month interval that ranged from .58 to .97 with a median of .87, suggesting evidence of reliability of individual profiles. While the methods to assess the reliability and validity may be limited by using archival data, the Minnesota Importance Questionnaire (MIQ; Gay et al., 1971; & Rounds, 1981) provide extensive documentation on the background of the study, the research design, sampling, data collection, and procedures. Additionally, the MIQ (Gay et al., 1971; & Rounds, 1981) provide copies of the questionnaires, information on coding variables, attrition rates, and frequency tables of the original data. This documentation provides a solid foundation for future research to ensure reliability and validity of the questionnaire.

The decision to use the Minnesota Importance Questionnaire (Gay et al., 1971; & Rounds, 1981) is the best instrumentation for this research project because it meets the research study needs of identifying work values and determining whether generational

cohort membership, characterized by four generational groups, is a factor in the rank of importance in those work values.

Operationalization for the Independent and Dependent Variables

The independent variable is generational cohort membership. Generational cohort membership refers to four predetermined age groups of individuals based on birth year ranges, born around the same time, who share distinctive social or historical events during critical development periods. They reflect the values emphasized during these particular events or periods of time (Eversole et al., 2010; Murray et al., 2011). A generational cohort has four levels: Silent, Boomers, Generation X, and Generation Y. Work values are identified as the dependent variable. The six identified outcome measures are: (a) achievement, (b) comfort, (c) status, (d) altruism, (e) safety, and (f) autonomy. Mardanov, Heischmidt, and Henson (2008) define job satisfaction as an attitude that individuals maintain about their jobs that are developed from their perceptions of their jobs. Employees reported feeling motivated and happy with their jobs when they most frequently described factors related to their tasks and were successful in the performance of their work (Herzberg, 1959).

This gender-neutral measure can be administered to those in a fifth-grade reading level and above (Rounds, Henly, Dowis, Lofquist, & Weiss, 1981). The test can be done in groups or on an individual basis. The MIQ can be completed in 30-40 minutes. The MIQ is also available in Spanish and French (Lachar, 2004). The price is $39.50 per kit. The kit includes fifty answer sheets, ten reusable booklets, a manual, and Occupational

Reinforcer Patterns. The most recent manual produced dates back to 1981 and is 73 pages in length (Lachar, 2004).

Configuration

There are two forms are available for the MIQ. Both are pencil and paper format, contained in a booklet with a separate sheet to record answers. The MIQ is a measure based on twenty vocational dimensions and on six values relating to an individual's work environment (Lachar, 2004).

Administration

One form of the MIQ is known as the "paired form" (Appendix A). It's a 190-item-comparison of statements where respondents are asked to choose between the pair of statements (Lachar, 2004). The additional twenty questions are scaled-related, based on the importance of each value. The other format the MIQ can be administrated in is the "ranked form." This form is where the compared item questions are replaced by a series of ranking questions. These ranking questions are made up of sets of five needs where respondents rank the importance of each need (Rounds, Henly, Dowis, Lofquist, & Weiss, 1981).

Scoring

Once the test is completed, the researcher has the option of submitting the measure via mail to the publisher to obtain scoring results. Scoring is based on the range of vocational dimensions listed above. The range is on an adjusted scale value that ranges from -4.0 to + 4.0. The maximum range for any individual is half of this total range. The zero point is located at the center of the range. A number that is greater than

zero identifies important needs. A number less than zero indicate unimportant needs to the individual (Gay, Weiss, Hendel, Dawis, & Lofquist, 1971). Scoring will also be done by the researcher utilizing the S.P.S.S data software.

Psychometric Properties of the Minnesota Importance Questionnaire – MIQ

     Reliability

The reliability of the MIQ has shown to be to stable over time for re-testers (Gay, Weiss, Hendel, Dawis, & Lofquist, 1971). Reliability's primary concerns are consistency and stable results over a given period. Studies measuring reliability are based on three measures of such consistency. These three measures of reliability are: scale internal consistency, the stability of MIQ scales over time, and stability of MIQ profiles over time. Additional reliability regarding the MIQ has been proven in the context of the Theory of Work Adjustment. This theory emphasizes the connections of an individual's capabilities and vocational needs, with ability requirements. This theory also determines an individual's satisfaction in an occupational setting (Gay, Weiss, Hendel, Dawis, & Lofquist, 1971).

Test-retest reliability was administrated to three groups of college students at the University of Minnesota (Gay, Weiss, Hendel, Dawis, & Lofquist, 1971). Analysis of Variance (ANOVA), a well-known statistical test measure, was used to gather the results. ANOVA is capable of measuring the means of several groups. MANOVA tests for groups being equal by three statistical models. These models are fixed effects, random effects, and mixed effects.

Test-retest ANOVA coefficients displayed how stable the MIQ is for the college students. The median coefficient for the ten-day group was .80, for the three-week group the median was .86, and for the group that re-test after six weeks the median 77. The ten-day group's range was .64 to .88; the three-week group's range was .78 to .89; .70 to .86 was the range for the six-week group. It was determined that the MIQ is reliable based on these results. Additionally, the three-week group scales displayed the highest reliability factors. The top twelve scales that demonstrates such reliability based on these findings were:

1. Ability Utilization

2. Achievement

3. Activity

4. Authority

5. Company Policies and Practices

6. Compensation

7. Co-workers

8. Creativity

9. Recognition

10. Supervision-Human Relations

11. Supervision-Technical

12. Variety

Data Analysis Plan

The Statistical Package for Social Sciences (S.P.S.S.) software version 21.0 will provide the data analysis. The two groups of analytical tools that will be utilized are descriptive statistics for the data organization and the Analysis of Variance (ANOVA) for hypothesis testing. Chapter 4 will provide an in-depth interpretation of the results of the hypothesis testing. Kocabas and Karakose (2009) found that the use of an ANOVA is the best method to analyze multiple levels of variables and to determine if there is a significant difference within or between each group. Frankfort-Nachmias and Nachmias (2008) discussed that variables measurement involves the use of different levels of measurement. These different levels of measurement are necessary for this study. The first level of measurement will be nominal. It is the use of numbers to assign answers to each categorical variable and demographic. Race, gender, city, ethnic groups, and state are the categorical variables which will use this level of measurement. The second level of measurement will be the interval. It will be used to measure the continuous variables respecting the same exact and constant distance between them. This measurement is appropriate for categorizing generational cohort affiliation and age as quantitative variables (Frankfort-Nachmias & Nachmias, 2008). The third level of measurement will be ratio. It will be used to describe variables with an absolute and fixed natural zero point, or those have an identical distance between them. This measurement will help to calculate the income of the participants and the median age (Frankfort-Nachmias & Nachmias, 2008).

There will be two groups of analytical tools used during this study. The first group of tools will be the descriptive statistics including the mean scores, standard deviations, and frequencies. These three categories will help me to organize and summarize the data. The mean scores will help me to determine the mean of the interval-level variables such as income, the level of education, and age of the participants. The mean score will also help me to identify the level of the Likert scale that has the higher distribution for that variable. Furthermore, the identified level on the Likert scale (from 1-5) will enable me to read views and attitude of the participants on the scale for a particular item (Frankfort-Nachmias & Nachmias, 2008; Green & Salkind, 2011). It will also allow me to interpret and report the data by looking for mean differences in scores that measure work values preferences between full-time employees in the four generational cohorts: (a) Silent/Veteran, (b), Boomers, (c) GenXers, and (d) GenY/Millennials (Kocabas & Karakose, 2009). The standard deviation will allow me to measure and describe the dispersion of the variable distribution from the mean. The frequencies will help me to compute the total number of distribution for each categorical variable that are generational cohort affiliation, the work values, and the demographics (Frankfort-Nachmias & Nachmias, 2008; Green & Salkind, 2011).

The second group of tools will be utilizing the inferential tool of statistical: ANOVA that will allow me to test the hypotheses. The decision to use an ANOVA method is the most effective way to analyze the research question and accomplish study goals; and, it is consistent with other studies found in the literature review (Kocabas & Karakose, 2009).

The data collected will have no identifiers such as name, social security, date of birth, or home or email address. Each participant's answers to the same question will be identified by the same code or numerical number. To protect their confidentiality, each participant who provides his/her informed consent and later completes the survey, will not be asked to provide their name or sign the survey. This information will be outlined with the participant at the beginning when determining eligibility. Other confidentiality measures will be utilized including an anonymous analysis of the data collected and the study results (Frankfort-Nachmias & Nachmias, 2008).

I will store the data collected for five years on my laptop hard drive and USB drive protected by a password determined by me alone. I will be the only one who has access to the data and study results. The data will then be destroyed five years after the defense of the dissertation. The completed surveys and USB drive will be kept in a secured and locked location in my home office (Frankfort-Nachmias & Nachmias, 2008).

S.P.S.S. will serve as the software for the data analysis. S.P.S.S. helps to draw reliable conclusions of identifying work values associated with each generation (Frankfort-Nachimias & Nachmias, 2008; Green & Salkind, 2011; International Business Machines [I.B.M.], 2011). There will be multiple stages of data cleaning before the analysis is done. The first stage will be to code the data. The coding will consist of attributing a number or numeric code to each variable category in order to use S.P.S.S. to computerize, edit, retrieve, and analyze the data (Frankfort-Nachimias & Nachmias, 2008; Green & Salkind, 2011; I.B.M., 2011). A codebook will then be created, as a

result, after the data collection via questionnaire administration (Frankfort-Nachimias & Nachmias, 2008; Laureate Education, 2009).

I will review all completed surveys and will edit any data to make sure that each question has been answered appropriately and according to the participant's interview guide. The higher category of each interval-level of a variable will have the higher score. The nominal-level variable code assignment will follow no particular rule; however, it will be consistent with all cases in the study (Frankfort-Nachimias & Nachmias, 2008).

The second stage of the data coding will be ensuring that the data is in the proper S.P.S.S. format. S.P.S.S. will code and computerize all approved surveys for data analysis, interpretation, and reporting. The codebook will be used to check, identify, and manually correct any incorrect or inconsistent codes in the S.P.S.S. data view windows file. A frequency table will be run for each variable, using the S.P.S.S. data, to track and replace any code that does not exist in the codebook (Frankfort-Nachimias & Nachmias, 2008).

The third stage of data coding will consist of tracking and correcting outliers from S.P.S.S. data before any statistical test of the hypothesis can be performed (Laureate Education, 2009). An outlier is when a score for a variable is much higher or much lower than any other score of the same variable. The high identified outlier(s) will be modified by making it one unit larger than the extremely high score of the non-outlier values of the variable. The low identified outlier(s) will be changed by making it one unit smaller than the extremely low score of the non-outlier values of the variable The modified values of

the outlier(s) will replace the actual outlier(s) of the variable before any statistical tests are performed. This approach avoids a reduction of the sample size of the study, (Laureate Education, 2009).

The following flowchart in Figure 4 shows the methodological flow for this study. It demonstrates the process of how this study will be conducted. It discusses the Collection Method and the survey instrument that will be used. It also discusses from where the participants will be recruited and the number of participants who will be invited to participate, based on a G*Power 3 sampling analysis. The survey timeline is discussed, and the fact that participants will be advised of their right to opt out of the study at any time.

The flowchart also discusses Data Coding and preparing the data for S.P.S.S. analysis. It shows that the questionnaire data will be converted to a codebook. It also shows that data editing will be done to track and correct outliers, a frequency table for each variable will be run to track and replace any nonexistent code, and, the interval-level of variable codes will be assigned a higher score whereas nominal variables will follow no particular rule.

The Data Analysis is presented in this flowchart and S.P.S.S. software is identified for providing the analysis to identify generational cohort work values. An ANOVA two-tailed test will be utilized to test the hypothesis. The confidence level will be 95%, the margin of error 5%, and the significance level ($\alpha = .05$). It also shows that an ANOVA F test will be ran to evaluate the four generational cohorts to determine if there is a significant difference between the means of the groups, and whether the group means

of the dependent variable differ significantly from each other. The flowchart shows

ANOVA is the best method for this study because it will allow me to analyze multiple

levels of variables between the four generational cohort groups.

Finally, this flowchart outlines the Data Interpretation and Reporting methods that

will be used in this study. S.P.S.S. will be used to analyze the data, including identifying,

interpreting, and reporting the means scores and differences in scores that measure work

value preferences across the four generational cohorts. It will interpret the standard devia.

tion and allow the researcher to interpret and report the dispersion of the variable

distribution from the mean. Finally, the flowchart shows that it will interpret the

frequencies to analyze and report the total number of distribution for each categorical

variable: generational cohort affiliation, work values, and demographics. The null

hypothesis will be rejected if the sample outcome results would not have occurred by

chance more than 5% of the time, or if the *p*-value is less than .05.

Figure 4. Research Study Methodological Flow Chart.

Data Collection
The Minnesota Importance Questionnaire (MIQ) will be utilized during this study. The Survey is designed to measure an individual's vocational needs and work values. The questionnaire will be in 'ranked form' utilizing the Likert Scale of 1-5. The population sample will be full-time employees at CBRE Richard Ellis. 180 participants will be invited to participate. A G*Power 3 analysis determined this was an adequate sample size. Participants will have two weeks to complete the survey, and be provided with the researcher's contact information should they have any questions. They will be advised that they can opt out of the study at any time and that their information will remain confidential.

Data Coding
To prepare the data for the S.P.S.S. software to computerize, edit, retrieve, and analyze the data, the following procedures will take place:
-   A numeric code will be assigned to each variable category -   Coding outcomes from the questionnaire data collection will be converted into a codebook

- Data editing will be done when creating the codebook to ensure that each question was answered appropriately
- The higher category of each interval-level of variable code assignment will have the higher score
- The nominal-level variable code assignment will follow no rule
- The codebook will be used to check, identify, and manually correct any inconsistent codes in the S.P.S.S. data view window file
- A frequency table for each variable will be ran to track and replace any nonexistent code
- Outliers will be tracked and corrected before any statistical tests of the hypothesis
- No outliers will be deleted to avoid reducing the sample size of the study

Data Analysis

- Statistical Package for Social Sciences (S.P.S.S.) will be used to analyze the data and identify work values associated with each generation
- Inferential statistics, an Analysis of Variance (ANOVA), a two-tailed test will be ran to test the hypothesis dividing participants into groups with one quantitative dependent variable. The null hypothesis will be rejected if the sample outcome results would not have occurred by chance more than 5% of the time, or if the p-value is less than .05.
- ANOVA F test will evaluate whether the group means of dependent variable differ significantly from each other
- The confidence level will be 95%, the margin of error 5%, and the significance level ($\alpha = .05$)

Data Interpretation and Reporting

- Statistical Package for Social Sciences (S.P.S.S.) will be used to analyze the data.
- An Analysis of Variance (ANOVA) will be ran to test the hypothesis and to compare the four generational cohort levels of variables to determine if there is a significant difference between the groups
- Descriptive statistics - mean scores, standard deviations, and frequencies will allow the researcher to organize and summarize the data
- The mean scores will help to determine interval-level variables such as age, income and educational level of participants. It will also help to identify the higher level on the Likert Scale with the higher distribution for that variable, and to read attitudes and views of participants
- The standard deviation will be used to to describe and measure the dispersion of the variable distribution from the mean
- The frequencies will commute the total number of distribution favoring each generational cohort affiliation variable, work values, and demographics
- The null hypothesis will be rejected if the sample outcome results would not have occurred by chance more than 5% of the time, or if the p-value is less than .05.

According to Williams (2007) research originates with at least one question about one phenomenon of interest. Research questions help researchers to focus thoughts, manage efforts, and choose the appropriate approach, or perspective from which to make sense of each phenomenon of interest. The findings of this study will contribute to the

body of knowledge by identifying work values across multi generations. The research questions and hypotheses are revisited below.

Research Question 1: What are the differences in work values among generational cohorts? (Silent, Baby Boomers, Generation X, and Generation Y).

 Null Hypothesis H₀: There are no differences in mean work values among generational cohorts. The population means of work values are represented as $\mu1$ (Silent Generation), $\mu2$ (Baby Boomers), $\mu3$ (Generation X), and $\mu4$ (Generation Y). The null hypothesis states that all cohort means are equal.

 Alternative Hypothesis H₁: There are differences in mean work values among generational cohorts (i.e., all cohort means are not equal).

Research Question 2: If there are differences in mean work values among the four cohorts, what are those differences? A further investigation will be done to examine these cohort differences.

 The previously stated research questions will apply to each of the six scales: Achievement, Comfort, Status, Altruism, Safety, and Autonomy. The questions will be ranked on the importance on a 5 point Likert Scale with 1- being *'most important,'* 2- being *next important,* and 5- being *'least important.'* This scale will be used to measure the variables in the questionnaire. Each value from 1 through 5 is the weight and direction of the participant's answer to the item determining how favorable or not he/she is regarding the item (Frankfort-Nachmias, 2008; Likert & Haynes, 1957). This design will allow the numbered data to be generated for the statistical tests and analysis using

S.P.S.S. 21.0 computer software (Creswell, 2009; Frankfort-Nachmias & Nachmias, 2008; Likert & Haynes, 1957).

Research questions for the Achievement category include ranking in the order of importance: *On My Job* … (a) I could be busy all the time, (b) I could do things for other people, (c) I could try out some of my own ideas, (d) my pay would compare well with that of other workers, and (e) the job would provide an opportunity for advancement.   There will be similar questions in the additional 5-point scales as well. For each scale, the means of cohort generations will be represented as $\mu1$ (Silent Generation), $\mu2$ (Baby Boomers), $\mu3$ (Generation X), and $\mu4$ (Generation Y).

A Multiple Analysis of Variance One Way MANOVA will be used to compare the means of different cohorts. To conduct a one-way ANOVA, each must have scored on two variables: an independent and dependent variable.   The independent variable divides individuals into two or more groups or levels, while the dependent variable differentiates individuals on a quantitative dimension. The ANOVA *F*- test will evaluate whether the group means on the dependent variable differ significantly from each another. Each case in a S.P.S.S. data file, used to conduct a one-way ANOVA contains a factor that divides participants into groups and one quantitative dependent variable (Green & Salkind, 2011).

Conventionally, 95% will be the confidence level and 5% the margin of error with the significance level ($\alpha = .05$) for the test. The hypothesis testing will be two-tailed. The null hypothesis will be rejected if the sample outcome results would have occurred by chance not more than 5% of the time, or if the *p*-value is less than .05. The *p*-value is a

measure of confidence level in the inference about the population based on the sample (Frankfort-Nachmias & Nachmias, 2008).

Treats to Validity Internal Validity

To ensure the validity of data measurement, the utilization of standardized survey instruments with proven records for both validity and reliability for measuring the phenomena under conditions will be used (Trochim, 2001). There are eight distinct threats to validity. These threats are selection, selection by maturation, regression, mortality, maturation, history, testing, and instrumentation. Validity, unlike reliability, is concerned with assessing the intended purpose of a measure, supporting the data. Reliability and validity are interdependent factors. Measures showing reliability doesn't ensure validity.

Internal Validity

Since the current study is a non-experimental survey design, the threats to internal validity are not valid or applicable. Threats to statistical conclusion validity are conditions that can inflate the Type 1 and Type II error rates. For example, violations of statistical test assumptions can increase the chances of falsely concluding there is a functional relationship between variables of concern (Type 1 error). Therefore, several threats to statistical conclusion validity must be examined. Although validity evidence is weaker than supporting its reliability, the findings and results do lend construct validity to the MIQ as a measure of vocational needs.

Construct Validity

Construct Validity: demonstrated by the ability of the questionnaire to support predictions made from a theoretical framework. Construct validity is evaluated by investigating what psychological qualities test measures (i.e., by demonstrating that certain explanatory constructs account to some degree for performance on the test). To examine construct validity requires both logical and empirical attack.

Evidence of discriminate validity comes from studies indicating low correlations with different abilities as measured by the General Aptitude Test Battery (GATB). Convergent validity is indicated by positive correlations of .74 and .78 with scales on the Strong Vocational Interest Blank (SVIB). Results showing that MIQ scales correlate lower with the GATB than with the SVIB supports MIQ's claim that it is less a measure of ability than one of vocational interest (Brown & Lent, 2005).

The frequency distributions of high- and low-reinforcement groups were compared. The data provided evidence of construct validity for the Ability Utilization, Achievement, Advancement, Authority, Compensation, Creativity, Independence, Responsibility, Social Service, and Variety scales. Although there was no evidence of construct validity for the other six scales: Activity, Moral Values, Recognition, Security, Social Status, and Working Conditions. Such invalidity for these other six measures could be attributed to the inaccurate ranking of reinforcement level. Also it could be an inadequate measurement of satisfaction as suggested in the findings.

Ethical Procedures

Recruitment process will begin upon proposal approval by Walden University's Institutional Review Board (IRB), (05-06-15-0165849). I will recruit participants for the study from CB Richard Ellis (CBRE) Commercial Real Estate Services in Dallas, Fort Worth, and Arlington, Texas. The CBRE Dallas/Fort Worth region consists of three central offices in Uptown Dallas, Downtown Fort Worth, and Arlington, Texas. I will educate all CRBE participants and organizational leaders of their right to consent and confidentiality through the consent and confidentiality agreement (Appendix A).

I will distribute invitations and agreements to participant in the research study forms (Appendix A) to agency employees and provide a copy of the rights of confidentiality agreements to each voluntary participant of the research.

 I will conduct this study in compliance with the Ethical Principles of Psychologists and Code of Conduct (American Psychological Association [APA], 2002). In compliance with APA guidelines, I will provide all participants with a confidentiality and informed consent agreement (Appendix A), which explains in greater detail the purpose of the study, the voluntary nature of the study, the potential risks and benefits of participation, and the participant's right to terminate participation at any time without any consequence.

The participants will be provided a copy of the survey instrument (Appendix B). Participants wishing to receive a copy of the study results will be instructed to notify me of their desire to obtain a copy of the results and to include an email or physical address

or means by which I can provide them with the study results upon completion of the study.

The surveys collected during this research study will be handled with the highest level of confidentiality. The surveys will be stored of ra period of five years under lock and key in a file cabinet in the researcher's office. After that five year period ends, the survey documents will be shredded.

Summary

This chapter outlined the research methodology that will be used to obtain and process data from which answers to the research questions and associated hypotheses are derived. This quantitative non-experimental study, grounded in a postmodern worldview, will be used to identify the work values of multi-generations in the workplace. The study consists of a targeted sample of 180 participants. The MIQ test will be used to collect the data. A one-way ANOVA will be conducted to identify the work values of each generational cohort: Silent, Baby Boomers, Gen Xers, and Millennials.

A description of the data collection instrument: the Minnesota Importance Questionnaire (MIQ; Gay et al., 1971; Rounds et al., 1981) was presented. The sample population was identified, and the association with the population from which the sample will be drawn were examined. The survey instrument and the channel through which it will be delivered to the identified sample population were described. The MIQ (Gay et al., 1971; Rounds et al., 1981) was selected to measure multi-generational work values because of its proven reliability and internal consistency.

Data collection and analyses were discussed to expound on the manner in which statistical methods will be used to accurately evaluate the finding from the questionnaire. Factors that affect reliability, validity and ethical practice were also examined. This chapter provided the framework from which the research project is based to answer the research questions outlined by the researcher that were relevant to the research problem under consideration.

According to Baily (2009), generational differences can cause friction, mistrust, communication breakdowns, prevent effective teamwork and collaboration, and impact job satisfaction, retention, and productivity. The results of this study will provide organizations with a better understanding of the work values that are most important to each generational cohort represented in the workplace. Organizations can then use this information to build stronger, more cohesive, and productive teams.

Chapter 4 will explore in-depth research findings related to each of the research questions and hypotheses, and will present the study results. It will explain how the statistical analysis supports the conclusions reached. Finally, Chapter 5 will contain a summary report of the research findings drawn from this study, as well as recommendations for further research.

Chapter 4: Results

Introduction

The purpose of this nonexperimental study using Strauss and Howe (1991) Generational Cohort Theory was to identify multi-generational work values in the workplace. A one-way MANOVA was performed on six main work values categories: achievement, comfort, status, altruism, safety, and autonomy, in the workplace for four generational cohorts: Silent, Baby Boomers, Generation X, Millennials, along with twenty sub-categories of dependent variables: (a) I could be busy all the time, (b) I could do things for other people, (c) I could try out some of my own ideas, (d) My pay would compare well with that of other workers, (e) The job would provide an opportunity for advancement, (f) I could do something different every day, (g) The job could give me a feeling of accomplishment, (h) My boss would train workers well, (i) The company would administer its policies fairly, (j) I could do the work without feeling it is morally wrong, (k) My boss would back up the workers (with top management), (l) I could do something that makes use of my abilities, (m) I could try out some of my own ideas, (n) My co-workers would be easy to make friends with, (o) I could be "somebody" in the community, (p) I could plan my work with little supervision, (q) The job would have good working conditions, (r) I could get recognition for the work I do, (s) I could tell people what to do, (t) I could work along on the job. The independent variable was Generational Cohort with four levels: Silent/Traditionalists, Baby Boomers, Generation X, and Millennials/Generation Y. The Research Questions and hypotheses are:

Research Question 1: What are the differences in work values among generational cohorts? (Silent, Baby Boomers, Generation X, and Generation Y).

Null Hypothesis H₀: There are no differences in mean work values among generational cohorts. The population means of work values are represented as $\mu1$ (Silent Generation), $\mu2$ (Baby Boomers), $\mu3$ (Generation X), and $\mu4$ (Generation Y). The null hypothesis states that all cohort means are equal.

Alternative Hypothesis H₁: There are differences in mean work values among generational cohorts (i.e., all cohort means are not equal).

Research Question 2: If there are differences in mean work values among the four cohorts, what are those differences? These cohort differences would be examined in more detail.

Data Collection

Data collection surveys were sent to participating organizations on May 7, 2015, and the final survey was collected on June 11, 2015. The IRB Approval to collect surveys was 05-06-15-0165849. There were 250 people contacted. There was an assessment made at the end of the two week period to determine if more surveys needed to be distributed to meet the designated goal of 180 completed surveys. I was fortunate enough to get all of the 180 needed surveys and no further recruitment was necessary. There was a return rate of 72% return.

Sample Population

According to Green and Salkind (2011) a sample size that is too small to meet the desired effect will skew the study results and possibly create a Type I effort. On the other hand, a sample size that is too large can lower reliability and exaggerate the results. The G*Power 3 analysis determined that a minimum of 180 participants were necessary to determine a significant effect. Therefore, the self-assessment Minnesota Importance Questionnaire (MIQ) [Gay et al., 1971; Rounds et al., 1981], was administered to working professionals at a local organization to identify work values among different generational cohort members. Data were obtained from four generational cohorts: Silent Generation, Baby Boomers, Generation X, and Millennials.

The sampling population was identified using a convenience sampling approach through a local large Real Estate Organization. The survey instrument was made available to all eligible employees, age 18 and over. Written instructions were provided to the participants, along with their surveys, outlining the purpose of the research study, confidentiality and consent issues were outlined, and the researcher's contact information was provided. All of these guidelines met IRB requirements as established by Walden University, and approval was received before the survey administration. Participants were given a timeline on when to return the surveys as well. Out of 180 respondents, all participants completed the surveys and were included in the final analysis. Complete information was provided by 180 participants, and all were born between the designated time frames. The final sample size consisted of $N = 180$.

Likert scales are used to analyze variables with a limited range of scores (Green & Salkind, 2011). Figure 5 demonstrates the Likert scale measurement that was used on the

survey instrument. To analyze multi-generational work values for Silent, Baby Boomers, Generation X, and Millennials, work values needed to be measured to one scale by the Minnesota Importance Questionnaire (MIQ) from most important to least important (Gay et al., 1971; Rounds et al., 1981). Figure 5 results are below.

Figure 5. Minnesota Importance Questionnaire Work Values Scale.

1. Most Important
2. 2nd Most Important
3. 3rd Most Important
4. 4th Most Important
5. Least Important

Descriptive Stats

One hundred and eighty surveys were collected after initial data analyses were performed (review threats to statistical validity conclusion). This number met the suggested minimal sample size to certify that the research study had a minimum power of .80 which is required to determine a difference as statistically significant. The sample consisted of 21 Silent, 43 Baby Boomers, 64 Generation X, and 52 Millennials. In total, there were 64 Males and 116 Females who participated. Table 1 presents the frequencies and percentages for the categorical variables that were included in the demographical portion of the survey. The majority of the sample belonged to the Generation X cohort at 35.6% ($N = 64$), followed by Millennials at 28.9% ($N = 52$), Baby Boomers at 23.9% *(N*

= 43), and the Silent Generation at 11.7% (N = 21). A frequency distribution displays the general distribution of study participants (Green & Salkind, 2011).

Table 1, shows the frequency of Generational Cohort Age ranges of the participants. The Silent Generation had an age range of 70-90. Baby Boomers had an age range from 51-69. Generation X had an age range from 35-50. And, Millennials had an age range from 18-34. Table 2 presents the frequencies and percentages for categorical variable for male responders 35.6% *(N = 64)* to female respondents 64.4% (N = 116).

Table 1

Frequencies and Percentages for Categorical Variables for Participants Age, Number of Participants, and Generational Cohort Affiliation

Generational Cohort		Frequency	Percent	Valid Percent	Cumulative Percent
	Silent Generation - age 70-90	21	11.7	11.7	11.7
Valid	Baby Boomers - age 51-69	43	23.9	23.9	35.6
	Generation X - age 35-50	64	35.6	35.6	71.1
	Millennials - age 18-34	52	28.9	28.9	100.0
	Total	180	100.0	100.0	

Table 2

Frequencies and Percentages for Categorical Variables for Participants' Gender

Gender		Frequency	Percent	Valid Percent	Cumulative Percent
	Male	64	35.6	35.6	35.6
Valid	Female	116	64.4	64.4	100.0
	Total	180	100.0	100.0	

Study Results

. According to Green and Salkind (2011) to have a valid and reliable study, an adequate sample must be used. Figure 6 outlines the sampling size and cell count per group and the number of study participants for each generational cohort. Preliminary assumption testing was done to test for sample size, linearity, normality, outliers, univariate, homogeneity of variance, multivariate, covariance matrices, and multi-collinearity with no serious violations found. An acceptable sample size was identified, and there were a greater number of cases per cell than the number of dependent variables. The results for sample size is displayed in Table 3.

Table 3

Cell Count Per Group

Cohort	n
Silent	21
Boomers	43
Generation X	64
Millennials	52

Homogeneity of Variance

Homogeneity of variance allows us to test the quality of the variables to see if they are all of the same kind (Green & Salkind, 2011). In Figure 6 Homogeneity of Variance – Covariance Matrices were measured using Box M's test, (*df*1 = 45, *df*2 =

24216), Box M's = 94.31, *p* = .01, indicating the homogeneity and variance-covariance

matrices assumptions were met. These results are displayed in Figure 6.

Figure 6. Results of Box's Test of Equality of Covariance Matrices.

Box's M	94.319
F	1.963
df1	45
df2	24216.590
Sig.	.000

Tests the null hypothesis that the observed covariance
matrices of the dependent variables are equal across groups.

Normality

Normality is the state of being usual or expected (Green & Salkind, 2011). In

Figure 7 the assumption of normality was tested using the Kolmogorov-Smirnov test. The

receipt of a significance outcome of .05 or less on this test indicated the sample does not

display a normal distribution outcome (Green & Salkind, 2011). These results are

displayed in Figure 7.

Figure 7. Generational Cohort Kolmogorov-Smirnov Test of Normality Results.

	Statistic	df	Sig.	Statistic	df	Sig.
I could get recognition for the work I do						
Silent Generation - age 70-90	.284	21	.000	.813	21	.001
Baby Boomers - age 51-69	.230	43	.000	.844	43	.000
Generation X - age 35-50	.171	64	.000	.859	64	.000
Millennials - age 18-34	.238	52	.000	.893	52	.000
I could be "somebody" in the community						

Silent Generation - age 70-90	.529	21	.000	.341	21	.000
Baby Boomers - age 51-69	.301	43	.000	.732	43	.000
Generation X - age 35-50	.290	64	.000	.742	64	.000
Millennials - age 18-34	.256	52	.000	.792	52	.000

a.   Lilliefors Significance Correction

In addition to the Kolmogorov-Smirnov test, skewness and histograms were analyzed for each cohort group. In Figures 8 and 9, Histograms and Skewness were analyzed for each population on the variables 'I could be somebody in the community, and 'I could get recognition for the work that I do.' The analysis determined an abnormal distribution of the dependent variables, and the assumption of normality was violated. Green and Salkind (2011) argued that an MANOVA is a reliable test that still generates accurate results when larger sample sizes are used. Because the current sample size was 180, and the skewness is not small for both variables, violations would not make the results uninterpretable, as they may have been impacted by the low sample size. These test results can be seen in Figures 8 and 9.

Figure 8. Skewness and Histogram: 'I Could Be Somebody in the Community.
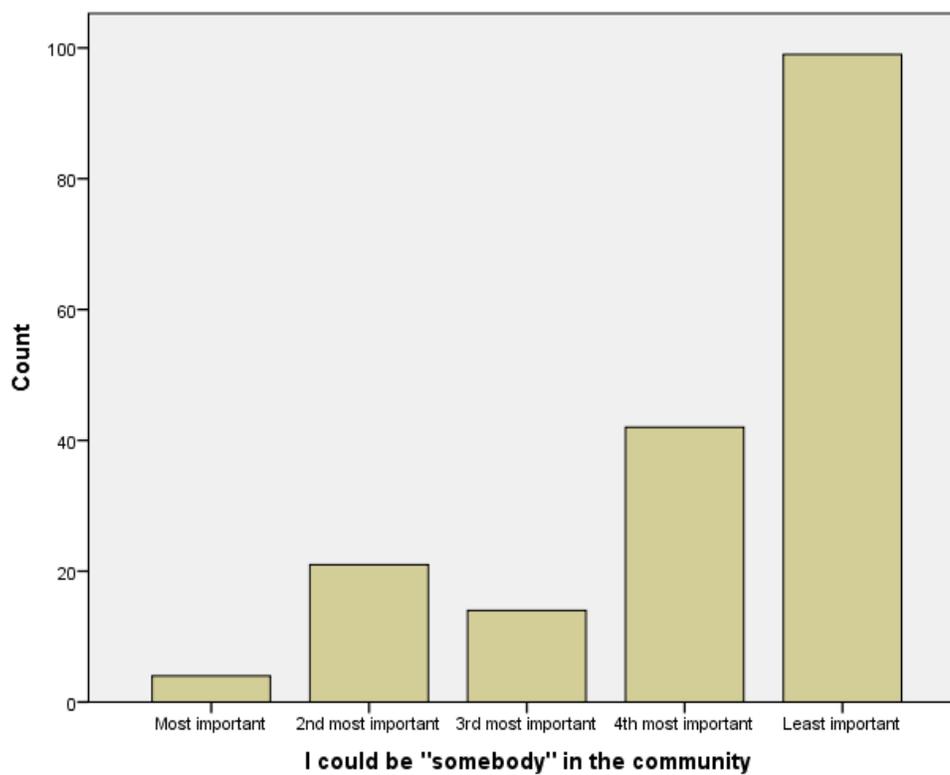
Figure 9. Skewness and Histogram: 'I Could Receive Recognition for the Work I Do.
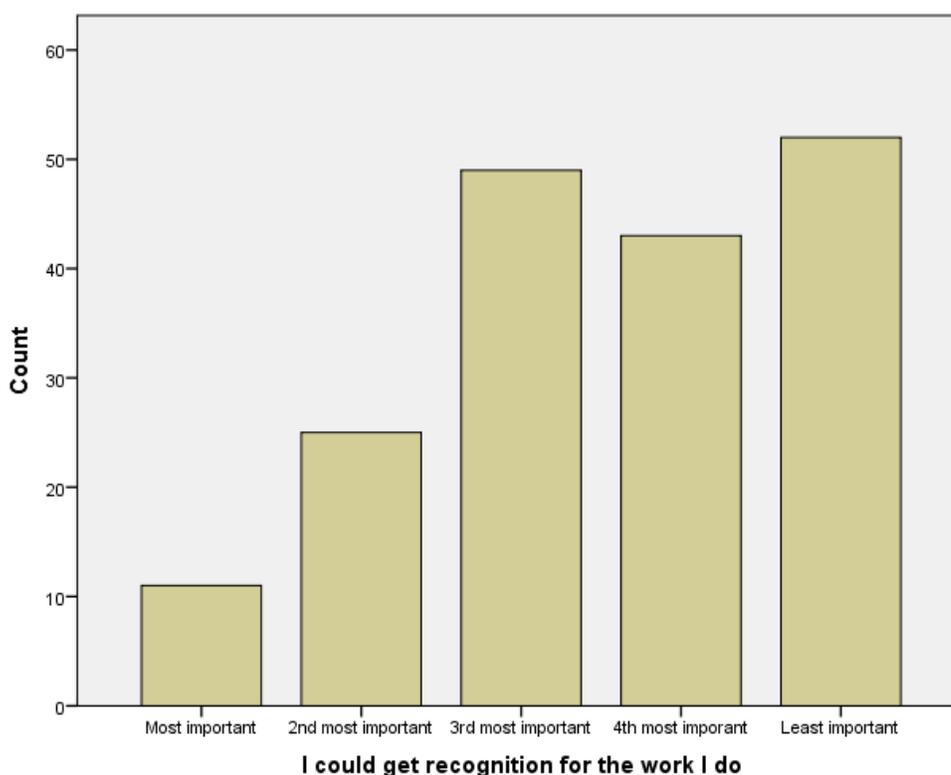
Linearity

Linearity is the sustenance of a statistical relationship that can be represented graphically in a straight line. It is the regression measurement between the mean value of one variable and the equivalent value of other variables (Green & Salkind, 2011). In Graphs 3 and 4 a linear relationship was found between the independent and dependent variables by plotting the multi-generational cohort responses against the standardized predicted values of the dependent variables for regression for each of them. Figures 10 and 11 shows scatterplots outlining the relationship for these examples of regression. As shown in the scatterplots, there were no apparent curvilinear patters in the data; therefore, a linear relationship could be assumed. The plots for the other regressions looked almost the same; thus only the plots for these example regressions are shown.

Figure 10. Linear Scatterplot Matrix: 'I could be somebody in the community.'
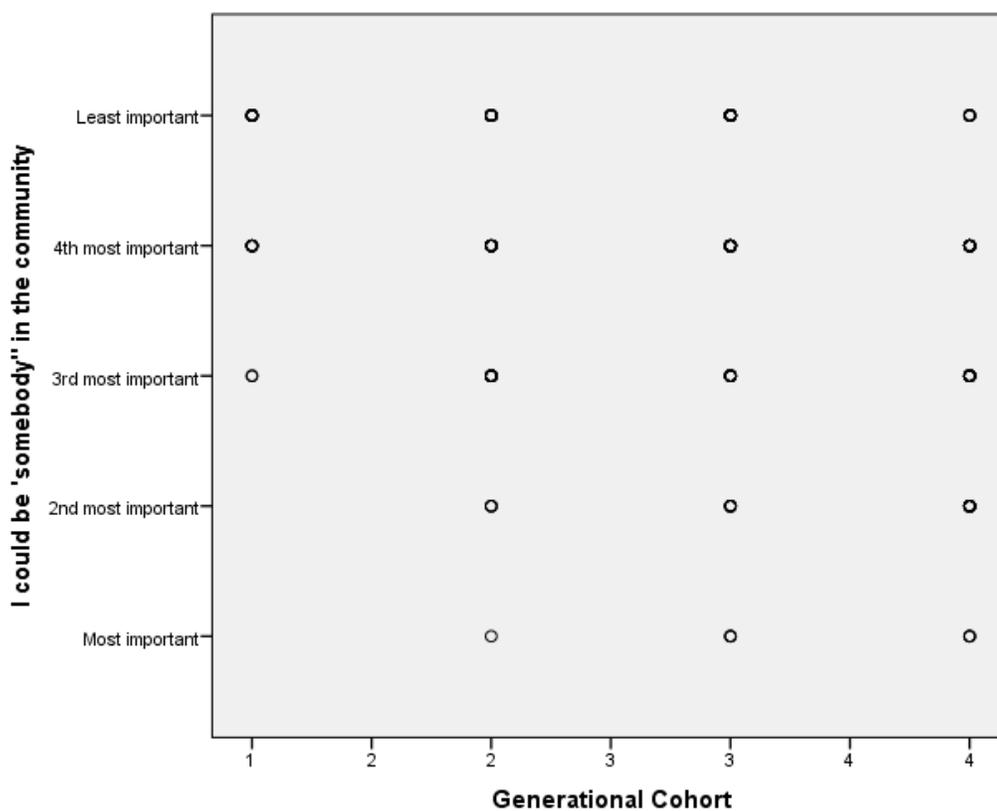
Figure 11. Linear Scatterplot Matrix: 'I Could Get Recognition for the work that I do.'
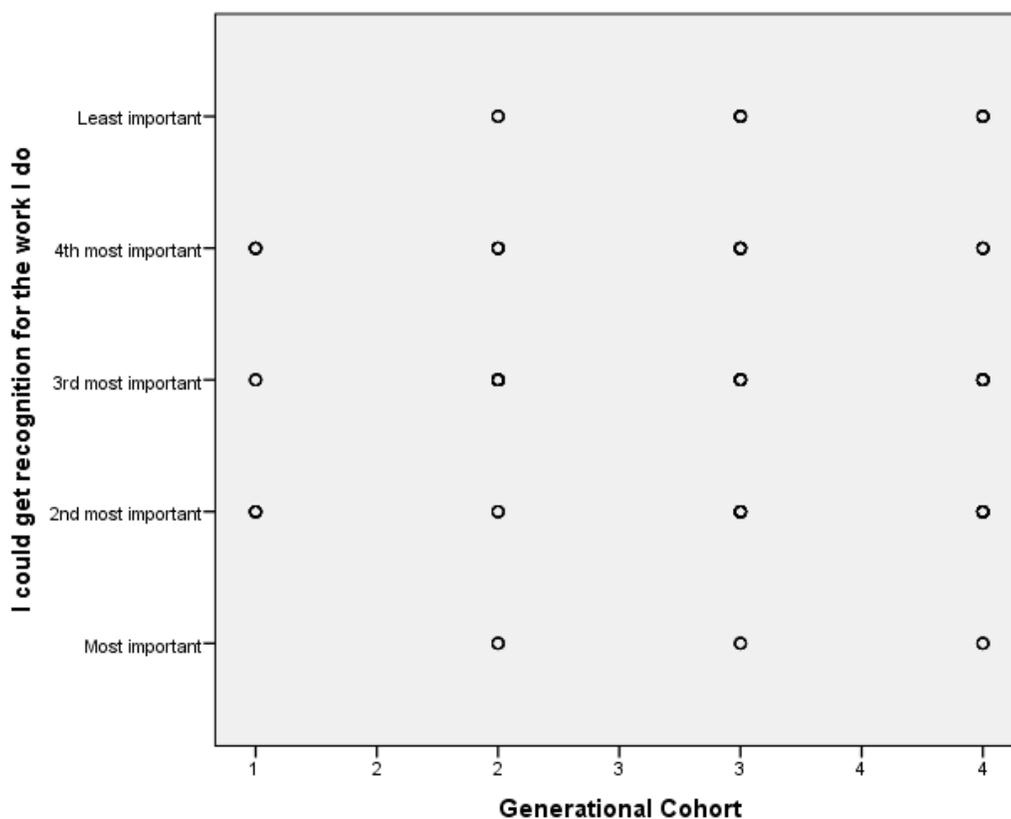
Multicollinearity

Multicollinearity is an occurrence in which two or more variables are correlated and can be predicted linearly from other variables with a high rate of accuracy (Green & Salkind, 2011). In Figure 12 the Multicollinearity correlation matrix did not uncover any high correlations (i.e. > .8) therefore multicollinearity was not an issue for concern in this study. These results are represented in Figure 12.

Figure 12. Multicollinearity Results: 'I could be somebody in the community' & 'I could get recognition for the work that I do.'
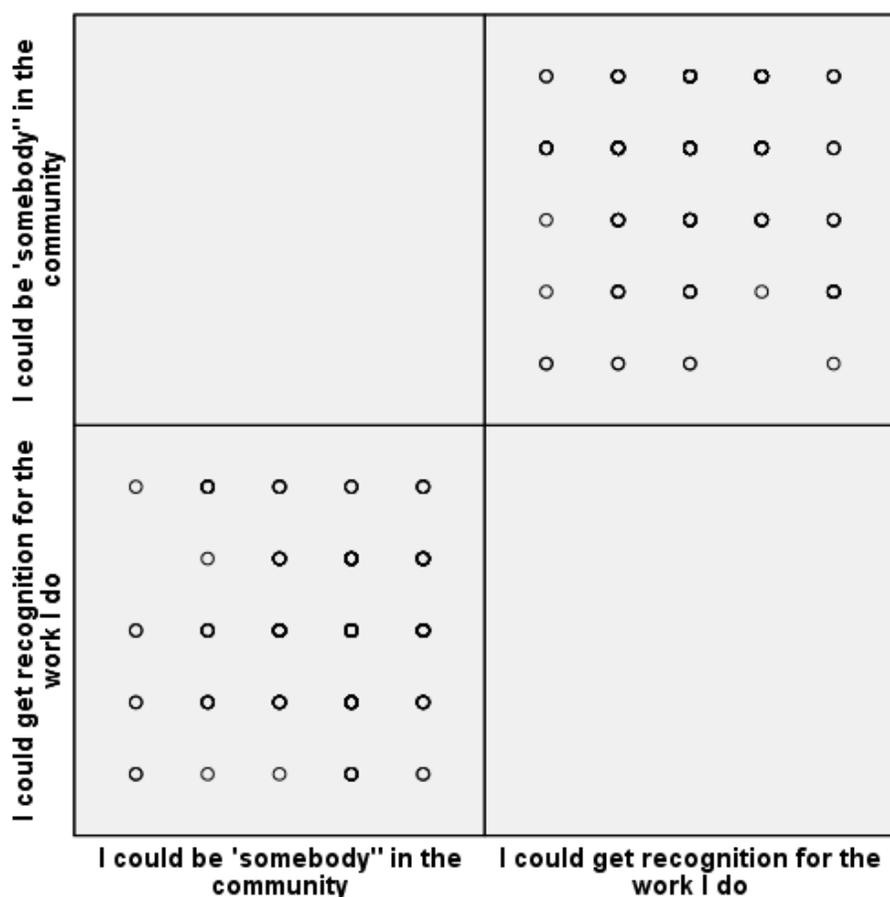
Data Analysis

MANOVA

According to Creswell (2009), data analysis is the process of using statistical analysis to measure data and to ensure data accuracy and integrity. While multiple research analyses were considered for this study, including Linear Regression, Analysis of Covariance and Partial Correlation, none would have completely met the entire needs of the research study necessary to measure multiple variables at four levels. Therefore, the MANOVA analysis was chosen.

Testing was done first to address the research question of identifying the different work values among the four generational cohorts. Testing was also done to see if there was a statistically significant difference between the four generational cohorts in those work values. A one-way MANOVA (α =.05) between groups was used to identify six main work values categories: achievement, comfort, status, altruism, safety, and autonomy, for the four generational cohorts (Silent, Baby Boomers, Generation X and Millennials), along with twenty sub-categories of dependent variables: (a) I could be busy all the time, (b) I could do things for other people, (c) I could try out some of my own ideas, (d) My pay would compare well with that of other workers, (e) The job would provide an opportunity for advancement, (f) I could do something different every day, (g) The job could give me a feeling of accomplishment, (h) My boss would train workers well, (i) The company would administer its policies fairly, (j) I could do the work without feeling it is morally wrong, (k) My boss would back up the workers (with top management), (l) I could do something that makes use of my abilities, (m) I could try out some of my own ideas, (n) My co-workers would be easy to make friends with, (o) I could be "somebody" in the community, (p) I could plan my work with little supervision, (q) The job would have good working conditions, (r) I could get recognition for the work I do, (s) I could tell people what to do, (t) I could work along on the job. Some reported statistical analysis results included all levels of dependent variables, and some included selected variables, as many of the outcomes were the same. The independent variable was Generational Cohort with four levels: Silent/Traditionalists, Baby Boomers, Generation X, and Millennials/Generation Y.

According to Green and Salkind (2011), a one-way ANOVA determines if there is a statistically significant difference between the means of three or more independent variable levels. Figures 13 and 14 display the results after the Generational cohort work values were identified. A one-way ANOVA was also done to compare the means among the four generational cohorts and within the four generation cohorts as well. Figures 13 showed that the work value, 'I could be somebody in the community,' was significant both between the groups and within the groups. However, it was not significant for the dependent variable, 'I could get recognition for the work that I do'. The means results are displayed below.

Figure 13. Means distribution within and between groups: I could be 'somebody in the community.*'*
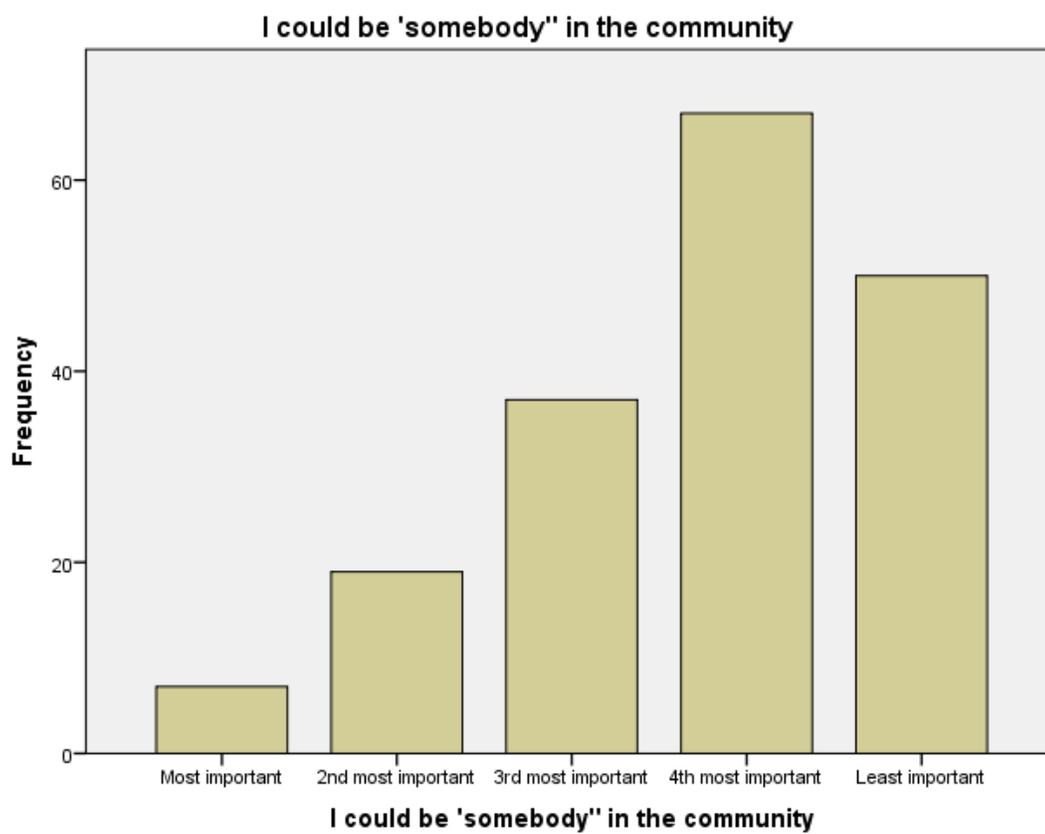
Figure 14. Means Distribution, 'I could get recognition for the work that I do.'

I could get recognition for the work I do
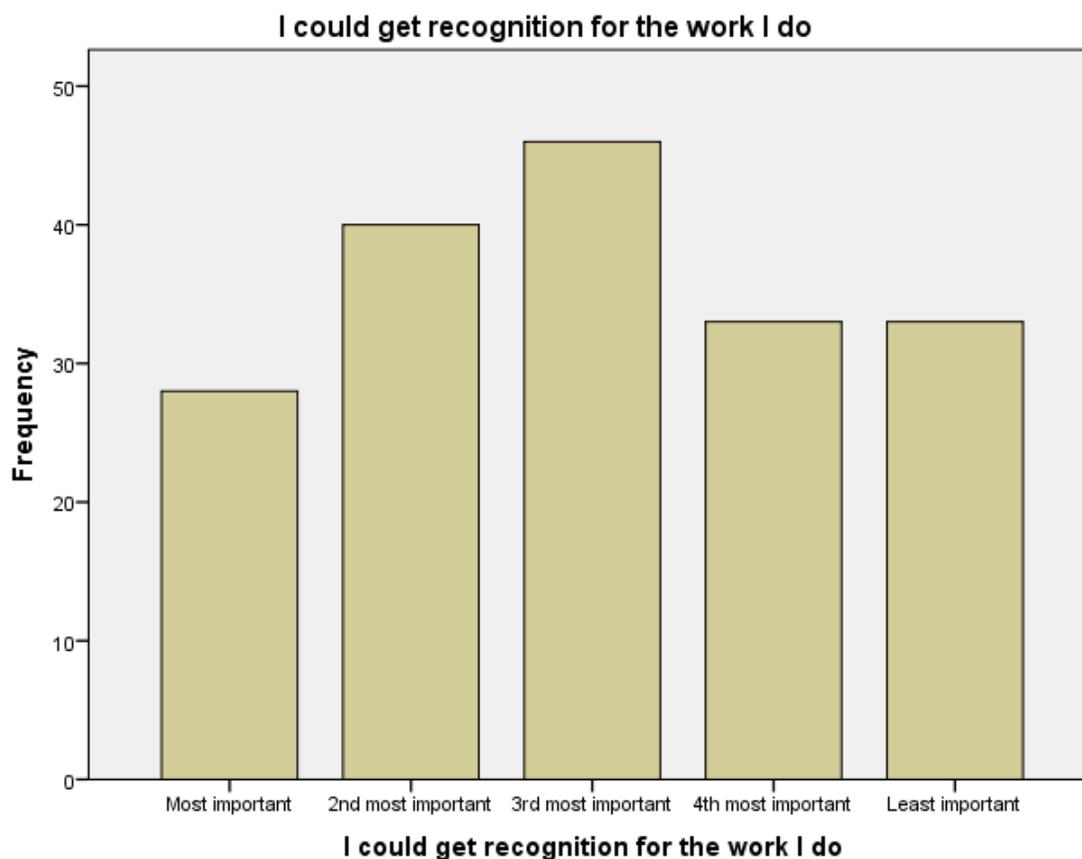
MANOVA Wilk's Λ and Multivariate tests Results

Multivariate tests is a statistical analysis that involves more than one variable (Green & Salkind, 2011). To evaluate the MANOVA hypothesis, Wilk's Λ was utilized to measure the statistical level of the variables. Table 4 shows while there were different work values identified for each generational cohort, test results of Wilk's Λ of .02 was significant, indicating that we can reject the null hypothesis and accept the alternate hypothesis that there are statistical mean differences in work values among multi-generational work groups. Table 4 presents the results of the multivariate tests described.

Table 4

Multi-Generation Multivariate Tests Results

Intercept	Pillai's Trace	.979	1587.390[b]	5	172.000	.000	.979
	Wilks' Lambda	.021	1587.390[b]	5	172.000	.000	.979
	Hotelling's Trace	46.145	1587.390[b]	5	172.000	.000	.979
	Roy's Largest Root	46.145	1587.390[b]	5	172.000	.000	.979
Age	Pillai's Trace	.187	2.308	15	522.000	.003	.062
	Wilks' Lambda	.820	2.364	15	475.218	.003	.064
	Hotelling's Trace	.212	2.411	15	512.000	.002	.066
	Roy's Largest Root	.168	5.850[c]	5	174.000	.000	.144

a. Design: Intercept + Age

b. Exact statistic

c. The statistic is an upper bound on F that yields a lower bound on the significance level.

MANOVA Descriptive Stats Results

Descriptive stats are brief descriptions of data sets representative of the entire population or a sample of it. They are analyses of variability, spread and central tendency (Green & Salkind, 2011). The descriptive stats displayed in Table 5 showed the means and standard deviation between the two dependent variables 'I could be somebody in the community' and 'I could get recognition for the work that I do' which was split by the independent variable. The highest mean score for the dependent variable, 'I could be somebody in the community' was found in the Silent Generation. The least was found in Millennials. For the dependent variable, 'I could get recognition for the work that I do', the Silent Generation again showed the highest mean score, with Baby Boomers at the lowest. These results are displayed in Table 5.

Table 5

MANOVA Descriptive Stats Results

	Generational Cohort	Mean	Std. Deviation	N
	Silent Generation - age 70-90	4.67	.796	21
I could be "somebody" in the community	Baby Boomers - age 51-69	4.09	1.231	43
	Generation X - age 35-50	4.16	1.224	64
	Millennials - age 18-34	3.60	1.257	52
	Total	4.04	1.230	180
	Silent Generation - age 70-90	3.14	1.526	21
I could get recognition for the work I do	Baby Boomers - age 51-69	2.95	1.308	43
	Generation X - age 35-50	2.98	1.339	64
	Millennials - age 18-34	3.06	1.290	52
	Total	3.02	1.331	180

MANOVA Tests Between Subjects

The tests between subjects measures and categorizes individual dependent variables with a group means that are significant (Green & Salkind, 2011). MANOVA test results showed that generational cohort affiliation did have a statistically significant effect on the dependent variable for, 'I could be somebody in the community.' However, for the dependent variable, 'I could get recognition for the work that I do', generational cohort affiliation was not shown to be statistically significantly.

MANOVA Multiple Comparison Results

Multiple comparison tests shown in Figure 15 compare the mean scores for the dependent variable 'I could be somebody in the community.' This dependent variable was statistically significantly different between the Silent Generation and Millennials.

The other pairwise comparisons were not found to be statistically significant between the

other three comparison groups. Mean scores for the dependent variable 'I could get

recognition for the work that I do' were not statistically significantly different across all

generational cohorts. Therefore, there was no need to discuss this dependent variable

further. These results are displayed in Figure 15.

Figure 15. MANOVA Multiple Comparisons Results.

Dependent Variable (I) Generational Cohort Confidence Interval Lower Upper Bound	Mean Difference	Std. Error	Sig. 95%	Lower	Upper Bound
I could be "somebody" in the community	**Bonferroni**				
Silent Generation - age 70-90					
Baby Boomers - age 51-69	.57	.318	.438	-.28	1.42
Generation X - age 35-50	.51	.300	.547	-.29	1.31
Millennials - age 18-34	1.07*	.309	.004	.25	1.89
Baby Boomers - age 51-69					
Silent Generation - age 70-90	-.57	.318	.438	-1.42	.28
Generation X - age 35-50	-.06	.236	1.000	-.69	.57
Millennials - age 18-34	.50	.246	.271	-.16	1.15
Generation X - age 35-50					
Silent Generation - age 70-90	-.51	.300	.547	-1.31	.29
Baby Boomers - age 51-69	.06	.236	1.000	-.57	.69
Millennials - age 18-34	.56	.223	.078	-.04	1.16
Millennials - age 18-34					
Silent Generation - age 70-90	1.07*	.309	.004	-1.89	-.25
Baby Boomers - age 51-69	-.50	.246	.271	-1.15	.16
Generation X - age 35-50	-.56	.223	.078	-1.16	.04
Dunnett C Silent Generation - age 70-90					
Baby Boomers - age 51-69	.57	.256		-.13	1.27
Generation X - age 35-50	.51	.231		-.12	1.14
Millennials - age 18-34	1.07*	.246		.40	1.74
Baby Boomers - age 51-69					
Silent Generation - age 70-90	-.57	.256		-1.27	.13
Generation X - age 35-50 -	.06	.242		-.71	.58

Millennials - age 18-34	.50	.256		-.19	1.18
Generation X - age 35-50					
Silent Generation - age 70-90	-.51	.231		-1.14	.12
Baby Boomers - age 51-69	.06	.242		-.58	.71
Millennials - age 18-34	.56	.232		-.05	1.17
Millennials - age 18-34					
Silent Generation - age 70-90	-1.07*	.246		-1.74	-.40
Baby Boomers - age 51-69	-.50	.256		-1.18	.19
Generation X - age 35-50	-.56	.232		-1.17	.05
I could get recognition for the work I do	**Bonferroni**				
Silent Generation - age 70-90					
Baby Boomers - age 51-69	-.05	.290	1.000	-.82	.73
Generation X - age 35-50	-.08	.274	1.000	-.81	.65
Millennials - age 18-34	.09	.282	1.000	-.67	.84
Baby Boomers - age 51-69					
Silent Generation - age 70-90	.05	.290	1.000	-.73	.82
Generation X - age 35-50	-.03	.215	1.000	-.61	.54
Millennials - age 18-34	.13	.225	1.000	-.47	.73
Generation X - age 35-50					
Silent Generation - age 70-90	.08	.274	1.000	-.65	.81
Baby Boomers - age 51-69	.03	.215	1.000	-.54	.61
Millennials - age 18-34	.16	.204	1.000	-.38	.71
Millennials - age 18-34					
Silent Generation - age 70-90	-.09	.282	1.000	-.84	.67
Baby Boomers - age 51-69	-.13	.225	1.000	-.73	.47
Generation X - age 35-50	-.16	.204	1.000	-.71	.38
Dunnett C Silent Generation - age 70-90					
Baby Boomers - age 51-69	-.05	.254		-.74	.65
Generation X - age 35-50	-.08	.246		-.75	.60
Millennials - age 18-34	.09	.257		-.62	.79
Baby Boomers - age 51-69					
Silent Generation - age 70-90	.05	.254		-.65	.74
Generation X - age 35-50	-.03	.210		-.59	.53
Millennials - age 18-34	.13	.223		-.46	.73
Generation X - age 35-50					
Silent Generation - age 70-90	.08	.246		-.60	.75
Baby Boomers - age 51-69	.03	.210		-.53	.59
Millennials - age 18-34	.16	.214		-.40	.73

Millennials - age 18-34				
Silent Generation - age 70-90	-.09	.257	-.79	.62
Baby Boomers - age 51-69	-.13	.223	-.73	.46
Generation X - age 35-50	-.16	.214	-.73	.40

Based on observed means.
 The error term is Mean Square(Error) = 1.305.

* The mean difference is significant at the .05 level.

Follow up tests are necessary when three or more sample means has shown to be

significantly different (Green & Salkind, 2011). An Analysis of Variance (ANOVA) was

done on the dependent variables as follow-up tests to the MANOVA. The Bonferroni

method results are displayed in Graphs 8 and 9. This analysis was used to control for

Type 1 errors across all comparisons pairwise, and each ANOVA was tested at the .50

level. The ANOVA on the work value 'I could be somebody' in the community was

significant, while the ANOVA on the work value 'I could get recognition for the work I

do' was not significant. Figures 16 and 17 display these results.

*Figure 16*. Follow up Pairwise Comparison: 'I could get recognition for the work that I

do.'
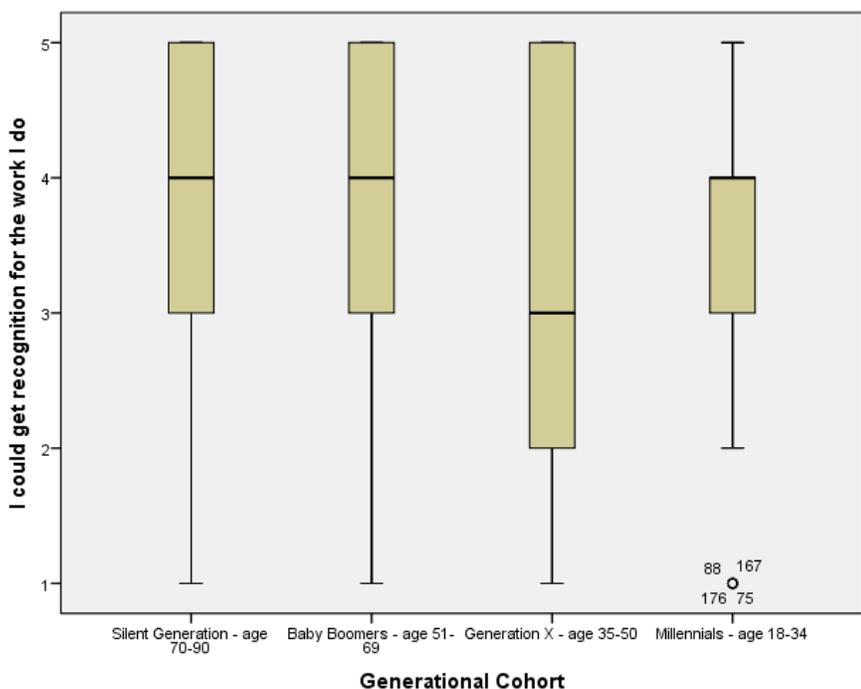
Figure 17. Follow up Pairwise Comparison: 'I Could Be Somebody in the Community'

Variable Boxplot.
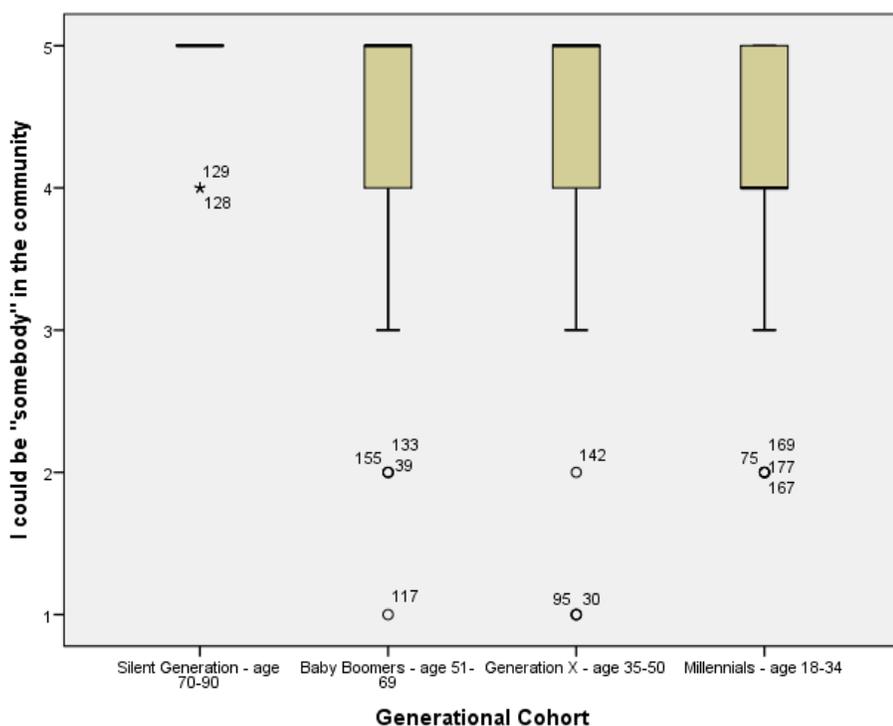
Paired sample *t* tests are further testing that is done to determine if the mean difference between two variables is zero (Green & Salkind, 2011). Figure 18 displays the results of the paired sample *t* test to show that the test was significant.

Figure 18. Paired Samples Test.

	Paired Differences			t	*df*	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		
				Lower	Upper	
Pair 1	I could be 'somebody" in the community - I could get recognition for the work I do					
	.728	1.528	.114	.503	.952	6.392	179	.000

Post Hoc Testing

Post Hoc tests is an additional follow-up test method (Green & Salkind, 2011). An analysis was done to the univariate ANOVA for the work value 'I can be somebody in the community' and 'I can get recognition for the work that I do.' Table 6 shows the results of this pairwise comparison that was done to identify which study variables affected multi-generational work values the most. Each pairwise comparison was evaluated at the .05 level. The Silent, Baby Boomers, and Generation X cohorts produced significantly higher outcomes on the work value 'I can be somebody in the community' than the Millennials. All four generational cohorts were not significant on the work values 'I can get recognition for the work that I do.' Table 6 displays the results of the means and standard deviation on the dependent variables for the four groups.

Table 6.

Means and Standard Deviations of the Dependent Variables for the Four Groups

Be Somebody in Community	Recognition for Work Done

	M	SD	M	SD
Silent	4.67	079	3.05	.092
Boomers	4.09	1.23	3.09	1.01
Generation X	4.16	1.22	3.13	1.13
Millennials	4.04	1.23	2.96	1.15

Assessment of Reliability

Research study results must maintain a high level of integrity and reliability and accuracy, therefore, reliability testing is necessary (Creswell, 2009). Cronbach's (1951) alpha reliabilities test was used to determine the internal consistencies of each of the items on the scale. The results of the test are shown in Figure 19. Six overall work values variables groups were measured as the dependent variable, with 20 sub-level groups, with one independent variable measured at four levels. Participant responses were captured on a 5-point Likert scale. The value of Cronbach's alpha value for variables measured on a 5-point Likert scale are measured at above .70. The Cronbach's alpha study results reliability was high enough at .491 which is an acceptable level of reliability, as seen in *Figure 19*. Cronbach's Alpha Reliabilities for Multi-Generation Work Values.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.491	.491	2

Summary

This chapter presented the findings from a self-assessed questionnaire survey by multi-generational cohort members: Silent, Baby Boomers, Generation X, and Millennials, to identify their preferred values in the workplace. As outlined in previous chapters, work values can affect job satisfaction, work performance, company loyalty and longevity, and turnover. The reduction of any multi-generational gaps can create a greater awareness, generate more team cohesiveness, increase employee motivation and moral, and impact a higher level of performance overall.

Two separate, but interrelated research questions were considered, to examine these relationships. For one dependent variable, the Alternate Hypothesis was supported by the data results, and the correlation was significant; on the other dependent variable, the results was not significant; therefore and it was not clearly established that there was a positive relationship between generational cohort affiliation and preferred work values. Study results showed that while there were some differences in the identified preferred work values between the four generational cohorts, there were many work values that were closely preferred across all generations.

Chapter 5 contains a summary of the study results and a discussion of the conclusions I derived from the results. Recommendations for further study will be made along with implications for social change geared towards understanding the relationship among and between multi-generational cohorts and work values in the 21st-century workplace.

Chapter 5: Discussion, Conclusions, and Recommendations

Introduction

According to Bennett, Pitt, and Price (2012), there are four generations are

working together for first time, in the workplace. Each of these generations has their

morals, values, desires, dreams, ambitions and work styles. Currently, there is no model

that is adequate to provide a strategic management process within most organizations.

This lack of strategy can lead to increased organizational costs, high turnover, and

employee performance deficiencies.

Crumpacker and Crumpacker (2007) noted that the four generations in the

workforce today expands more than 60 years between the oldest, seasoned workers and

the youngest workers just starting their careers and entering the workplace. A generation

is defined as a group of people who share similar experiences and worldviews based on

their involvement in shared historical and social occurrences within the same timeframe

of their developmental years (Crumpacker & Crumpacker, 2007).

The Society of Human Resource Management found that examination of the

makeup of the multi-generations in the workplace has led to unfounded generalizations

and stereotypes (Amayah & Gedro, 2014). Companies that want to remain relevant and

progressive in the 21st century must deal with the ever-changing diversity that is

occurring in the world. The new trend of a multi-generational workforce (Silent, Baby

Boomers, Gen X, and Millennials), and the diversity each group brings poses an

enormous challenge for organizations to develop a greater understanding to lead to more

productive outcomes. Meeting diversity head on, instead of sidestepping it is the pathway

to success for today's organizations (Lawton & DeAquino, 2015). This survey was conducted to address each of the multi-generational challenges previously mentioned as well as to provide research results that could be a foundation to help bridge any generational divides in the workplace.

The purpose of this quantitative study centered on two key research questions: (a) Are there differences in work values among generational cohorts? (Silent, Baby Boomers, Generation X, and Millennials), (b) If there are differences in mean work values among the four cohorts, what are those differences? The two research questions and the corresponding hypotheses provided the structure for this study. The null and alternate hypotheses were stated in previous chapters. The nature of this study consisted of the use of a non-experimental survey instrument with a sample of 180 participants from the general population group. I employed a quantitative survey design, utilizing convenience targeted sampling of individuals employed full-time or retired within the continental United States ages 18 and above in a large metropolitan area. A minimum of 250 participants was contacted, and participants were recruited until the threshold sample was obtained.

The six overarching values (dependent variables) that were measured were identified as work values, along with 20 facets of values to be measured on the Minnesota Importance Questionnaire (MIQ; Gay, Weiss, Hendel, Dawis, & Loftquist, 1971; Rounds, Henley, Dawis, 1981). The six outcome measures (dependent variables) are identified as: (a) achievement, (b) comfort, (c) status, (d) altruism, (e) safety, and (f) autonomy. I looked for mean differences in scores that measured work values in

organizational workers in the four generational cohorts: (a) Silent/Traditionalists (b) Baby Boomers, (c) Generation Xers, and (d) Generation Y/Millennials. Demographic information was also collected including generational cohort affiliation (i.e., Silent, Baby Boomers, Generation X, and Millennials); gender; and educational level.

Null Hypothesis 1, stated that there are no differences in mean work values among generational cohorts. The population means of generation cohorts are represented as $\mu1$ (Silent Generation), $\mu2$ (Baby Boomers), $\mu3$ (Generation X), and $\mu4$ (Generation Y). The null hypothesis states that all generation cohort means are equal was rejected, and it was determined that a positive relationship did not exist between all cohorts equally. The social issue addressed was for the first time there are four generations in the workplace working side-by-side, all with their ideas on how work should be performed.

Descriptive Analysis showed the following top five work values for each generational cohort were as follows: Silent/Traditionalists: (1) I could be 'somebody' in the community ($M = 4.86$, $SD = 0.47$), (2) I could tell people what to do ($M = 4.48$, $SD = 0.87$), (3) I could do something different every day ($M = 4.05$, $SD =1.11$), (4) The boss would train the workers well ($M = 4.05$, $SD =0.92$), (5) I could get recognition for the work I do ($M = 3.86$, $SD = 1.31$). The top five work values for Baby Boomers were: (1) I could be somebody in the community ($M = 4.86$, $SD =0.96$), (2) I could tell people what to do ($M = 4.28$, $SD =1.22$), (3) I could get recognition for the work I do ($M = 3.86$, $SD =1.24$), (4) I could work alone ($M = 3.72$, $SD = 1.58$), (5) I could be busy all the time ($M = 3.72$, $SD = 1.48$). The top five work values for Generation X were: (1) I could tell people what to do ($M = 4.25$, $SD = 1.24$), (2) I could be somebody in the community (M

= 4.17, *SD* = 1.17), (3) I could do something different every day (*M* = 4.05, *SD* = 1.31),

(4) I could work alone (*M* = 3.86, *SD* = 1.32), (5) I could be busy all the time (*M* = 3.73,

SD = 1.46). The top five for Millennials were: (1) I could tell people what to do (*M* =

4.48, *SD* = 1.11), (2) I can be busy all the time (*M* = 4.21, *SD* = 1.14), (3) I could work

alone (*M* = 3.83, *SD* = 1.58), (4) I could do something different every day (*M* = 3.69, *SD*

= 1.21), (5) My co-workers would be easy to make friends with (*M* = 3.56, *SD* = 1.40).

Interpretation of Findings

I will now examine how the results of this research study relate to the literature

review described in Chapter 2. In this research study, I started out discussing multiple

theories including Abraham Maslow's Hierarchy of Needs and Frederick Herzberb's

work Motivation Theory. Gaining a greater knowledge and understanding of each of

theories is important to better understand the whole person. As the study progressed,

however the direction of the study turned more towards the Generational Cohort Theory.

The study first set out to determine if there were generation cohort differences in work

values preference and if so, to determine what those differences were. As discussed in

Chapter 2, generation cohort theory postulates that generation is a social construction in

which individuals born during a similar period experience, and are influenced by, historic

and social contexts in such a way that these experiences differentiate one generational

cohort from another (Lester, Standifer, Schultz, & Windsor, 2012). This theory has been

applied to identifying the multi-generation cohorts in this study. Crumpacker and

Crumpacker (2007) defined a generation as a group of people who share similar

experiences and worldviews based on their involvement in shared historical and social

occurrences within the same timeframe of their developmental years. They further

suggested that generational boundaries are established when historical and social

occurences are changed in such a way that the developmental years of those born after

those changes have different learning or experiences, and not every person of a

generation has automatically lived each of their generation's defining moments. They are,

however, classfied as having a common awareness of for the occurrences that are

common to their generation (Crumpacker & Crumpacker, 2007).

  The Alternate Hypothesis stated that there are differences in mean work values

among generational cohorts (i.e., all cohort means are not equal). Hypothesis 1 was tested

computing the correlation between work values and generational cohort affiliation. The

results was significant; therefore, the Alternate Hypothesis was supported by the data

results, and it was established that there was a positive relationship between generational

cohort affiliation and preferred work values. Researchers Crumpacker and Crumpacker

(2007) argued that values are not just unique to one person. They are, instead, common to

groups of individuals who shared the same social outcomes during the developmental

years. As it relates to prioritizing multi-generational values and systems, most individuals

tend to rank or place in order their personal beliefs and values to settle multiple

contradictions between actions surrounding more than one value. Consequently, the way

one generation ranks its order of values may be completely different from the ranking of

another generation.

  These results are important, because as discussed in Chapter 2, they are parallel to

the research findings by Morrell (2011) that intergenerational conflict may cause

problems such as increased tension, distrust, higher levels of turnover and lower employee retention, poor work ethics, unprofessional verbal confrontations, misunderstandings, hindering innovation, weak corporate citizenship, poor levels of communication, and productivity losses.

In addition to multi-generational challenges, 91% of organizations stated their concern about the ability to keep their workforce engaged and motivated. A study by Bennett, Pitt, and Price (2012) the authors noted that organizations are challenged with not just being reactive to the multi-generational conflict, but to the diversity of those Generations to be proactive and create an opportunity to change its environment and culture before conflict occurs. Organizations can do this by creating goals, culture norms, and values with that reflect each generation so they can feel a sense of harmony and representation. In doing so, this will allow them to (1) maximize the talents of every generational age group, (2) to resolve workplace differences, (3) to educate, (4) to develop employees who understand the importance of using their multi-generational, diverse work teams to enhance their individual growth and workplace contributions, (5) to develop a new organizational environment and culture that welcome and appreciates multi-generation diversity.

Furthermore, Lawton and DeAquino (2015) asserted that each generation must embrace the idea that both can give and receive. And, as that exchange takes place, it is equally important to both generations that this exchange takes place. Some of the benefits that were uncovered from the coming together of multi-generational work teams also included the more creative ideas, more imaginative brainstorming, greater balance, and

increased valued. The key to all successful interactions and strategic decisions for organizational work teams is predicated upon teamwork and dedication. One generation may have abilities that supersede the flaws of another generation. A culmination of all generations coming together in the workplace creates a diverse skillset that helps to strengthen the capabilities and effectiveness of the organization.

Zopiatis et al., (2012) argued that acknowledging work values differences between the generations, thus enhancing awareness, is probably the first step in managing today's multi-generational hospitality environment. Lawton and DeAquino (2015) supported their argument by suggesting how important it is for organizations to recognize the differences and similarities and among each generation to best understand their ideologies and work values. Each generation has specific beliefs within their generational construct. Furthermore, recognizing that each generation's work values are formed and influenced by their life's experiences, formulates a greater appreciation when they are taken into consideration and recognized by other generations.

This study contributed to the current body of literature by increasing the understanding of the work values affiliated with each generational cohort. Study results discussed in Chapter 2 were aligned in this current study when Silent generation cohort members expressed a higher work value in receiving fair pay and job advancement and being trained well by management. This is in support of a previous study where Cheeseman and Downey (2011) found that Silent generation cohort members held a more traditional thinking about the workplace that manifests itself in strong work ethic and

belief that those in authority deserve respect, and they derive satisfaction in doing a job well.

Additional study results by Crumpacker and Crumpacker (2007) supported the findings that Silent members have a more traditional expectation from their employer than other generations in that they are the personification of institutional customs and knowledge, and they are known for maintaining long-term careers with their employers are known for being fully committed to their employer, steady performers, and financially conservative. They are also known for having a sturdy work code of ethics, to covet respect and inclusion, and to aspire to leave a lasting legacy.

In a previous study, Cheeseman and Downey (2011) found that Baby Boomers desired recognition for a job well done. The current research supported these findings as 'I could be somebody in the community' was the most preferred work value selected by this generational cohort. These study results were also supported by Crumpacker and Crumpacker (2007) as they also found that Baby Boomers, who are known for being go-getters and micromanagers who abhor laziness, and have a do-or-die attitude when it comes down to their professional and personal growth, seek recognition and advancement for their work. They also found that Boomers seek agreement with all parties in the workplace, and they are skilled in connecting with their co-workers.

The current research study found that Generation X chose 'I prefer to work alone' as their number one preferred work value. This study results in consist with the findings from Cheeseman and Downey (2011) which showed that Gen X'ers often prefer to rely on themselves in the workplace. Also, these research results are also consistent with the

findings of Crumpacker and Crumpacker (2007). They argued that with Generation X'ers a new generation of latch-key children emerged, who had to grow up and become self-governing and responsible at an early age. And, when it comes down to networking and dealing with their co-workers, Generation X are considered poorly adapted in this area, in comparison to their parents. Furthermore, members of Generation X are known for their skepticism towards those who are in authority. This might offer and explanation as to why they prefer to work alone. Crumpacker and Crumpacker (2007) also found that for Millennials, the work values of autonomy and or inspiration supersede routine and refuge.

And, finally, in the current study, Millennials were found to have a strong desire to do something different every day and to have co-workers that were easy to work with. These study results support the research findings in a previous study by Crumpacker and Crumpacker (2007) who found that many Millennials want to have variety and autonomy in their work, to foster close relationships with their co-workers, and prefer to work in groups, they are positive and highly confident along with having the expectation for ongoing recognition and feedback, and they foster close relationships with their family, friends, and parents, and are in continuous communication with them.

Moreover, awareness training, of this nature and more, would help Traditionalists and Baby Boomers to increase their generational background and understand that Gen X'ers and Millennial employees are not being rude, discourteous, or unwilling to work; but, are rather simply mirroring the results of the technology that has always been a part of their lives. On the other hand, Gen X'ers and Millennials would be encouraged to

increase their generation's background and understand that Traditionalists and Baby Boomers favor decorum and organization. Key Challenges is today's multi-generational workplaces include: establishing effective communication avenues across all management levels, sharing and transferring knowledge within the multi-generational employee groups, establishing a clear understanding of informal organizational employee systems, identifying and establishing the right processes to retain older workers (Swan, 2012).

Individuals from one designated generation can be distinguished from those of another generation not only from their years of birth but also by the distinctive historical and social occurrences of the member's coming of age experiences which permanently affected their characteristics. Generational cohorts manifest different traits that influence their work values, attitudes and personal interactions. Therefore, keeping generational cohort members satisfied in the workplace is an undertaking specific to each cohort (Seipert & Baghurst, 2014). It is important the employers focus on recruiting at all levels in their organization, and not just focus on getting younger employees. While it made sense in the past to look for the youngest and the brightest to groom them for a leadership position and career within the organization, that concept is no longer realistic in the marketplace. While it is important to attract the youngest and best talent, it is equally important to retain older workers who offer experience and knowledge, thereby bringing a sense of trust and confidence to an organization's client (Swan, 2012).

Previous studies have found that there are differences in attitudes and approaches towards work between the four generational cohorts, the current study found that there

are also many work values that each generation shares across all cohorts (McGuire, By, & Hutchings, 2007). For the work value, 'I could be busy all the time', the means and standard deviation were fairly the same among the generations, Silent ($M = 3.33$, $SD = 1.56$), Boomers ($M = 3.72$, $SD = 1.48$), Generation X ($M = 3.73$, $SD = 1.46$, with a slightly higher degree among Millennials ($M = 4.21$, $SD = 1.14$). For the work value, I could tell people what to do, the results were again more closely aligned with Silent ($M = 4.48$, $SD = .87$), Boomers ($M = 4.28$, $SD = 1.22$), Generation X ($M = 4.25$, $SD = 1.24$), and Millennials ($M = 4.42$, $SD = 1.11$).

Limitations of the Study

Study limitations and future research areas include: (1) The limitation that the multi-generational participant cohorts were recruited from one particular organization. It would be interesting to see if the study results and work values rankings changed based on other geographic or organizational location. (2) Traditionalists and Baby Boomers may have had more difficulty navigating through the survey process due to their challenges in embracing technology. (3) Research results were limited by the ability of the study instrument to accurately rank and measure the twenty categories of work values (Seipert & Baghurst, 2014).

While this study does divide participants into four generations, it does not take into consideration those who were born on the 'crossover' of a generation – those born at the end of one generation (some Baby Boomers) and the beginning of another (some Generation X'ers). While they may have all grown up during the Baby Boomers period, which included the Civil Rights Movement and the Vietnam War, these occurrences were

not the same for those who were born at the beginning of this generational period versus those born at the end. Those born at the end grew up in a time that was marred by the high inflation of the 1980s and the oil restriction as opposed to the societal occurrences their fellow older Baby Boomers cohort members experienced (Crumpacker & Crumpacker, 2007).

This study also fails to take into consideration participants who might fall into a generational cohort, but was not raised entirely in America during their 'coming of age' years. Significant historical and social events that describe a cohort as a generation varies from one country to another. Consequently, the things the define a generation would differ as well. An example would be, the United States uses 1945 as a year to establish the Baby Boomer Cohort, whereas scholars in China may identify the "Great Leap Forward" in 1960 and the Cultural Revolution, that ended in 1976, as the time frame for their Baby Boomer Generation. For example, the results of one cross-cultural study of multi-generational differences and likeness, with participants in the United States, Iceland, Korea, United Kingdom, Phillippines, Japan, Korea, and Columbia, showed that Koreans, Japanese, and Phillippines, 18-29 years old placed less significance on being treated fairly than the other groups (Amayah & Gedro, 2014).

This study also fails to examine whether factors such as gender, race, educational level, religion or location, and life experiences impact work values (Crumpacker & Crumpacker, 2007). Although members of the same generation share like experiences, that cannot be used as a determinant to oversimplify that there is a common agreement on

what those experiences symbolize or how they were construed by individuals (Crumpacker & Crumpacker, 2007).

Finally, as addressed in Chapter 4, internal consistency, measured by Cronbach's alpha was at the acceptable conventional standard of .491, indicating that the results were reliable. Predictive accuracy generated a positive average covariance among the items. These results are most likely due to adequate numbers for the subscale items as well an adequate sample size. While the sample size was large enough to yield the statistical power needed in this research study, a larger sample size may have been even more suitable to address any possible reliability concerns. It is common for scales with a lower number of items to generate lower reliability coefficients compared to items on a larger scale.

Recommendations

The phenomenon of four multi-generational work teams is a concept that will not only remain but continue to become even more diverse as time goes on. Furthermore, in less than ten years, there could be five multi-generations in the workplace. It is unknown how those born after 1992, also referred to as *"Generation Z,"* or *"Generation Me"* will affect or change the dynamics of the workplace, but they are likely to grow up in homes of parents who are not married, or with just one parent living with another adult. Based on these study results, implications for further research should include examining mentoring, non-traditional hierarchical work structures and styles, maximizing the use of technology in the workplace, and creating workspaces that encourage multi-generational collaboration among work teams (Bennett, Pritt, & Price, 2012).

Repeating the research study, using a different means other than measuring work values, should be deliberated in the future (Seipert & Baghurst, 2014). Suggestions for future research studies include conducting a intersectionality study to examine race, age, and gender, and different combinations of each categories (Amayah & Gedro, 2014). Finally, a higher level of research on this topic is needed if organizations are to better identify and fully comprehend the differences in the work values of members of the multi-generational cohorts (Seipert & Baghurst, 2014).

Furthermore, study results showed that while there were some clear differences in the identified preferred work values between the four generational cohorts, there were many work values that were preferred across all generations. Repeating the research study, using a different means other than measuring work values, [such as a questionnaire measuring Maslow's Hierarchy of Needs], should be deliberated, in the future (Seipert & Baghurst, 2014). Finally, a higher level of research on this topic is needed if organizations are to identify and fully comprehend the differences in the work values of members of the multi-generational cohorts (Seipert & Baghurst, 2014).

Implications

Twenty-first century changes in values, social norms, and expectations have impacted people in different ways, thereby bringing change to people's perceptions about life and work. This research study will help bring about social change by helping organizations to create specific internal training progams that are tailored to all of their employees in each generational cohort and their preferred work styles and desired methods of communication. For Silent and Baby Boomer members, this would include

utilzing a traditional form of communication through memos and verbal delivery. For Generation X and Millennials, this would include using email, text messaging and social media as a more technological form of communication. common. Utilizing both styles of communcation in the workplace will speak to each generational cohort's preferred work values so that they can feel a sense of harmony and representation. Furthermore, these study results suggests that while there are some clear generational differences, there are many work values that they each value, such as receiving recognition for work done and being somebody in the communication. As open communications are encouraged, generational cohort members can come to realize that there are some things that unite them rather than divide them. A suggested way of bringing these groups together is through pairing members from each of the different generations will enhance their invidivual growth and workplace contributions, and developing a new organizational environment and culture that welcomes and appreciates multi-generation diversity. These preferred work values study results can be disseminated through the organization's training curriculum, internal memos, social media outlets and electronic communications.

An ideal workplace is one where all employees, regardless of their generational cohort affiliation and preferred work values feel appreciated and are treated with respect and esteemed members of the organization. Furthermore, they are all offered an equal chance to develop, grow, and thrive (Amayah & Gedro, 2014). Utilization of this research can also impact social change by helping organizations to bridge the gap between older and younger workers by cross training its employees and sharing the Top Five work values of each generational cohort found in this study.

Having multi-generations is the workplace is good business sense and has multiple psychological benefits including (1) creating a better culture for the company, (2) better employee motivation, and (3) work satisfaction and company loyalty, and (4) an increase in company image. These study results show that employees clearly have different things they value in the workplace. Sharing that knowledge with fellow team members will reduce conflict and bring about a greater sense of awareness and appreciation. Social advantages and benefits of having multi-generations in the workplace include (1) the increased length of time people remain in the workplace, and the ratio of those over 65 to those below continues to grow. (2) how people work is an important aspect as well. These study results will help to promote happier employees from all generations and a mutual respect for how each generation prefers to perform their work. A Generation X and Millennial member can come to value the detailed process a Silent or Baby Boomer might go through to resolve the same issue they can complete in a few steps.

Positive social change implications of this study include, employers can conduct their own work values surveys with employees to indentify the work values that are most important to their employees. They can then take those survey results and use it as a training tool to help educate each of the generations on the others' preferred work values. include utilizing research studies. Since these study results found that there is a preferred method of communication between these groups, organizations can pair up members from different generations for cross training and the sharing of ideas. All of these suggestions are essential for building high-performing teams, for effective recruitment of

employee talent, and for employee retention. Employees of all generations are more likely to work more cohesively if organizational managers and leaders can better comprehend the internal value systems of each generational cohort, and can remain open to their different ways of approaching their work (Seipert & Baghurst, 2014).

Conclusions

In today's ever-changing business environment, organizations must remain adaptable and flexible. Extreme competition, difficult customers, and unrealistic deadlines, force employees to work together to make quick decisions and get results. To remain viable and competitive, organizations must be able to respond to this high level of pressure or suffer their demise (Ferri-Reed, 2014). The first step towards organizational success is to for them to understand the differences and similarities of the multi-generational work values. Failure to recognize that knowledge could hinder the productivity of those work groups, which could lead to devastation for the organization (Lawton & DeAquino, 2015). To continue to grow and thrive and remain profitable, it is imperative that organizations develop leaders who see the importance of making their employees feel valued and comfortable while promoting workplace balance. Managers must seek ways to use the strengths that each generation brings to the workplace, as well as to make decisions that involve feedback from each group. These study results show that it is important for organizations to recognize and tthat based on the six main catagories explored: achievement, comfort, safety, status, altruism, autonomy, each generation values different things in the workplace. As a consequence, these considerations will result in an organization that is better able to meet the needs of its

diverse clients, as it mirrors the multi-generations in its workplace (Bennett, Pritt, &

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Appendix A: Letter of Consent

You are invited to take part in a research study of Identifying Multi-generational Values in the Workplace. Today's workforce is diverse, not only with respect to gender, race, ethnicity, culture and work styles, but also with respect to age. More changes will occur in the workplace in the next 20 years. These generational differences can cause friction, mistrust, communication breakdowns, prevent effective teamwork and collaboration, and impact job satisfaction, retention, and productivity The researcher is inviting participants who are 18 years and older, working and retired, to be in the study. This form is part of a process called "informed consent" to allow you to understand this study before deciding whether to take part.

This study is being conducted by a researcher named <u>Rhonda Brown-Crowder</u>, who is a <u>doctoral student</u> at Walden University.

Background Information:
The purpose of this study is identify multi-generational work values and to examine the multi-generational gap that exists within organizations that affect work ethic, team cohesiveness, employee motivation and morale, work variance in management and performance expectations, and employee intention to remain with an organization.

Procedures:
If you agree to be in this study, you will be asked to:
- To complete a one time survey on identifying multi-generational work values

- The survey is measured on a rank form Likert Scale of 1-5 with one being the most important and 5 being the least important

- The survey takes approximately 20-30 minutes to complete

Here are some sample questions:
1.   On my ideal job…
a.   I could be busy all the time
b.   I could do things for other people
c.   I could try out some of my own ideas
d.   My pay could compare well with that of other workers
e.   The job would provide an opportunity for advancement

2.   On my ideal job…

a.   I could do things for other people
b.   I could do something different every day
c.   The job could give me a feeling of accomplishment
d.   My boss would train the workers well
e.   The company would administer its policy fairly

Voluntary Nature of the Study:
This study is voluntary. Everyone will respect your decision of whether or not you choose to be in the study. No one will treat you differently if you decide not to be in the study. If you decide to join the study now, you can still change your mind later. You may stop at any time.

Risks and Benefits of Being in the Study:
Being in this type of study involves some risk of the minor discomforts that can be encountered in daily life, such as such minor stress or discomfort when having to deal with work-related issues. Being in this study would not pose risk to your safety or well-being.

Potential Benefits of the study include having multi-generations in the workplace is a trend that will continue for years to come; therefore, it is important to identify and understand ways that each generation can grow and thrive and contribute effectively in an organization.

Payment:
No payment or gift will be provided for participation in this study.

Privacy:
Any information you provide will be kept anonymous. Even, I, as the researcher will not know who participated in the survey, with consent implied through completion of that survey). The researcher will not use your personal information for any purposes outside of this research project. Also, the researcher will not include your name or anything else that could identify you in the study reports. Data will be kept secure in a locked file cabinet in the researcher's home office. Data will be kept for a period of at least 5 years, as required by the university.

Contacts and Questions:
You may ask any questions you have now. Or if you have questions later, you may contact the researcher via phone at 214.422.6818, or email at rbc33@msn.com. If you want to talk privately about your rights as a participant, you can call Dr. Leilani Endicott. She is the Walden University representative who can discuss this with you. Her phone number is 612-312-1210. Walden University's approval number for this study is 05-06-15-0165849.

Insert the phrase that matches the format of the study: Please keep this consent form for your records.

Statement of Consent:

I have read the above information and I feel I understand the study well enough to make a decision about my involvement. By returning a completed survey, "I consent", I understand that I am agreeing to the terms described above.

Appendix B: Minnesota Importance Questionnaire

MINNESOTA IMPORTANCE QUESTIONNAIRE

Generational Cohort Affiliation: What is your age range? (please place and 'x' by one)

18-24____   **25-34** ____   **35-44** ____   **45-54**____   **55-64** ____   **65-74** ____

75 years and older____

Sex: Male ____   **Female** ____

What is the highest level of formal education you have completed? (please place and 'x' by one)

____**Some high school**   ____ **High School Diploma/GED**   ____**Associate's Degree**

____**Bachelor's Degree**   ____**Master's Degree**   ____**Doctoral Degree**

SURVEY COMPLETION DIRECTIONS

The purpose of this questionnaire is to find out what you consider **important** in your ideal job, the kind of job you would most like to have.

One the following pages are **groups** of five statements about work.

- Read each group of statements carefully.

- Rank the five statements in each group in terms of their **importance** to your **ideal** job.

- Use the number "1" for the statement which is **most important** to you in your **ideal** job, and the number "2" for the statement which is **next most important** to you, and so on.

- Use the number "5" for the statement **least important** to you in your ideal job.

- Rank the statements in the **blanks** listed **from 1-5** beside each item.

1.   On my ideal job…

a.   I could be busy all the time   ___

b.   I could do things for other people   ___

c.   I could try out some of my own ideas   ___

d.   My pay could compare well with that of other workers   ___

e.   The job would provide an opportunity for advancement   ___

2.   On my ideal job…

a.   I could do things for other people   ___

b.   I could do something different every day   ___

c.   The job could give me a feeling of accomplishment   ___

d.   My boss would train the workers well   ___

e.   The company would administer its policy fairly   ___

3.   On my ideal job…

a.   I could do the work without feeling that it is morally wrong   ___

b.   My boss would back up the workers (with top management)   ___

c.   I could do something different every day   ___

d.   I could do something that makes use of my abilities   ___

e.   I could be busy all the time   ___

4.   On my ideal job…

a.   The company would administer its policies fairly   ___

b.   I could try out some of my own ideas   ___

c.   I could do something that makes use of my abilities   ___

d.   My co-workers would be easy to make friends with   ___

e.   I could be "somebody" in the community ___

5.   On my ideal job…

a.   My boss would train the workers well ___

b.   I could plan my work with little supervision ___

c.   My boss would back up the worker (with top management) ___

d.   I could try out some of my own ideas ___

e.   The job would have good working conditions ___

6.   On my ideal job…

a.   I could get recognition for the work I do ___

b.   I could do the work without feeling that it is morally wrong ___

c.   I could plan my work with little supervision ___

d.   I could do things for other people ___

e.   My co-workers would be easy to make friends with ___

7.   On my ideal job…

a.   My boss would back up the workers (with top management) __

b.   The company would administer its policies fairly ___

c.   My pay would compare well with that of other workers ___

d.   I could get recognition for the work I do ___

e.   I could tell people what to do ___

8.   On my ideal job…

a.   I could do something different every day ___

b.   My co-workers would be easy to make friends with ___

c.   I could make decisions on my own ___

d.   The job would have good working conditions   ___

e.   My pay would compare well with that of other workers   ___

9.   On my ideal job…

a.   I could do something that makes use of my abilities   ___

b.   I could tell people what to do   ___

c.   The job would have good working conditions   ___

d.   The job would provide for steady employments   ___

e.   I could plan my work with little supervision   ___

10.   On my ideal job…

a.   I could make decisions on my own   ___

b.   I could be busy all the time   ___

c.   The job would provide for steady employment   ___

d.   The company would administer its policies fairly   ___

e.   I could plan my work with little supervisions   ___

11.   On my ideal job…

a.   The job could give me a feeling of accomplishment   ___

b.   I could make decisions on my own   ___

c.   I could tell people what to do   ___

d.   I could do the work without feeling that it is morally wrong   ___

e.   I could try out some of my own ideas   ___

12.   On my ideal job…

a.   My co-workers would be easy to make friends with   ___

b.   The job would provide for steady employment   ___

c.   The job would provide an opportunity for advancement   ___

d.   My boss would back up the workers (with top management)   ___

e.   The job could give me a feeling of accomplishment   ___

13.   On my ideal job…

a.   I could plan my work with little supervision   ___

b.   The job would provide an opportunity for advancement   ___

c.   I could be "somebody" in the community   ___

d.   I could tell people what to do   ___

e.   I could do something different every day   ___

14.   On my ideal job…

a.   My pay would compare well with that of co-workers   ___

b.   The job could give me a feeling of accomplishment   ___

c.   I could work alone on the job   ___

d.   I could plan my work with little supervision   ___

e.   I could do something that makes use of my abilities   ___

15.   On my ideal job…

a.   I could tell people what to do   ___

b.   My boss would train the workers well   ___

c.   My Co-workers would be easy to make friends with   ___

d.   I could be busy all the time   ___

e.   I could work alone on the job   ___

16.   On my ideal job…

a.   The job would provide for steady employment   ___

b.   My pay would compare well with that of other workers   ___

c.   My boss would train the workers well   ___

d.   I could be "somebody" in the community   ___

e.   I could do the work without feeling that it is morally wrong   ___

17.   On my ideal job…

a.   I could work alone on the job   ___

b.   I could be 'somebody" in the community   ___

c.   I could do things for other people   ___

d.   My boss would back up the workers (with top management)   ___

e.   I could make decisions on my own   ___

18.   On my ideal job…

a.   I could try out some of my own ideas   ___

b.   I could get recognition for the work I do   ___

c.   I could do something different every day   ___

d.   I could work alone on the job   ___

e.   The job would provide for steady employment   ___

19.   On my ideal job…

a.   The job would provide an opportunity for advancement   ___

b.   I could do something that makes use of my abilities   ___

c.   I could get recognition for the work I do   ___

d.   I could make decisions on my own   ___

e.   My boss would train the workers well   ___

20.   On my ideal job…

a.   The job would have good working conditions   ___

b.   I could work alone on the job   ___

c.   The company would administer its policies fairly   ___

d.   The job would provide an opportunity for advancement   ___

e.   I could do the work without feeling that it is morally wrong   ___

21.   On my ideal job…

a.   I could be "somebody" in the community   ___

b.   The job would have good working conditions   ___

c.   I could be busy all the time   ___

d.   The job could give me a feeling of accomplishment   __

e.   I could get recognition for the work I do   ___

Appendix C: Minnesota Importance Questionnaire Approval Letter

UNIVERSITY OF MINNESOTA

Twin Cities Campus   Department of Psychology   3218 Elliott Hall
                              College of Liberal Arts   75 East River Road
                                                               Minneapolis, MN 55455

                                                               Office: 612-625-2818
                                                               Fax: 612-626-2079
                                                               www.psych.umn.edu

April 28, 2015

Dear Rhonda Brown-Crowder

We are pleased to grant you permission to use the **Minnesota Importance
Questionnaire (MIQ. We acknowledge receipt of payment for $150 fees for 50 MIQ
paper surveys.**

Please note that each copy that you make must include the following copyright statement:

Copyright 1977, Vocational Psychology Research , University of Minnesota. Reproduced
                              by permission.

We would appreciate receiving a copy of any publications that result from your use of the
MIQ. We attempt to maintain an archive and bibliography of research related to
Vocational Psychology Research instruments, and we would value your contribution to
our collection.

If you have any questions, or if we can be of any additional assistance, please do not
hesitate to contact us.

Sincerely,

Vocational Psychology Research

Appendix D: Research Study Approval Letter

Austin Sanders
CBRE Group
4701 Mercantile Dr N..
Ft. Worth, TX 76137

Rhonda Brown-Crowder
701 Dugan St.
Arlington, TX 76010

Dear Ms. Brown-Crowder

Based on my review of your research proposal, I give permission for you to conduct the research study entitled, *"Work Motivation Theory: Identifying Multi-Generational Values in the Workplace"* with members of your organization. I have been informed that these individuals may fit one or more of the criteria required for participation in the study.

A part of this study, I authorize you to recruit participants individually or in groups, consult with group leaders, administer and collect data from surveys, and debrief with participants to ensure the safety of each participant. We understand that participants will be voluntary and at each individual's own discretion.

We understand that our organization's responsibilities include: a written agreement that gives permission to conduct research with members of our organization and establish an agreed upon meeting date, time, and location to conduct the study. We also agree that members of our organization will be needed to supervise the administration and collection of surveys, address any issues that may arise before, during, or after the research has been conducted, and to allow the researcher time for follow-up debriefing sessions with participants, if necessary. The researcher has made it clear that the results of the study will be disseminated to our organization after the research project has been completed.

I confirm that I am authorized to approve research in this setting, and the recruitment of participants from this location. We reserve the right to withdraw from the study at any time, if our circumstances change. I understand that the data collected will remain entirely confidential and will not be provided to anyone outside of the researcher or an approved Walden University official without permission from the Walden University Institutional Review Board.

Sincerely,
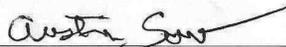
Austin Sanders, Regional Manager
(850) 691-2753