2018

Leadership Satisfaction and Turnover Intention Among Public Sector Employees

Marcia Bennett
Walden University

Walden University

College of Social and Behavioral Sciences

This is to certify that the doctoral dissertation by

Marcia Bennett

has been found to be complete and satisfactory in all respects,
and that any and all revisions required by
the review committee have been made.

Review Committee
Dr. Ian Cole, Committee Chairperson,
Public Policy and Administration Faculty

Dr. Haroon Khan, Committee Member,
Public Policy and Administration Faculty

Dr. Meena Clowes, University Reviewer,
Public Policy and Administration Faculty

Chief Academic Officer
Eric Riedel, Ph.D.

Walden University
2018

Abstract

Leadership Satisfaction and Turnover Intention Among

Public Sector Employees

by

Marcia Bennett

M.Ed., Averett University, 2009

BA, Lynchburg College, 2007

Dissertation Submitted in Partial Fulfillment

of the Requirements for the Degree of

Doctor of Philosophy

Public Policy Administration- Law

Walden University

November 2018

Abstract

The changing demographics of the federal workforce require managers to understand generational differences in experiences, values, and leadership preferences that can negatively impact an agency's ability to fulfill its mission. There is a gap in the literature regarding generational cohort perceptions of employee satisfaction with leadership and turnover intention in the Small Business Administration (SBA). The purpose of this quantitative, cross-sectional study was to examine the generational perceptions of SBA employees regarding leadership satisfaction and intent to leave the organization within the next year. Strauss and Howe's generational theory served as the theoretical framework. This non-experimental quantitative study used the 2016 Federal Employee Viewpoint Survey that consisted of data from 407,789 federal government employees. The population in this study included 1,383 respondents who worked in the SBA. Data were analyzed using the Mann-Whitney U test to examine perceptions of leadership and perceptions of turnover intention between 2 age groups. Results indicated that employees under 40 had higher satisfaction with leaders than employees 40 and over ($p < .05$). There were no statistically significant differences between the age groups and turnover intention. Findings showed that generations differ based on shared experiences of their members. These findings can help government leaders enact policies to strengthen the relationship between leaders and employees, resulting in satisfied and committed employees across generations.

Leadership Satisfaction and Turnover Intention Among

Public Sector Employees

by

Marcia Bennett

M.Ed., Averett University, 2009

BA, Lynchburg College, 2007

Dissertation Submitted in Partial Fulfillment

of the Requirements for the Degree of

Doctor of Philosophy

Public Policy Administration- Law

Walden University

November 2018

Dedication

I dedicate this dissertation to people, especially Millennials, who have been knocked down, but chose to get back up again.

Acknowledgments

I would like to thank my mother for always believing in me. I would like to thank my father for ensuring my sister and I excel in life. I would like to thank the Lord for blessing me with talents and gifts that will last a lifetime. Lord, I thank you, for salvation. Lord I thank you for you are worthy. You saw me through trials and tribulations and I thank you for your grace.

Table of Contents

List of Tables

List of Figures

Chapter 1: Introduction to the Study

Introduction

Retaining employees across generations is something that leaders in the U.S. federal workforce must contend with because of attrition, retirement, and voluntary turnover. According to the Pew Research Center (2010), 10,000 baby boomers, born between 1946 and 1964, will be exiting the U.S. workforce through 2030. As baby boomers exit the workforce, government leaders must prepare for leadership transitions, work to retain employees, and engage and develop leaders.

In this study, I examined generational perceptions of leadership and turnover intention of employees across generational cohorts in the Small Business Administration (SBA). Since its inception, the SBA has provided an array of programs tailored to encourage small enterprises in the United States. As a result of expanded programming efforts, the agency relied even more heavily on its workforce to execute the organizational goals (SBA, 2017).

In 2016, approximately 78% of U.S. employees were over the age of 40 (Pew Research, 2016). Yet in the same year, 82% of SBA employees were over the age of 40 (OPM, 2016). These statistics indicate forthcoming leadership transitions due to an aging workforce. The goal for this study was to increase SBA leaders' and managers' awareness of generational differences so that they can develop innovative retention strategies. Study findings may offer useful knowledge for agency leaders and managers searching for strategies to improve retention in a cross-generational workforce. In short,

these strategies may increase employee engagement and improve employee relationships with leaders and peers to foster an inclusive work environment.

In this chapter, I will provide the background of study, problem statement, purpose of the study, and research questions. I also will explain two theoretical frameworks, the nature of the study, definitions, and assumptions before describing the scope and delimitations, limitations, and significance of the study. The chapter concludes with a summary of the study.

Background

For the first time in history, four generations are in the workforce (Jeffries & Hunte, 2003; Lancaster & Stillman, 2002; Stark & Farner, 2015; White, 2006). This phenomenon has brought new challenges to managers because each generation comes with its own set of expectations regarding workplace behavior and management style. The changing demographics of the federal workforce require managers to understand the dynamics of each generation (U.S. Government Accountability Office [GAO], 2015). Government leaders are being pressed to organize, recruit, develop, manage, and engage 21st century employees (Partnership for Public Service, 2016). Current literature indicates a growing demand to focus on retention of a multigenerational workforce to allow for smoother transitions (Etras, 2015; Hillman, 2014; Lyons & Kuron, 2014; Wendover, 2006). Benefits include an increased ability to communicate with a wider range of clients served by the SBA, which would likely lead to a better understanding of the needs in each cohort group. Presently, leaders are focusing on developing employees for future opportunities, building talent management strategies, engaging and

empowering employees, and leveraging technology in the public sector (Deloitte, 2016). This is important as the SBA strives to better serve current and future small businesses.

In this study, I examined retention and leadership in the SBA from a generational perspective. There is a need in the current literature to expand on prior research related to generational satisfaction with leadership and turnover intention by employees. It is imperative to investigate the degree to which employees across generational cohorts differ in preferences of leadership style and the impact of those differences on retention. Implications of this research include the development of strategies by leaders, which, when implemented, can foster more diverse, inclusive workforces. Incorporating diverse ages, genders, and generational experiences in the workforce can influence organizational stability, sustainability, effectiveness, recruitment, talent acquisition, and retention (Deloitte, 2016).

Problem Statement

Retaining employees in a multigenerational work environment is a challenge for U.S. federal agencies (Ridder, Peining, & Baluch, 2012). For example, Deloitte (2016) discovered that 79% of private and public leaders ranked employee retention as important or urgent. In fact, leaders recognize that generations bring different expectations to the workforce, which contribute to turnover. Agency leaders recognize that generational differences can negatively impact an agency's ability to fulfill its mission and achieve organizational goals because of leadership preferences, generational experiences, and values (Etras, 2015).

Previous researchers (e.g., Arrington, 2017; Lyons & Kuron, 2014) have identified other factors that affect retention and turnover among intergenerational workforces such as poor cultural fit, lack of job interest, limited opportunities for advancement, and the inability to overcome generational diversity in the workplace. These work-related outcomes can lead to higher than average turnover if not resolved (Bourne, 2015; Maxwell & Broadbridge, 2014).

There is a gap in the literature regarding generational cohort perceptions of employee satisfaction with leadership and turnover intention in the SBA. Previous researchers discovered that the Silent Generation, baby boomers, Generation Xers, and millennials value different leadership styles and work styles in the workplace (Ahmad & Ibrahim, 2015; Arsenault, 2004; Ascencio & Mujkic, 2016). Therefore, leaders of agencies must explore additional work-related factors that contribute to employee turnover to manage a multigenerational workforce. Government leaders also understand that the retirement of baby boomers may result in the loss of knowledge (also known as *brain drain*), challenges in leadership continuity, and skills losses (Goodman, French, & Battaglio, 2014). Additionally, Deloitte (2016) recognized that an aging population would contribute to a shortage of experienced employees throughout the United States.

My goal in this study was to extend previous research regarding generational cohorts, leadership perceptions, and turnover intention within the federal workforce. Although research exists on the study variables, I focused on employee perceptions in the SBA, which is considered a medium-sized federal agency, to address a gap in the literature regarding generational cohort perceptions of employee satisfaction

with leadership and turnover intention (SBA, 2017). The results of this study may

contribute to the field by providing leaders with data to justify developing leaders,

investing in employee retention tools, and creating policies to attract and retain

employees across all generations.

Purpose of the Study

The purpose of this non-experimental, quantitative, cross-sectional study was to

investigate whether generational differences exist with regard to employee satisfaction

with leadership in, and intent to leave, the SBA. I examined the variables of generational

cohorts and leadership satisfaction using the 2016 Federal Employee Viewpoint Survey

(FEVS) administered by the Office of Personnel Management. Originally, the

independent variable included four generational cohort groups: The Silent Generation

(born between 1928-1945), baby boomers (born between 1946-1964), Generation Xers

(born between 1965-1980), and millennials (born between 1981-1997). The dataset

collapsed cohorts into two age groups: under 40, and 40 and over. Therefore, I modified

the independent variable to conduct the statistical analysis. The dependent variables were

employee satisfaction with leadership and intent to leave. I used a secondary data

analysis of the 2016 FEVS survey to answer the research questions.

Research Questions

RQ1: How are generational differences exhibited in SBA employees' responses to

the 2016 FEVS with regard to leadership satisfaction?

$H_0$1: There are no statistically significant generational differences exhibited in

SBA employees' responses to the 2016 FEVS with regard to satisfaction with leadership.

$H_1$1: There are statistically significant generational differences exhibited in SBA employees' responses to the 2016 FEVS with regard to satisfaction with leadership.

RQ2: How are generational differences exhibited in SBA employees' responses to the 2016 FEVS with regard to turnover intention?

$H_0$2: There are no statistically significant generational differences exhibited in SBA employees' responses to the 2016 FEVS with regard to turnover intention.

$H_1$2: There are statistically significant generational differences exhibited in SBA employees' responses to the 2016 FEVS with regard to turnover intention.

Theoretical Framework

The theoretical frameworks for this study included generational theory and Herzberg's two-factor theory of motivation. Both theories contributed principles I used to explain how generational perceptions of satisfaction with leadership connect to turnover intention. Generational theory holds that people are influenced by socio-historical environments, namely, by events that directly involve them as youth in shared experiences. Strauss and Howe (1991) found that generational cohorts experience a unique life cycle, which contributes to their response to critical events. The theory of generations identifies the two cohorts that composed the population of the study: Under 40, and 40 and over. Preferences of leadership styles may align with generational cohort membership, as generations prefer similar attributes of their leaders. Thus, generational theory related to the study given that I sought to assess the connection between generational values and leadership preferences.

Herzberg's two-factor motivational model is based on two factors that cause motivation and demotivation in every organization: job enrichment and hygiene factors (Herzberg 1966, 1974). The work-related motivational implication for organizational leaders is to seek to improve the hygiene factors and motivate people through job enrichment and satisfaction factors (Herzberg et al. 2007; Ramlall 2004). I used Herzberg's theory to explore the relationship between employee satisfaction or dissatisfaction with leadership, based upon the motivator and hygiene principles. A more detailed description of the theoretical frameworks is offered in Chapter 2.

Nature of the Study

This study, I determined if generational differences exist with regard to employee satisfaction with leadership and intent to leave the organization within the next year. I used a secondary data analysis to assess the variables of interest. This study involved quantitative research methods, which included collecting, analyzing, and interpreting data, then writing the results (see Creswell, 2002). The key study variables included the independent variable, generational cohorts, and the dependent variable employee satisfaction with leadership and intent to leave the organization within the next year. I placed the age cohorts into two categories: those under 40 and those 40 and over.

Researchers use a cross-sectional design to examine the characteristics or differences of two or more populations at the same time. For this cross-sectional study, I used quantitative archival secondary data to determine if generational differences exist regarding employee satisfaction with leadership and intent to leave the organization within the next year. Using an existing data set is cost effective, convenient, and efficient

(Creswell, 2012). In addition, since a quantitative design does not manipulate the outcome, I determined that a non-experimental research design was the most appropriate choice for this study (see Allwood, 2012). The purpose of using survey data was to identify relationships that the independent variable had with the dependent variables within the federal sector.

I used data from the FEVS, an annual employee survey administered by U.S. OPM (2016). The FEVS survey questions are grouped into eight topic areas designed to capture employee perceptions (OPM, 2016). The topic areas include personal work experiences, leadership, work unit, agency, satisfaction, supervisor, work life balance, and demographics. In addition, government employees share perceptions of their work experiences, their agencies, and their leaders.

The purpose of the FEVS is to measure employees' perceptions of conditions within their agencies, which contribute to their organization's success. Leaders use this knowledge while developing policies to improve agency performance and progress towards long-term goals. Of the 889,590 federal government employees who received the 2016 FEVS, 407,789 completed the survey for a government-wide response rate of 45.8%. The response rate for the SBA was 67.7%. Secondary data analysis included descriptive statistics and the Mann-Whitney U test.

Definitions

Baby boomers: Individuals born between 1946 and 1964 (Fry, 2016).

Cohort-group: A group of people born in a limited span of consecutive years

who share experiences as they move through time together and who influence and are being influenced by a variety of critical factors (MacManus, 1997). This term is interchangeable with generation in this study.

Generational cohorts: A group of people with shared beliefs and experiences in life based on historical events (Patalano, 2008).

Generational diversity: Each generation has lived through a common set of social and historic events that have helped shape their unique attitudes, ambitions, and world views. Four different generations participate in the American labor force today - the Silent Generation (ages 73-90), the baby boomers (ages 54-72), Generation Xers (ages 38-53), and millennial (ages 21-37; The Pew Research Center, 2017).

Generational gap: Differences in opinions and values between the Silent Generation, baby boomers, Generation Xers, and millennials (Twenge & Campbell, 2008).

Generation Xers: Individuals born between 1965 and 1980 (Fry, 2016).

Millennials: Individuals born between 1981 and 1997 (Fry, 2016).

Retention: A systematic effort to create and foster an environment that encourages employees to remain employed by developing policies and practices (Workforce Planning for Wisconsin State Government (2005).

Silent Generation: Individuals were born between 1928-1945 (Pew Research Center, 2017).

Turnover: Employees who leave an organization over a set period (often on a year-on-year basis), often expressed as a percentage of total workforce numbers (Chartered Institute of Personnel and Development, 2017).

Assumptions

Assumptions are elements in a study that the researcher believes to be true but cannot be proven (Cheng, 2014). It is not sufficient to merely assume something that cannot be proven; the researcher must justify that the assumption will likely be met and is probably true (Ballinger & Given, 2008). I assumed that the federal employee participants answered the survey questions truthfully and to the best of their ability (see Applebaum, 2012). The FEVS protects the identity of the participants, informs them of such, and ensure their responses will remain confidential and kept secure. However, employees may believe their responses will not change anything in the workplace, thus dismissing the importance of being honest.

Scope and Delimitations

Delimitations are boundaries set by the researcher. This study included federal government employees from the SBA who were employed at the time the 2016 FEVS was administered (SBA, 2016). An important delimitation of the study was the isolation of questions related to satisfaction with leadership and supervisor and intent to leave. I chose to isolate satisfaction with supervisor and leadership because previous researchers have analyzed transformational leadership, transactional leadership, shared leadership, and autocratic and democratic leadership styles (Bhatti, Murta, Shaikh, & Hasmi, 2012; Nash, 2016). Furthermore, the selected variables for this study did not pose a threat to

internal validity because I only used survey questions related to employee demographics, generational cohort, intent to leave, employee satisfaction, and perceptions of leadership.

I selected a quantitative design to analyze existing data regarding employee perceptions of leadership and turnover intention. Other research options included collecting primary data or using a qualitative research design. Existing data does not require data collection, allowing for quicker data analysis. The selection of a quantitative study over a qualitative study did not allow for open-ended questions. Finally, a mixed-methods study would have taken longer, but remains a possible option for future research related to a multigenerational workforce. Generational dynamics in the workplace is a relatively new research topic and presented a limitation when looking for existing secondary data gathered over a long-time span.

Limitations

Limitations are potential weaknesses out of the control of the researcher (USC, 2017). There were three limitations to this study. First, the population was limited to employees who work in the SBA. My decision to restrict the sample to one agency and one survey year contrasts those of other researchers who have used the FEVS to assess the entire federal workforce across multiple years. Secondly, some SBA employees may not have had time to complete the survey in the allotted timeframe due to a heavy workload or an extended leave of absence. Lastly, the survey instrument made it difficult to gauge participants interpretation of the terms used in questions relating to leadership satisfaction.

Significance/Potential for Social Changes

This study is unique because it addressed an under-researched dimension of employment retention challenges in the public sector. Limited supporting literature exists on the relationship between leadership satisfaction, employee turnover, and generational cohorts. The findings of this study show the usefulness of examining different approaches that contribute to turnover intention. This research provides an understanding of the impact leadership satisfaction has on multigenerational workforces. It will promote further research on strategies to adapt to evolving changes in leadership. Implications for positive social change include providing leaders and managers with data identifying the intersection of generational perceptions towards leadership satisfaction and employee intention to leave. This study has the potential to change the way government leaders and managers organize their leadership teams to be more productive in doing their jobs while improving employee relations in the workplace. Understanding employee perceptions of leadership satisfaction may help explain the challenges of employee retention and influence leaders to create leadership development initiatives. Such initiatives could foster intergenerational work relations to create diverse, inclusive workforces to impact organizational stability, sustainability, effectiveness, recruitment, talent acquisition, and retention. Researchers have conducted limited analyses of the realistic implications that impending issues among generations in the workplace may cause. This study is important because an integrated workforce with committed employees reduces turnover, allowing agencies to focus on fulfilling their mission.

Summary

Employees are an organization's greatest resource, investment, and expense; thus, turnover is considered a critical problem facing leaders in the federal government. Retirement of the Silent Generation and baby boomers over the next 10 years means loss of leadership and knowledge in agencies. Therefore, knowing what factors and facets of leadership influence generations to stay can support transitioning leadership. There is a gap in the literature regarding the impact of generational cohorts on retention rates of government employees. In this study, I sought to identify possible connections between employee retention, leadership styles, and a gap in generational values. Additionally, I explored the relationship of satisfaction with leadership styles to retention among multiple generations. It is critical that researchers investigate the degree to which SBA employees display leadership style preferences and the impact of those preferences on retention. The GAO (2015) showed the need for SBA to allocate resources to improve management areas to increase the effectiveness of agency goals, objectives, and strategies.

Federal administrators can use findings from this research to build inclusive workforces diverse in age, gender, and generational experiences, in turn influencing organizational stability, sustainability, effectiveness, recruitment, talent acquisition, and retention. An organization's success depends on employee commitment, satisfaction, and productivity. The literature has shown that generational differences are sometimes perceived differences rather than actual differences (Lester, Standifer, Schultz, & Windsor, 2012). The scholarly literature showed a need to test variables and

relationships that influence multigenerational work environments with an emphasis on

the public sector and federal government.

Chapter 2: Literature Review

Introduction

I this study, I investigated whether generational differences exist with regard to employee satisfaction with leadership and intent to leave the SBA within 5 years. Prior researchers have focused on the extent to which generations differ in regard to workplace values, leadership preferences, and job satisfaction (Bourne, 2014; Lyons & Kuron, 2014). I focused on generational differences related to perceptions of leadership and intent to leave, excluding other demographic variables.

In Chapter 2, I present a critical review of literature related to generational differences in the workplace, employee satisfaction, leadership, turnover, and retention in the federal workforce. In the following sections, I discuss the literature search strategies I used to find peer reviewed journals and empirical evidence to support the research questions. I then discuss the theoretical foundation, focusing on the two theories: Herzberg's two-factor theory of motivation, and generational theory. Finally, I provide a critical analysis and synthesis of viewpoints, compare and contrast the findings, and highlight the strengths and weaknesses of previous research on generational values, leadership satisfaction, turnover, and retention.

Literature Search Strategy

The literature I used to support this study encompasses current and historical research on generational differences, leadership styles, employee satisfaction, and retention. I evaluated important scholarly discussions relating to employee perceptions of

leadership, generational values, turnover intention, employee satisfaction, and the relationship between these variables.

The following databases were used to conduct the literature review: ProQuest Central, Google Scholar, SAGE Journals, Academic Search Complete, Business Source Complete, Government Sites and Walden University library database. I searched these databases for the following terms: *generational differences, generational cohorts, Traditionalists, Silent Generation, baby boomers, Generation Xers, Generation Y, Millennials, job satisfaction, attitudes towards work, organizational commitment, intent to leave, Federal Employee Viewpoint Survey,* and *leadership styles in U.S. federal government.* A variety of resources from 2013-2017 were retrieved to contribute to this study. For this review, I consulted peer-reviewed journal articles, government reports, seminal research, books, and dissertations.

Theoretical Foundation

I used two theories as the theoretical foundation for this study. Generation theory explains how age cohort status contributes to potential differences in satisfaction with leadership and intent to leave the organization. Herzberg's two-factor theory of motivation explains why individuals' workplace experiences with leadership can impact job satisfaction. Both theories describe how generational cohort status affects employees' satisfaction with leadership and turnover intention. Each theory and comparable research is presented in the following paragraphs.

Generational Theory

Mannheim's (1952) theory of generations holds that people are influenced by socio-historical environments, events and shared experiences. Members of a generation share a range of birth years as well as historical events and a set of worldviews (Mannheim, 1952). Mannheim developed the generation theory by categorizing groups of people according to birth dates. Inglehart (1997) and Glass (2007) argued that individuals who grow up during different time periods develop different expectations and values in the workplace. Mannheim emphasized that a generation is not exclusively bound by time, but by "having experienced the same dominant influences" as a group (Mannheim, 1952). Perry (2015) incorporated Mannheim's (1952) generational theory to determine differences between cohorts. For this study, I used generational theory to understand age cohorts and perceptions of leadership effectiveness.

Seminal research on generation theory focused on older generations replacing newer generations. For example, Strauss and Howe (1991) made their observations of American history from the perspective of generations. Modern day social scientists use *cohort* in reference to persons born in the same year. The word *cohort* derived from the Latin phrase for a rank of soldiers (Strauss & Howe, 1991). Strauss and Howe emphasized that generational cohorts experience a unique life cycle, which contributes to their response to critical events. Strauss and Howe (1991) attempted to go beyond their predecessors and define generations precisely enough to situate real-life-cohorts into generations and thus place them in history. The goal was to understand relationships among generations and why they occur in cycles.

Strauss and Howe (1991) developed a theory of generation that incorporated two main elements: length of a generation cohort-group in terms of span of a phase of life, and peer personality. Strauss and Howe separated the first element, a person's lifespan, into four categories: Youth, Rising, Midlife, and Elder. Strauss and Howe purported that the main goal of this phase of life organization was to establish age borders and describe the central roles presented in each phase. Table 1 illustrates the life phase and corresponding central roles.

Table 1

Life Phase and Central Social Role

Life phase	Central social role
Elderhood	Stewardship
Midlife	Leadership
Rising adulthood	Activity
Youth	Dependence

Note. Adapted from *Generations: The History of America's Future, 1584 to 2069*, by W. Strauss and N. Howe, 1991, New York, NY: William Morrow & Company.

The second element, peer personality, distinguishes a generation as a cohesive cohort-group with its own unique personas, beliefs, and behaviors. Lancaster and Stillman (2002) suggested that sharing key events contributes to a generational peer personality. Jones (2016) conducted a quantitative, cross-sectional study and found differences in organizational commitment among four generational cohorts of nurses. The results that confirmed generational differences did not impact nurses' commitment to the organization. Prior researchers used generational theory as the

underpinning framework to discover how workplace relationships are influenced by generational differences (Deal, 2007; Lester et al. 2012; Milligan, 2016). Milligan (2016) asserted that a failure to address generational conflict leads to high turnover rates, low productivity, and employee frustration. In this phenomenological study, Milligan concluded that workplace conflict exists because of generational differences. Similarly, Deal (2007) concluded cohort differences exist in the areas of communication, rewards, recognition, and preferred learning. However, the study also indicated similar values exist across generations (Deal, 2007).

Scholarly literature on generational cohorts frequently includes discussions of how to handle those differences. Lester et al. (2012) examined the extent that generations *believe* they are different and the extent that generations *are* actually different. Using generational theory, Lester et al. (2012) concluded there are more perceived value differences between generations than actual value differences. The results of my Lester et al.'s study confirmed generations have varying expectations of what they value in the workplace and approach work differently. Given the popular press and media's emphasis on generational differences, Lester et al. (2012) provided a meaningful contribution the literature on generational diversity and its impact in the workplace.

Herzberg's Motivation-Hygiene Theory

Frederick Herzberg's motivation-hygiene theory is an organizational theory that explains a worker's motivation. Also known as Herzberg's two-factor motivational model, the theory is based on two factors that cause motivation and demotivation in every organization. In the 1950s, Herzberg studied employee retention and motivation and

eventually developed a duel-dimensional job satisfaction theory. The basis of the theory is that two factors cause motivation and demotivation in every organization (Herzberg 1966, 1974). Herzberg labeled satisfiers *motivators* and dissatisfiers *hygiene factors*. To elaborate, hygiene factors are maintenance factors necessary to avoid dissatisfaction. Herzberg's studies indicated that work motivation is a continuous process. Herzberg's two-factor theory holds that there are certain factors in the workplace that cause job satisfaction and a separate set of factors that cause dissatisfaction. That is, the theory emphasizes that job satisfaction and dissatisfaction are independent from each other. The factors that can cause satisfaction do not necessarily negate the factors that can cause dissatisfaction. In summation, one does not increase as the other decreases (Herzberg, 2008; Ramlall, 2004).

Herzberg (1959) argued that there are two distinct human needs that must be met. The first are physiological needs that can be fulfilled by money. Second, there are psychological needs that can be fulfilled by growth potential. The physiological needs are connected to hygiene factors and the psychological needs are related to motivator factors. Herzberg posited that employees could be retained by minimizing dissatisfaction and maximizing satisfaction. To reduce job dissatisfaction, managers must focus on the job environment, policies, supervisors, and working conditions. Conversely, to retain and engage employees, managers must monitor both sets of job factors to create a productive work environment.

The two-factors are also known as intrinsic and extrinsic motivators. Intrinsic motivators are less tangible and include challenging work, growth potential, and quality

relationships. Contrarily, extrinsic motivators are more tangible and include job status, authority, salary, and security. Furthermore, intrinsic and extrinsic motivators have an inverse relationship. Table 2 illustrates intrinsic and extrinsic motivators and highlights hygiene issues or dissatisfiers such as administration, company policy, working conditions, supervision, relationships, and salary. Satisfiers or motivation factors include promotion, achievement, responsibility, and recognition. Intrinsic motivators tend to inspire motivation when present, while extrinsic motivators tend to reduce motivation when absent. Perry (2015) used Herzberg's two-factor theory to determine if intrinsic motivation impacted job satisfaction and if extrinsic motivation impacted job dissatisfaction.   He concluded that intrinsic motivation improves job satisfaction because employees' needs are met, while when absent, extrinsic motivation reduces job satisfaction.

The motivation-hygiene theory is significant for its concept of expectation. Herzberg (1966) recognized that motivation and employee attitudes come from within a person, and in relation to this study, job satisfiers and dissatisfiers may differ across generations. Herzberg (1968, 1976) discovered that employee attitudes are associated with job satisfaction and job performance. Vann (2017) applied Herzberg's theory to examine (a) relationships between workers and supervisors, and (b) employee job satisfaction influences on organizational performance. Interestingly, Vann concluded that employee perceptions of supervisor support did not relate to a variation in organizational profitability.

Table 2

Extrinsic Motivators and Intrinsic Motivators

Hygiene/extrinsic motivators	Motivation/intrinsic motivators
Job security	Challenging work
Salary	Recognition
Fringe benefits	Growth potential
Status	Relationships

Age Cohorts Membership

The following sections examined the unique values, beliefs, characteristics, attitudes, and preferences within four generations, using academic literature to support the attributes. Perry (2015) addressed discrepancies about the beginning and ending birth years for generational assignment. Nevertheless, this study will use the following dates that correspond with the categories of ages in the FEVS: Silent generation (born between 1928-1945), baby boomers (born between 1946-1964), Generation Xers (born between 1965-1980), and millennials (born between 1981-1997). Although literature is not consistent when defining birth years, scholars agree that shared experiences and historical events shape generational beliefs more than birth years (Byington 2017; Strauss & Howe, 1991).

Silent Generation

Silent Generation is the oldest generation in the workforce and make up 3% of the workforce. On the 2016 FEVS, the Silent Generation composed only 1% of SBA responses (OPM, 2016). Common references to this cohort include traditionalists, moral

authority, radio babies, the forgotten generation, greatest generation, and veterans (Deal, 2007; Eisner, 2005; Nelson, 2007; Patalano, 2008; Young, 2008). The Silent Generation is responsible for training Baby Boomers and building successful organizations. Byington (2017) characterized the Silent Generation as cautious, patriotic, conservative, loyal, and hardworking. This age cohort was affected by historical events such as World War I, World War II, Prohibition, Communism, and the Great Depression. For example, this age group views working as a privilege by growing up during the Great Depression (Byington, 2017; Carver & Candela, 2008). As a result, this age cohort is used to surviving off limited resources (Timmerman, 2005).

Workplace values for this generation include respect for authority, job security, and a strong work ethic (Jean & Steacy, 2008; Parry & Urwin, 2010, Timmerman, 2005). The Silent Generation prefers the usage of formal language when communicating in the workplace (Winchell, 2007). This generation tends to use inclusive language such as "we" or "us" and place a strong emphasis on hand-written notes and focus on words versus body language (Wiedmer, 2015; Wong, Gardiner, Lang, Coulon, & 2008).

Baby Boomers

In 2016, baby boomers composed 46% of all employee responses to the FEVS (OPM, 2016). Baby boomers composed 58% of SBA employee responses. Common references to Baby Boomers include (Lancaster & Stillman, 2002; Nelson, 2007; Wood, 2005; Zemke et al. 2000). The Pew Research Center (2015) projected for the next decade 10,000 Baby Boomers will retire each day. Eisner (2005) described Baby Boomers as optimistic, competitive, and ambitious. In addition, Baby Boomers are viewed as team

oriented, competitive, and eager for change (Zemke et al. 2000). In the workplace, this generation respects authority, but wish to be viewed as an equal (Eisner 2005). Wiedmer (2015) characterized Baby Boomers as workaholics. In exchange for hard work and long hours, Baby Boomers prefer public recognition, praise, and monetary benefits to show appreciation.

As a result, this age cohort has earned the reputation of "live to work" (Byington, 2017). Work-life balance is used in surveys to measure employee engagement and satisfaction. Littrell et al. (2007) noted that Baby Boomers place less emphasis on personal achievements and focus more on work accomplishments. Despite a strong affinity to work, this age cohort is willing to challenge the system (Tolbize, 2008). Currently, Baby Boomers question if working so hard is worth sacrificing an enjoyable lifestyle (Byington, 2017; Wiedmer, 2015).

However, the reviewed literature on generational differences indicated Baby Boomers would choose work over a lifestyle preference (Byington, 2017; McNally, 2017 Tolbize, 2008). Baby Boomers prefer an open communication style and prefer use body language in communications (Lawton, 2016). From managers, this generation appreciates personal touches and become offended when not included in formal decision-making (Sessa et al. 2007). Defining historical events that shape this age cohort perspective include the JFK Assassination, Women's Rights, Watergate, Woodstock, Space Race, TV, the Civil Rights Movement, and Vietnam (Carver & Candela, 2008; Twenge & Campbell, 2008; Zemke et al. 2000).

Generation Xers

In 2016, Generation Xers composed 41% of all employee responses to the FEVS (OPM, 2016). Generation Xers composed 24% of SBA employee responses were (OPM, 2016). Alternative references to this group include Xers, The Doer, Post Boomers, Baby Busters, Gen X, the little cohort that could, and the hip-hop generation (Strauss & Howe, 1991; Trahant, 2008a; Twenge, 2006; Wood, 2005). Schroer (2015) posited that they are sometimes referred to as the "lost' generation, as they received a lot of exposure to daycare and divorce. Currently, Generation Xers composes 34 % of the workforce (Pew Research Center, 2016). Consequently, there are not enough in the population to transition into leadership roles as Boomers exit the workplace (Keene & Handrich, 2015). Generation Xers values autonomy and are highly resistant to micromanagement. Hart (2006) indicated Generation Xers is skeptical and unimpressed by leaders. Unlike Baby Boomers, this age group view their personal values and goals more important than work. In the workplace, Generation Xers is resourceful, self-reliant, and flexible thinkers (Byington, 2017). Authors also concurred that this generation prefers multitasking in the workplace (Keene & Handrich, 2015; McNally, 2017).

Generation Xers arbor public recognition and prefers to be rewarded with time off, thereby solidifying their preference on work/life balance (Hartman et al. 2005; Lancaster & Stillman, 2002; Parry & Urwin, 2010). Generation Xers and Baby Boomers possess opposing views regarding work. Baby Boomers "live to work" while Generation Xers "work to live" (Byington, 2017; Keene & Handrich, 2015). Literature on generational communication styles indicated Generation Xers prefer informal communication styles,

unlike the Silent Generation and Baby Boomers (Carver & Candela, 2008; Eisner, 2005; Patalano, 2008). This generation has the unique ability to bridge the generation gap between younger and seasoned workers with their direct communication style and use of professional language and body language.

Defining historical events that shape this age cohort perspective include the Cold War, Music Television (MTV), Operation Desert Storm, the AIDS epidemic, the Sony Walkman, the Iranian hostage crisis, and personal computers (Lancaster & Stillman, 2005; Patalano, 2008; Twenge & Campbell, 2008). Growing up, Generation Xers experienced higher rates of divorce. In fact, divorce rates tripled, and researchers labeled this generation latchkey children (Byington, 2017; Keene & Handrich, 2015; Winchell, 2007; Zemke et al. 2000). Wiedmer (2015) suggested that because of global competition, this is the first generation that will not do as well as their parents.

Millennials

In 2016, millennials composed 12% of all employee responses to the FEVS and composed 17% of SBA employee responses (OPM, 2016). Common references to Millennials include Gen Y, Generation Next, Echo Boomers, Nexters, Generation Y, and Chief Friendship Officers (Eisner, 2005; Nelson, 2007; Patalano, 2008; Trahant, 2008; Twenge, 2006). The defining historical events that shape this age cohort perspective include the 9/11 attacks, Y2K, school shootings, and social media (Byington, 2017; Carver & Candela, 2008; Hayes, 2011). Presently, Millennials make up 34% of the workforce.

A large body of research exists regarding workplace values of Millennials. The benefit of understanding this generation is they compose a large percentage of the workforce and will change the trajectory of the workforce. In comparison to other age cohorts, this generation is technologically advanced and places high importance on work-life balance (Byington, 2017; Eisner, 2005; Parry & Urwin, 2010). A study from 2014 cited that 82% of hiring managers think Millennials are technically adept and 60% reported Millennials are quick learners (Keene & Handrich, 2015). Although Millennials are perceived as self-centered and spoiled, "there is no evidence that 35-year-old managers today are any different from 35-year-old managers a generation ago" (Keene & Handrich, 2015).

Academic literature on Millennials communication in the workplace indicated the preference of communicating in person rather than email (Patterson, 2014; Wiedmer, 2015). Interestingly, the media portrays this generation to prefer digital forms of communication exclusively (Jones, 2016). Older generations must consider word choice when communicating with Millennials as they lack extensive personal communication and have limited work experience. Furthermore, Millennials prefer to receive immediate feedback from supervisors in relation to work performance (Eisner, 2005; Patalano, 2008; Winchell, 2007).

Wiedmer (2015) concluded that Millennials desires more supervision, feedback, clear goals, structure, and mentoring (Byington, 2017). As Millennials observe other generations, this cohort adopted the mindset to choose work opportunities that complement their lifestyle (Lester et al. 2012). Byington (2017) indicated if faced with a

promotion that will throw their lifestyle off balance, Millennials would choose their lifestyle.

The numerous workplace preferences found in research studies confirm that work-life balance is essential to retaining Millennials in the workforce (Patterson, 2014; Keene & Handrich, 2015). Moreover, Millennials are viewed as ambitious, but view work as a "gig" to fill in the time between weekends. In summation, this generation does not allow a job to define their identity. Byington (2017) suggested Millennials desire meaningful work that makes a difference and is fulfilling. Furthermore, workforce satisfaction matters more than monetary compensation. As the Silent Generation and Baby Boomers exit the workforce, their approach to hard work will be replaced by the mentality of work smarter and not harder, for higher results.

Four Generations in the Workplace

According to Keene & Handrich (2015), each generation bring strengths and weaknesses to the workforce. For example, members of the Silent Generation are loyal and disciplined. Similarly, Baby Boomers are loyal to their careers, employers, and managers. Additionally, Baby Boomers bring ambition and optimism to the workplace. Like the Silent Generation and Baby Boomers, Generation Xers are loyal to their careers, employers, and managers. A strength of Generation Xers is the ability to establish boundaries between work and family. While Millennials value work-life balance, efficiently communicating work-life balance is a weakness. Millennials are group-oriented, similar to Baby Boomers, and viewed as team players. Common weaknesses associated with Millennials include being spoiled, scatterbrained, and technology-

dependent. Several researchers emphasize the inability for Baby Boomers disconnect from work, thereby allowing their jobs to frame their self-worth and are workaholics (Crumpacker & Crumpacker, 2007; Pew Research, 2017).

Hayes (2013) concluded that generations possess different work values and leadership style preferences. For example, the Silent Generation reveres top down management whereas Generation Xers prefer to work independently. Additionally, Millennials, rely heavily on technology in the workplace, but the Silent Generation is disinterested in learning how to incorporate technology into their work (Tolbize, 2008). Naturally, these differences challenge managers and can influence work relationships, job satisfaction, and retention (Bourne, 2015; Johnson, 2014; Lyons & Kuron 2014).

Milligan (2016) theorized that workplace conflict exists because of generational differences. In the workplace, Baby Boomers and Generation Xers compose 63% of the workforce (Pew Research, 2017). However, work values differ between the two generations. For example, Generation Xers are independent, results driven and flexible individuals. Contrastingly, Baby Boomers are optimistic, competitive, and ambitious. Yet, both generations are loyal to their careers, employers, and managers. Generation Xers can develop clear boundaries between work and family, developing the mindset of working smarter, not harder. On the other hand, Baby Boomers allow their jobs to frame their self-worth and are workaholics (Pew Research, 2017).

Generational Management Preferences

Scholarly literature and research studies have attempted to draw conclusions concerning preferred management styles among generational cohorts. Table 3 illustrates generational differences identified in the academic literature. For instance, Nicholas (2009) suggested differences between the Silent Generation, Baby Boomers, Generation Xers, and Millennials may influence their values and preferences in the workplace. Eisner (2005) and Lancaster and Stillman (2002) concluded the Silent Generation prefers a hierarchical management structure, leading from a need to know basis leadership philosophy. Smith and Clurman (1997) discovered the Silent Generation prefers a top-down management style but are happy to defer to authority if needed. The preferred management style supports the generation's reliance on formality in the workplace, but also respect for authority.

Zemke et al. (2000) exposed the Baby Boomer myth of consultative management style, confirming they often resort to micromanagement. Yet, Eisner (2005) indicated Baby Boomers favor consensus and require little feedback to do their jobs well. Conner (2016) solidified Baby Boomers preference of teamwork and determined this age-cohort favors a "flat" organizational hierarchy.

As Baby Boomers often manage Generation Xers, this generation does not react well to micromanagement (Lancaster & Stillman, 2002; Parry & Urwin, 2010; Patalano, 2008). Growing up during a period of financial instability, Generation Xers are more practical, less optimistic, and do not expect employer loyalty (Eisner, 2005). Instead, Generation Xers expects immediate feedback and recognition for work performance and

results (Glass, 2007; Zemke 2000). Like Generation Xers, Millennials prefer minimal

rules and bureaucracy (Morrison, 2006). Even though Millennials are criticized for being

self-absorbed and individualistic, this age cohort still favors an inclusive style of

management with a preference of transparency and openness (Eisner,

2005). Furthermore, Glass (2007) revealed Millennials believe in professional growth

and seek fast track leadership programs, greater degrees of personal flexibility, and new

opportunities.

Keene and Handrich (2015) provided recommendations that work well for all

generations. These include cross-generational communication, networking, and

relationship building. Popular academic writing focuses on what generations' lack, rather

than focusing on what unique perspectives, skills, and traits each bring to the

workplace. Managers allow the popular press and academic journals to influence

perceptions about managing multiple generations. Often, managers may place emphasis

on stereotypes rather than learning to listen and get to know respective colleagues

(Hudson, 2015). Hillman (2014) even suggested managers make stereotypical

assumptions based entirely on age to justify why generations behave the way they do.

A study conducted by Deal et al. (2013) discovered that the managerial level

within the organization predicts workplace motivation more than generational cohort

membership. Furthermore, the higher an individual holds a managerial position, the

more intrinsically motivated they are to work (Deal et al. 2013). This study supports

Herzberg's (1959) two-factor theory relating to intrinsic and extrinsic motivators. Keene

and Handrich (2015) designated workplace values based on data rather than anecdotes.

Using empirical data to describe generational preferences allows managers to focus on

developing relationships and building connections, rather than focusing on generational

differences.

Table 3
Generational Differences

Characteristics	Silent Generation	Baby boomers	Generation Xers	Millennials
Core Values	Respect for authority Conformers Discipline	Optimism Involvement	Skepticism Fun Informality	Realism Confidence Extreme fun social
Communication	One-on-one Write a memo	Call me anytime	Cell Phones Call me only at work	E-mail Picture Phones
Work Ethic	Dedicated	Driven	Balanced	Ambitious
View of Authority	Respectful	Love/Hate	Unimpressed	Relaxed, polite
Perspective	Civic- minded	Team-oriented	Self-reliant	Civic-minded
Relationships	Self-sacrifice	Personal gratification	Reluctance to commit	Loyal, inclusive
Leadership By...	Hierarchy	Consensus	Competence	Achievement, pulling together
Work Values	Hard Work Respect Authority Sacrifice Adhere to rules	Workaholics Work efficiently Desire quality Question authority Crusading causes	Eliminate the task Self-reliance Want structure and direction Skeptical	What's next multitasking Tenacity Goal oriented Tolerant
Leadership Style	Directive, Command and Control	Quality	Everyone's the same	Remains to be seen

Note. From *FEVS Demographic* Report, Office of Personnel Management, 2016 (https://www.opm.gov/fevs/reports/data-reports)

Generational Studies

Currently, four generations are in the workforce. These include the Silent Generation, Baby Boomers, Generation Xers, and Millennials (Aragon, 2017). Relevant scholarly literature utilizes empirical studies to explore generational differences in the workforce (Benson & Brown, 2011; Jones, 2016; Wong et al. 2008). Researchers validate challenges presented from a multigenerational workforce to include conflict with management style, decreased employee morale and job satisfaction (Johnson, 2014; Lyons & Kuron, 2014; White, 2016). Arrington (2017) suggested generational cohorts view managerial effectiveness differently between senior level management and supervisor level management. This study employed a correlation study to establish connections between age cohort perceptions of management effectiveness in the public sector.

Scholars and theorists have attempted to understand characteristics of generations (Bourne, 2015; Hayes, 2013). Al-Asfour and Lettau (2014) examined generational differences including characteristics, lifestyle, values and attitudes. The results validated the premise that generational diversity exists, and organizations must not only recognize but adopt solutions to overcome the generational differences. Pew Research Center (2015) hypothesized that an individual's age is one of the most common predictors of differences in attitudes and behaviors.

In the federal government, researchers use cohort analysis to note differences in attitudes across multiple generations (Ahmad & Ibrahim, 2015). Additionally, the federal government recognizes the significance of retaining employees, and understanding what

factors contribute to turnover (Sowa, Selden, & Sandfort, 2004). Burch & Strawderman (2014) acknowledged that the mixing of generations will become a normal occurrence in the federal workforce. Government leaders have leadership development programs available for both new leaders and existing supervisors to assist with leadership transitions (OPM, 2016). These programs are important to sustaining agency effectiveness as turnover is expected among employees across generational cohorts.

Research studies on generational diversity in the workplace evaluate empirical data to identify the impact of generational perceptions on organizational change, commitment, productivity (Dwyer & Azevedo, 2016; Toscano, 2015). Researchers have conducted limited analyses on the realistic implications that impending issues among generations in the workplace may cause (Partnership for Public Service, 2016). This places the responsibility on management to bridge the divide among generations.

Kapoor and Solomon (2011) concluded generations have conflicting expectations in the workplace specifically towards leadership. A goal of this research is to isolate turnover intention among generations and perceptions of leadership to evaluate potential differences. In a prior doctoral study, Halet, Thompson, and Zimmerman (2013) validated the need to provide solutions to retain Millennials in governance and leadership positions in the public sector. Another study examined the diverse generational values and work ethics within the public sector and their impact on the future of public policy (Johnson, 2014). This research study will contribute to the scholarly literature on generational differences.

Organizational Background

Mission

The Small Business Administration (SBA) was created in 1953 as an independent agency of the federal government (SBA, 2017). The purpose was to counsel and protect the interests of small business concerns and preserve free competitive enterprise. The mission of the SBA is to help Americans start, build, and grow businesses. The SBA delivers its services to individuals throughout the United States, Puerto Rico, Guam, and the U.S. Virgin Islands (SBA, 2017). In addition, the SBA partners with public and private organizations to help the United States compete in today's global marketplace. The SBA operates using an extensive network of field offices and partnerships. In 2016, the SBA employed 1,508 employees, representing a range of demographics including age, educational attainment, and gender. Under the SBA's definition, 99.7% of all U.S. businesses are considered small (SBA, 2017). Currently, 60% of Americans work for small businesses. Since its inception, the legitimacy and purpose of the SBA has been questioned. Historically, the SBA was viewed as a financial burden to taxpayers, earning negative names such as "little fellow" and "Small Scandal Administration."

The two primary services SBA offers are assistance to small businesses in obtaining government contracts and government loan guarantees (SBA, 2017). Between 1954 and 1960, the SBA staff quadrupled from 550 to 2,200 employees (Rugy, 2011). Yet, The SBA retains political support, as it is a tool for policymakers to signal support of small businesses. Under the Reagan Administration, the SBA became a source of

financial discord. Stockman, the budget director, suggested the SBA was a "billion-dollar waste-a rat hole" (Rugy, 2011). The interference of contract set-asides to minority-owned firms directly relates to agency corruption and abuse. Evidence of fraudulent contracting practices, abuse of affirmative action, and questionable lending practices create a negative image for the administration.

A majority of American small businesses does not use government subsidies, and the lending programs benefit a small number of businesses. Collectively, there are no economic benefits of the SBA to the U.S. small businesses or taxpayers. As the federal deficits expand, policymakers should consider ways to eliminate business subsidies in the budget, especially SBA spending. The United States economic success lies on the prosperity of small businesses in the private sector. However, policymakers continue to support and promote the SBA to ensure they appear small business friendly to taxpayers. Appealing to the masses at the expense of reducing tax and regulatory barriers to small business growth is counterproductive to the purpose of policies to create more economic freedom for Americans. Each time a new Administration enters office, the SBA becomes a topic of wasted fiscal resources. Eliminating the SBA will help reduce the deficit end business favoritism. Regardless of political party affiliation, both Democrats and Republicans benefit from supporting SBA legislative initiatives and programs. However, the SBA loan guarantee program is not a good economic reason to continue catering to special industry groups, specifically the banking industry (Bean, 2001, p. 19). Originally, the banking industry rejected the federal government's involvement in commercial lending. However, the banking industry supports the SBA by backing loans to private

lenders. As a result, small business loans are profitable to banks as banks are guaranteed portions of the SBA loans. Typically, if an SBA loan recipient defaults on its obligation to repay an SBA loan, the bank does not bear most of the cost. Usually, the bank is only responsible for up 15% of the value of the loan. Other benefits to the banking industry include reduced risks and increased lending capacity. Overall, the banking industry benefits from SBA programs.

SBA Leadership Challenges

In 2015, GAO reported the SBA failed to focus on long-standing management deficits. Specific management challenges identified by GAO and the SBA Office of Inspector Generational include contracting, human capital, and IT (GAO, 2016). The report criticized the limited progress in made by the SBA relating to the 69 recommendations GAO originally reported on in September 2015. In fact, agency leaders admitted neglecting long-standing management deficits but have begun to take some steps. For example, SBA managers are exploring innovative solutions to recruiting staff and addressing internal control weaknesses that contribute to agency's management challenges (GAO, 2016).

SBA's organizational structure contributes to challenges in program oversight. For instance, there are overlapping relationships between district offices and headquarters, resulting in inconsistencies in program delivery. The GAO recommendation to change the organizational structure was met with resistance by SBA leaders. In August 2015, SBA indicated major restructuring was unwarranted. However, GAO cannot validate that the current organizational structure is effective to programming

goals, mission objectives, and good internal work environment (GAO, 2016). The SBA

also received recommendations to make changes in enterprise risk management,

procedural guidance, information technology, strategic planning, and program evaluation.

Each of these key management areas is critical to the success of SBA initiatives. It is

essential for SBA to continue to allocate resources to incorporate improvement in key

management areas to ensure the effectiveness of agency goals, objectives, and strategies.

SBA Workforce Data

The SBA employs a diverse workforce of individuals across age groups and

ethnicities. The federal government classifies this agency as a medium size federal

agency because it has between 1,000 and 9,999 employees. This study examines

perceptions of leadership satisfaction and intent to leave across generational cohorts.

Identifying the composition of the SBA workforce assists in understanding the

demographic composition in the SBA. Tables 4 through 7 depict SBA workforce data

from the 2016 FEVS. Table 4 illustrates the length of time an employee has worked for

the SBA. Notably, over 53% of respondents have been employed for at least 6 years.

This demonstrates the ability of the agency to retain employees. Additionally, the length

of time SBA employees have worked for the federal government for at least 6 years totals

40% and is depicted in Table 5. In comparison, the SBA employees have longer lengths

of service within the agency.

Table 4

SBA Agency Tenure

Time with Agency	Percentage of SBA
Less than 1 year	4.0%
1 to 3 years	16.5%
4 to 5 years	12.4%
6 to 10 years	20.6%
11 to 20 years	17.5%
More than 20 years	29.0%

Note. From *FEVS Demographic Report*, Office of Personnel Management, 2016 (https://www.opm.gov/fevs/reports/data-reports)

Table 5

SBA Federal Tenure

Time in Federal Government	Percentage of SBA
Less than 1 year	1.7%
1 to 3 years	7.9%
4 to 5 years	9.0%
6 to 10 years	22.0%
11 to 14 years	7.3%
15 to 20 years	11.1%
More than 20 years	40.9%

Note. From *FEVS Demographic Report*, Office of Personnel Management, 2016 (https://www.opm.gov/fevs/reports/data-reports)

Table 6 provides an illustration of the subgroups related to supervisory status. In this study, perceptions of leadership satisfaction will be measured across generational cohorts. As such, 12% of SBA employees are classified as supervisors and 10% as managers. In comparison, over 66% of SBA employees are classified as non-supervisor. In context of this study, the percentage of non-supervisory employees provides a substantial sample to measure perceptions of leadership satisfaction.

Table 6

SBA Workforce Data Supervisory Status

Supervisory Status	Percentage of SBA	Percentage of the federal workforce
Non-Supervisor	65.7%	65%
Team Leader	9.7%	13%
Supervisor	12.2%	13%
Manager	10.0%	6%
Senior Leader	2.4%	2%

Note. From *FEVS Demographic Report*, Office of Personnel Management, 2016 (https://www.opm.gov/fevs/reports/data-reports)

The 2016 FEVS provides demographic data of the SBA and government-wide employees by gender, race and age group. For the purpose of this study, demographic variables such as gender and race will not be used. Nash (2016) used a combination of gender, years of experience, supervisory status and race to investigate relationship between a manager's leadership style and levels of employee satisfaction in a federal government call center, but this study is limited to age groups, perceptions of leadership

satisfaction, and intent to leave. In 2016, the Silent Generation and Baby Boomers

composed 58% of SBA employees and 52% government-wide, indicating the SBA

employees a large segment of retirement age workers.

Table 7

SBA and Government-wide Demographic Data

Gender	SBA	Government-wide Characteristics
Male	47.1%	51%
Female	52.9%	49%
Race/National Origin		
American Indian or Alaska Native	0.7%	2%
Asian	6.4%	5%
Black or African American	23.8%	16%
Native Hawaiian or Other Pacific Islander	1.1%	1%
White	63.9%	72%
Two or more races	4.0%	4%
Age Group		
25 and under	0.2%	1%
26-29	2.5%	3%
30-39	14.3%	19%
40-49	24%	26%
50-59	36.2%	36%
60 or older	22.7%	16%

Note. From *FEVS Demographic Report*, Office of Personnel Management, 2016
(https://www.opm.gov/fevs/reports/data-reports)

Federal Employee Viewpoint Survey Overview

The FEVS contains 84 questions that measure federal employees' perceptions about how effectively agencies manage their workforce, workplace conditions that contribute to employee engagement, and perceptions relating to practices, policies, behaviors and attitudes that support these workplace conditions. In addition, there are 14 demographic questions. Most federal employees are familiar with the current FEVS, which is a successor to the Federal Human Capital Survey (FHCS) administered from 2002 to 2010. The purpose of the FHCS was to measure employee perceptions about the extent to which certain conditions-those present in successful organizations- are present in their agencies. In 2010, OPM changed the name to the FEVS and began distributing the survey annually government employees. The importance of the FEVS survey is to assess the progress of agencies in increasing employee engagement.

The survey is grouped into eight topic areas: (1) personal work experiences, (2) work unit, (3) agency, (4) supervisor, (5) leadership, (6) satisfaction, (7) work/life programs, and (8) demographics. The survey is a self-administered web survey. OPM created a strategy to distribute the survey to encourage participation at the agency level. First, emails were sent to agency leaders with instructions on how to access and complete the survey. Also, promotional materials were provided to promote and encourage participation. A weekly reminder email was sent to nonrespondents and a final email was sent the morning of the final Friday of data collection. Employees took the survey over a six-week period, from either April 26 or May 3 of 2016 (OPM, 2016). OPM decided to

collect the data in two phases across agencies, providing survey respondents a six-week
timeframe to complete the survey.

Participants included full-time and part-time, permanent, non-seasonal
employees. In 2016, 80 agencies (37 departments/large agencies and 43
small/independent agencies) participated in the survey. Of the 889,590 employees who
received the FEVS, 407,789 completed the survey for a government-wide response rate
of 45.8 percent. Out of 2,044 SBA survey recipients, 1,383 completed the survey for an
organization response rate of 67%.

The weights developed for the 2016 FEVS consider the variable probabilities
across sample domains, known demographic characteristics, and no response of the
survey population. The data collected from the 2016 survey respondents were weighted
to produce survey estimates that accurately represent the survey population as
unweighted data could potentially produce biased estimates of population
statistics. OPM (2017) suggested the use of weighted data is more accurate in
representing the population. Hence, the final data set reflects the agency composition and
demographic makeup of the federal workforce within plus or minus one percentage point
(OPM, 2016).

The FEVS provides general indicators of how the federal government manages its
personnel. Agency managers use these indicators to develop policies that improve
agency performance and evaluate individual agencies' progress towards long-term
goals. At every level, federal employees have an intimate knowledge of the workings of
the government. As a result, the FEVS gives them an opportunity to point out

inefficiencies and positive aspects of their positions. Senior managers can use this

information to make the government more effective and responsive to the needs of the

American people. Agencies can use the information to meet their organizational goals

and accomplish mission driven work. Survey technical reports and agency reports assist

managers at lower levels to identify opportunities to make change within each agency.

   The FEVS has been used by agencies seeking to improve recruitment and

retention. OPM also utilizes survey data to identify workplace characteristics with the

greatest potential to influence engagement conditions in agencies. A citied benefit of

employee engagement identified via the FEVS is employee retention (OPM, 2016). The

Best Places to Work report, conducted by the Partnership for Public Service, found that

among mid-sized federal agencies, the Federal Trade Commission (FTC), Government

Accountability Office (GAO), and Federal Energy Regulatory Commission (FERC) have

successfully implemented recruiting and retention practices (Partnership for Public

Service, 2016). Agencies that plan to improve best practices can support positive

changes to employee engagement.

Literature on the FEVS

        For the past fifteen years, the federal government has assessed employee attitudes

(Goldenkoff, 2015). From 2002-2010, the FHCS was administered every even-numbered

year. Starting in 2010, the FEVS was distributed annually to government employees.

        Under the leadership of President Barack Obama, the results of the FEVS were

used to measure employee engagement. Consequently, between 2000 and 2013, 42

scholars, academic researchers, and practitioners have employed FEVS data (Fernandez,

Moldogaziev & Oberfield, 2015). Scholarly literature examined the strengths and limitations of the FEVS (Callahan, 2015; Fernandez et al. 2015; Goldenkoff, 2015; Thompson & Siciliano, 2017).

Goldenkoff (2015) posited that the FEVS serves as a diagnostic and management accountability tool for agency leaders. One benefit of the survey allows leaders and supervisors to measure progress in improving employee engagement (OPM, 2016). In addition, the indices are more accessible to interpret for senior-level managers. Yet, practitioners must acknowledge limitations of the survey. For instance, managers should be mindful that the indices are based on positive responses, thereby obscuring results. Another limitation is the difficulty for agencies to identify if a year-to-year change is a function of sampling variation or something statistically different. Conclusively, Goldenkoff (2015) advised OPM to collect the "right" information to manage the workforce.

Callahan (2015) suggested the FEVS is the most powerful measurement tool available to federal leaders and managers. The survey allows agencies the ability to compare performance relative to other agencies of similar size. Furthermore, the data are rich in numerous demographic and organizational breakouts, which help to identify differences among a set of workers. Conversely, Callahan (2015) acknowledged there are weaknesses of the FEVS. For instance, there is a need to understand the validity of the survey items in detail.

Expanding upon prior studies concerning the FEVS, Thompson & Siciliano (2017) suggested the terminology of the FEVS is ambiguous. The authors conducted a

study at a regional office in a federal agency to determine the need for revisions to the

FEVS. Thompson and Siciliano (2017) discovered managerial personnel expressed

frustration with broad terms "leaders," "manager," and "my organization." The study

concluded that employees place different interpretations of terms. Other researchers

provided improvements to the survey as well. Fernandez et al. (2015) suggested

expanding the list of topics measured in the survey to incorporate leadership and change

management (p. 389). Lastly, Fernandez et al. (2015) recommended enhancing the

accuracy of the measurement by reducing bias survey questions.

Nevertheless, Callahan (2015) challenged academic researchers such as

Fernandez et al. (2015) to look beyond the technical flaws and aspects of the FEVS. In

summation, OPM can benefit from reviewing the academic literature regarding

limitations of the FEVS. To improve the federal workforce and hold managers

accountable, accurate data is needed and can only be obtained by refining questions and

reframing to gauge employee views and perceptions.

Employee Variables- Federal Employee Viewpoint Survey 2016

The variables used in this study include generations, turnover plans, intent to

leave the organization, and supervisory status. Table 8 illustrates the generations and

corresponding birth date ranges found on the 2016 FEVS. Scholarly literature supports

the four generations included in this study and the corresponding birth date ranges (Pew

Research Center, 2017). I took the respondents' age groups and placed them into of four

cohort-groups: Silent Generation (born prior to 1945), Boomers (born 1946 thru 1964),

Generation Xers (born 1965 thru 1980), and Millennials (born after 1981). Table 9

illustrates age groups and corresponding birth date range found on the 2016 FEVS.

The questions are grouped according to demographic questions including,

generational membership, age group, turnover plans, retirement plans, and supervisory

status. Table 10 depicts the number of questionnaire items per category. For this study,

questions relating to supervisor, leadership, and satisfaction will address the dependent

variable of leadership satisfaction.

Table 8

Generations and the Corresponding Birth Date Ranges

Generation	Birth date range
Silent Generation	1945 or earlier
Baby Boomers	1946-1964
Generation Xers	1965-1980
Millennials	1981 or later

Note. From *FEVS Demographic Report*, Office of Personnel Management, 2016
(https://www.opm.gov/fevs/reports/data-reports)

Table 9

Birth Date Ranges for 2016 FEVS

FEVS age group	Birth date range 2016 FEVS
25 and under	After 1993
26-29	1989-1992
30-39	1977-1988
40-49	1969-1978
50-59	1959-1968
60 or older	Prior to 1958

Note. From *FEVS Demographic Report*, Office of Personnel Management, 2016
(https://www.opm.gov/fevs/reports/data-reports)

Table 10

FEVS Questionnaire Items From 2016

Question category	Number of items
Personal Work Experience	19
Work Unit	9
Agency	14
Supervisor	11
Leadership	10
Satisfaction	9
Work/Life Programs	12
Demographics	14

Note. From *FEVS Demographic* Report, Office of Personnel Management, 2016
(https://www.opm.gov/fevs/reports/data-reports)

Note The 2016 FEVS items were the same as those used in the 2014 and 2015 FEVS.

Leadership

One of the earliest approaches to studying leadership was the trait approach (Northouse, 2013; Stogdill, 1948). The term trait refers to a variety of individual attributes, including personality traits, motives, emotional maturity, and values (Stogdill, 1948). Leadership values refer to attitudes about what is ethical and unethical, moral and immoral. Examples include honesty, freedom, justice, fairness, loyalty, excellence, and cooperation. The values are important as they influence a person's perceptions, preferences, and behaviors. Stogdill (1948) reviewed 124 trait studies and discovered each trait depends on the situation. In 1974, Stogdill modified the leadership traits study to include more managerial studies and traits and skills relevant to leadership. Table 11 depicts the differences between leader traits and skills. This study expanded the scope to understand the relationship of traits to managerial success, including predicting advancement to higher level of management. Conclusively, Stogdill (1974) expressed there is no evidence of universal leadership traits. Traits are unique to individuals and leadership traits are also unique to age cohorts. Major institutions have conducted research on leadership behaviors and leadership effectiveness. Ohio State University conducted research on leadership effectiveness in the 1950s (Stogdill & Coons, 1957). At the same time, researchers at the University of Michigan studied the relationships among leader behavior, group processes, and group performance (Stogdill & Coons, 1957). These leadership studies utilized survey research to study the relationship between leadership behavior and various antecedents (e.g., leader traits, attitudes) or outcomes of this behavior (e.g., subordinate satisfaction and performance). Yukl (2012)

noted the limitations of the questionnaires make it difficult to interpret the results in these survey studies.

Table 11

Leader Traits and Skills

Leader traits	Leader skills
Ambitious	Clever
Assertive	Conceptually skilled
Cooperative	Creative
Decisive	Diplomatic and tactful
Dependable	Knowledgeable about the work
Self-confident	Organized

Note. Adapted from "*Leader behavior: Its description and measurement,*" by R. Stogdill and A. Coons, 1957, Oxford, England: Ohio State University, Bureau of Business.

Additional research studies focused on specific traits related to leadership effectiveness. Howard and Bray (1988) studied career advancement among managers and discovered several characteristics that indicate effective leadership. Leadership is the key factor to the retention and achievement of employees (Yukl, 2012). Lyons (2008) demonstrated that management styles contributed to lowered job satisfaction and disengagement on the job. Ninety-eight percent of mid-level employees believe manager-training leads to more effective management, companies, improve retention, client satisfaction, and quality of services (Partnership for Public Service, 2016). Keene & Handrich (2015) introduced the notion that the definition of leadership is changing and will continue to change. The report shows the distance between behavioral styles of Baby Boomers and Millennials in the workplace indicate generations have different thoughts

about leadership (Hillman, 2014; Keene & Handrich, 2015; White, 2016). This research

adds to studies on generational differences by focusing on leadership and generational

preferences. Other leadership studies highlighted the intersection of leadership styles on

job satisfaction, organizational performance, and organizational commitment (Belonio,

2012; Olasupo, 2011; Sarwat, Hayat, Quereshi, & Ali, 2011; Toscano, 2015).

Nash (2016) conducted a correlational study analyzing job satisfaction, leadership

styles, and employee empowerment at a federal agency call center. The study measured

transformational, transactional and passive/avoidant leadership styles and the relationship

to both job satisfaction and employee empowerment. The federal government

incorporates employee empowerment into leadership programs and initiatives (OPM,

2016).

Furthermore, employee empowerment falls within the realm of employee

engagement and motivation. Traditionally, leadership development focused on training

programs. Over time, government leaders realize that knowledge sharing, engaging high-

potential leaders, and risk-taking are vital to building and maintaining a strong leadership

pipeline. As multiple generations work in federal agencies, engaging and developing

leaders in the 21st century has emerged as a core focus.

Turnover

Over the next 15 years, the large number of retiring government workers will

affect all levels of government (Bright, 2013). On the 2017 Congressional Budget

Justification [CBJ] report, SBA management recognized that there is a correlation

between retention and mission execution (SBA, 2017). As such, the agency plans to

develop human capital strategies to retain necessary talent to achieve agency goals. There

will not be enough leaders ready to transition and advance into management roles and

replace the retiring workers (Lavigna, 2008). Certainly, this will lead to a gap in the

leadership of large, mid-sized, and small agencies. Past research on turnover identified

numerous predictors and antecedents of turnover. For example, Simon (1958) proposed

that turnover results from the individual's perception about alternative opportunities and

the ease of transition into an alternative position.

Over the years research into employee turnover has progressed to incorporate

other contributing constructs such as perceived alternative job opportunities, lack of

understanding in relationships between leadership, limited opportunities for

advancement, managing different generations, management practices and attitudes

(Lyons & Kuron, 2014; Mrope & Bangi, 2015). Kirkman (2017) conducted a study on

turnover in the federal workforce and used the federal employee survey data from 2011 to

2016 to determine connections between voluntary turnover, demographics, workplace

satisfaction, and organizational factors within the federal sector. The results of the

longitudinal, correlational study showed a strong connection between age and likelihood

to voluntary turnover (Kirkman, 2017).

Research on causes of turnover can improve retention practices and help retain

employees in a multigenerational workforce. Although multiple factors within the work

environment might influence employees' intentions to quit, Fu, Bolander, and Jones

(2009) identified the role of the employee's immediate supervisor as having special

importance to perceptions of the work environment. Recurring themes in the literature

relating to turnover suggested the antecedents of turnover and predictors of turnover are similar.

Retention

In the past several years, numerous articles and research studies focus on employee retention. Researchers have tried to determine why employees leave organizations (Mrope & Bangi, 2014). Unfortunately, there is a lack of consistency in the results (Stark & Farner, 2015). Industries such as hospitality retail, healthcare, education, banking, and the federal government acknowledge the need to retain employees (Abate, 2016; Akhigbe, 2014; Harris et al., 2016; Lee & Sabharwal, 2016; Moynihan & Landuyt, 2008). Researchers Nichols, Swanberg, and Bright (2016) indicated that employee perceptions of supervisor increase job satisfaction and improve retention.

Other research studies have supported that job satisfaction has a positive correlation with the intent to stay and to retain employees (Wang, Tao, Ellenbecker, & Liu, 2011). However, not all scholarly literature on generational diversity and differences in the workplace support the notion that the differences significantly contribute to retention. For instance, Stark and Farner (2015) noticed little differences among generations regarding workplace values and leadership preferences (Kowske, Rasch, & Wiley, 2010; Sessa et al. 2007). My study will contribute to the scholarly literature and address perceptions of employee satisfaction with leadership and intent to leave across four generations. There is scant literature that addresses retention efforts within the SBA.

SBA Retention Efforts

   SBA managers use the FEVS as a benchmark to measure job satisfaction and

retention. Managers and leaders recognize the correlation between retention and mission

execution, but there is a lack of initiative to develop a workforce plan that will provide

human capital strategies to retain necessary talent to achieve agency goals. Over the past

eight years, GAO identified internal challenges at the SBA related to program

implementation and oversight, human capital, and organizational structure. As of 2015,

the SBA does not have a workforce plan to address. In addition, frequent turnover at the

SBA has prohibited senior leaders from focusing on human capital and organizational

improvements.

   Clark (2015) discovered the SBA could not provide reasonable assurance that its

workforce has the skills needed to effectively administer the agency's programs and meet

the agency's mission and strategic plans. Additionally, the agency is known for

inefficient processes, inefficient use of government resources, and high turnover among

management. Furthermore, the SBA does not proactively collaborate and share

information with other agencies that provide similar services, such as the Department of

Commerce. Clark (2015) revealed how managers and leaders are not proactive in

developing a long-term strategy to close the skills gap among its employees and improve

internal competencies. The SBA is committed to providing quality services to small

business owners in the U.S., but consistently not meeting performance goals continues to

prohibit the agency from successfully executing the mission.

Summary

As attrition and turnover continue to impact organizations, addressing managerial challenges and leadership satisfaction can contribute to positive changes in public policy. This chapter covered the characteristics of four generations in the workforce, leadership traits, and a workforce summary for the SBA, turnover, and retention. The next chapter will explain the selected methodology to conduct this study.

Chapter 3: Research Method

Introduction

The changing demographics of the federal workforce require managers to understand generational differences (GAO, 2015). Generational diversity researchers have placed an emphasis on retaining a multigenerational workforce (Milligan, 2016). SBA employees represent four generational cohorts, and understanding the needs of each group can improve employee relationships with managers, increase employee engagement, and reduce turnover. The findings of this study contribute to the existing body of knowledge regarding the impact of generational differences on leadership satisfaction and intent to leave.

The purpose of this quantitative, non-experimental, cross-sectional study was to examine generational perceptions of SBA employees' regarding leadership satisfaction and intent to leave the organization within the next year. In Chapter 2, I provided an overview of current scholarly literature about generational differences, turnover, retention, leadership, the SBA, and the federal government. In Chapter 3, I discuss the research design, methodology, and population. The chapter also includes my data analysis plan and addresses ethical procedures.

Research Design and Rationale

In this study, I examined generational perceptions of SBA employees with regard to leadership satisfaction and intent to leave the organization within the next year. Strauss and Howe's generational theory and Herzberg's two-factor theory of motivation served as the theoretical foundation. Originally, the independent variable consisted of

four cohort-groups, including the Silent Generation (born 1928-1945), baby boomers

(born 1946-1964), Generation Xers (born 1965-1980), and millennials (born 1981-

1997). An adjustment was made to the independent variables because the public data file

did not break down age groups into four cohorts. Instead, age groups were categorized as

under 40 and 40 and over. As a result, individuals could not be placed into the

generational cohorts. The dependent variables included the perceptions of SBA

employees related to leadership satisfaction and intent to leave the organization within

the next year.

Research designs are the types of inquiry researchers use to collect data. There are

three primary approaches: qualitative, quantitative, and mixed methods. Each approach

provides specific direction for procedures in a research design (Creswell, 2014). For this

study, I selected a quantitative, cross-sectional design. A quantitative method is used for

reaching conclusions based on statistical significance and is appropriate when examining

relationships between variables (Tarhan & Yilmaz, 2014). In addition, quantitative

researchers explain phenomena by collecting numerical data. Furthermore, researchers

prefer a quantitative method when considering relationships between variables because it

allows them to objectively analyze and interpret data. I selected the 2016 FEVS as a

secondary data set because the survey items applied to the variables in this study. The

quantitative method was appropriate for examining the independent variables of

generational cohorts and the dependent variables of leadership satisfaction and intent to

leave. Moreover, a quantitative approach is practical, cost-effective, and time efficient.

The best-suited research design for this study was cross-sectional and non-experimental.

Alternative methods for studying employee perception of leadership, turnover intention, and generational differences include qualitative and mixed methods. Researchers use qualitative methods to ask open-ended questions and describe phenomena (Elo et al., 2014). Qualitative research helps researchers understand perspectives, experiences, and opinions related to the research questions. As a result, the results may be subjective and impact the interpretation of the data. A mixed method study is useful when a single data source is not sufficient (Yin, 2012). The use of a secondary data set for this study was adequate; therefore, a mixed method study was not needed to address the research questions.

Methodology

The following section contains a detailed description of the sample population, data source, data collection, and data analysis plan for this study. The population consisted of employees who worked at the SBA in 2016. In 2016, the SBA had a total of 2,044 employees, 67% (1,383) of whom responded to the FEVS. On average, internal surveys generate a 30-40% response rate; thus, the SBA response rate was higher than average (SurveyMonkey, 2015). I used original quantitative data from the 2016 FEVS. The purpose of the FEVS is to provide agencies with employee feedback on dimensions critical to organizational performance including perceptions of organizational leadership effectiveness, conditions for engagement, and outcomes related to work climate (e.g., job satisfaction, organizational performance, and turnover intentions; OPM, 2016). The survey is used by agency leaders to (a) assist in identifying areas in need of improvement, (b) assess trends, (c) highlight important agency successes, and (d)

compare agency results with government-wide results. The 2016 FEVS survey is grouped into eight topic areas: (a) personal work experiences, (b) work unit, (c) agency, (d) supervisor, (e) leadership, (f) satisfaction, (g) work/life programs, and (h) demographics.

Archival Data

The FEVS is a web-based, self-administered survey. The data collection period was between April 2016 and June 2016 and the survey included full-time, part-time, permanent, and non-seasonal employees. OPM arranged for surveys to be released in two waves to groups of agencies, beginning either April 26th or May 3rd. The data collection period spanned 6 work weeks for each agency (OPM, 2016). The SBA data collection period was between April 26 and June 16. OPM created promotional communication emails to encourage participation at the agency level (see Appendix B for sample e-mail communication). A weekly reminder email was sent to nonrespondents and a final email was sent the morning of the final Friday of data collection (OPM, 2016). A total of 80 federal agencies—large, small, and independent—participated. A total of 889,570 employees received the FEVS, and 407,789 completed the survey for a government-wide response rate of 45%. Out of 2,044 SBA survey recipients, 1,383 completed the survey for an organizational response rate of 67%. The data sets were readily accessible via the OPM website. I obtained approval from the Walden University IRB 06-19-18-0503431 to conduct the research using pre-existing archival public data. After receiving notification of approval, I obtained access to the raw data set file by sending an email to OPM.

Data Collection

The original data collection included a data analysis process that focused on distributions of responses, frequency distributions, data cleaning, and recoding and weighting data. OPM issued a technical report that explained the sample design, sampling frame and stratification variables, the survey instrument, data collection, data cleaning and weighting, and data analysis plan.

The government-wide and agency response rates were calculated using the FEVS formula. In this study, I used agency response rates from the published agency report by demographics to examine the variables of interest. Weighting refers to the development of an analysis weight assigned to each respondent to the 2016 FEVS. The purpose of weights is to ensure the survey did not make unbiased inferences regarding perceptions of the full population of federal employees. Statisticians employed a three-stage, industry-standard procedure to establish the full-sample weights (OPM, 2016).

In 2016, for each survey question, the primary data analysis included calculations for government-wide, agency, and sub-agency frequency distributions. Also, frequency distributions were calculated for various demographic groups and select work-related characteristics. As a result, all percentages and statistical analyses were based on weighted data. The FEVS item answer sets involved 5-point Likert-type response scales. OPM analysts used three scales to produce estimates of the collapsed positive and negative responses to facilitate managers' use of the data. As a result, the proportions of positive, neutral, and negative responses are as follows:

- Percent Positive: the combined percentages of respondents who answered

  Strongly Agree or Agree; Very Satisfied or Satisfied; or Very Good or Good,

  depending on the item's response categories.

- Percent Neutral: the percentage of respondents who selected the middle

  response option in the 5-point scale Neither Agree nor Disagree, Neither

  Satisfied nor Dissatisfied, Fair.

- Percent Negative: the combined percentages of respondents answering

  Strongly Disagree or Disagree; Very Dissatisfied or Dissatisfied; or Very Poor

  or Poor, depending on the item's response categories.

Finally, missing data or items not answered were not included in the calculation

of response percentages for those items.

Data Analysis Plan

I used SPSS Version 23 for Windows to analyze the selected questionnaire items

from the 2016 FEVS. Quantitative researchers use SPSS to perform complex data

manipulation, generate descriptive statistics, and conduct statistical

analyses. Researchers Nash (2016) and Daniel (2013) advocated performing quantitative

data analysis using SPSS. The data analyses plan for this study included descriptive

statistics and a Mann-Whitney U test to answer the central research question. Descriptive

statistics described the sample demographics and research variables. I used the Mann-

Whitney U to determine whether there were any statistically significant differences

between the independent and dependent variables. The Mann-Whitney U test is used to

compare differences between two independent groups when the data is not normally distributed (MacFarley & Yates, 2016).

Unit of Analysis

The original data collection recorded individual federal government employee responses. The independent variable is categorical (nominal), and the dependent variables are ordinal (continuous). The independent variable, age cohort, corresponded to two subcategories: Under 40 and over 40. The dependent variables, turnover intention and leadership satisfaction, corresponded to survey item responses measured on the FEVS.

Research Questions

RQ1: How are generational differences exhibited in SBA employees' responses to the 2016 FEVS with regard to leadership satisfaction?

$H_0$1: There are no statistically significant generational differences exhibited in SBA employees' responses to the 2016 FEVS with regard to satisfaction with leadership.

$H_1$1: There are statistically significant generational differences exhibited in SBA employees' responses to the 2016 FEVS with regard to satisfaction with leadership.

RQ2: How are generational differences exhibited in SBA employees' responses to the 2016 FEVS with regard to turnover intention?

$H_0$2: There are no statistically significant generational differences exhibited in SBA employees' responses to the 2016 FEVS with regard to turnover intention.

$H_1$2: There are statistically significant generational differences exhibited in SBA employees' responses to the 2016 FEVS with regard to turnover intention.

Threats to Validity

Validity is the extent to which a measurement corresponds accurately to the real world. According to Frankfort-Nachmias and Nachmias, (2008), the validity of a measurement tool is the degree to which the instrument measures what it was intended to measure. The FEVS survey instrument used to collect the original data has been used in previous studies conducted by OPM. OPM statisticians examined potential threats to validity and concluded that without weights, the FEVS could result in biased population estimates. OPM calculated weights to adjust for a biased population to address and control the threat. Another potential source of bias is nonresponse. Again, weights were used to adjust for survey nonresponse.

Potential threats to internal validity included selection bias, testing, instrumentation, attrition, statistical regression, research reactivity, and the passage of time (Campbell & Stanley, 1963). For this study, there were no threats to internal validity. However, a potential threat to external validity existed because the population was limited to SBA employees. External validity is the ability to generalize study results across the entire population. The generalizability was limited because the population included one agency versus the whole federal government. The small response of the age group under 40 in the sample size limited my ability to generalize the results as well. Finally, I addressed construct validity by demonstrating the independent and dependent variables of the study were operationalized correctly.

Ethical Procedures

OPM assured survey participants complete confidentiality before accessing the web-based survey. Thus, data collected for the 2016 FEVS was anonymous. The raw data set from OPM does not contain personal identifiable information. For this study, I stored the findings on a password-protected external hard drive. The external hard drive will be kept in a locked safe for 5 years. I am the only individual who has access to the data and the files on the external hard drive. After 5 years, I will erase the data from the external hard drive.

Summary

The purpose of this chapter was to describe the research design, method, and rationale of this study. I presented a summary of the methodology and provided the population, data source, variables, research questions, and hypotheses. Also, I discussed the data analysis plan, threats to validity, ethical procedures, and the protection of data. As a whole, Chapter 3 outlined a structured process to allow future researchers to replicate this study. Chapter 4 includes research findings, study results, and explanations of how the results relate to the research questions and hypotheses.

Chapter 4: Results

Introduction

The purpose of this non-experimental, quantitative study was to investigate the relationship between leadership satisfaction and turnover intention as perceived by employees from multiple generations in the SBA. The independent variables were age groups under 40 and 40 and over. The dependent variables included satisfaction with leadership and turnover intention. Chapter 4 includes discussions of the data collection process, the data screening procedures, and the statistical assumptions appropriate to this study. Chapter 4 also includes statistical analyses for the research questions using the Mann-Whitney U test and concludes with a summary of the findings. The research questions and hypotheses that guided this study are restated below.

Research Questions

RQ1: How are generational differences exhibited in SBA employees' responses to the 2016 FEVS with regard to leadership satisfaction?

$H_0 1$: There are no statistically significant generational differences exhibited in SBA employees' responses to the 2016 FEVS with regard to satisfaction with leadership.

$H_1 1$: There are statistically significant generational differences exhibited in SBA employees' responses to the 2016 FEVS with regard to satisfaction with leadership.

RQ2: How are generational differences exhibited in SBA employees' responses to the 2016 FEVS with regard to turnover intention?

$H_0 2$: There are no statistically significant generational differences exhibited in SBA employees' responses to the 2016 FEVS with regard to turnover intention.

$H_1$2: There are statistically significant generational differences exhibited in SBA employees' responses to the 2016 FEVS with regard to turnover intention.

Data Collection

I used existing archival data to conduct this study. I downloaded the public dataset from the OPM website onto my hard drive. A csv (comma-separated value) file was provided along with a public release data file codebook. The file was imported into Microsoft Excel, and I conducted the following data cleaning procedures. First, the data were checked for accuracy and saved into a password protected Excel file. During the initial screening of the data, I noticed age groups were categorized as under 40 and 40 and 40. Originally, the data analysis plan included four generational cohorts. I spoke with the survey analysis team at OPM to verify why the age groups were collapsed. Upon further investigation, the survey team confirmed age groups were not segmented into four cohorts because of privacy concerns. I only imported SBA employee responses into SPSS and deleted responses from employees in other organizations. Additionally, I removed responses to Questions 1-46, 49, 50, 53, 54, and 56-71 because they were not needed to answer the research questions.

The criterion variable, leadership satisfaction, was determined by the response to the survey items listed in Table 12. I grouped these questions because other studies used similar questions to evaluate leadership satisfaction (Brunner, 2017; Kirkman, 2017). I used the compute variable function in SPSS and generated one composite score for leadership satisfaction.

Table 12

Survey Items for Leadership Satisfaction

FEVS Question#	Question
47	Supervisors in my work unit support employee development.
48	My supervisor listens to what I have to say.
51	I have trust and confidence in my supervisor.
52	Overall, how good a job do you feel is being done by your immediate supervisor?
55	Supervisors work well with employees of different backgrounds.

The dataset provided demographic variables for age group, intent to leave, gender, and supervisory status. For this study, I used the demographic variables age group and intent to leave. After confirming the accuracy of the data, I imported the file into SPSS using the demographic variables and survey item responses. Age groups were recoded as 0 = under 40 and 1 = 40 and over. Responses to the question, "Do you intend to leave the organization within the next year?", were recoded as: 1 = No; 2 = Yes, to take another federal job; 3 = Yes, to take a job outside federal government; and 4 = other. SPSS was used to run descriptive statistics and determine means, standard deviations, and frequencies. I conducted a Mann-Whitney U test to determine if a statistical significance existed between the predictor variables (generational cohorts) and dependent variables (leadership satisfaction and turnover intention) for the two research questions. Subsequently, I interpreted the data results and decided whether to reject or accept the hypotheses. The interpretation of findings are reported using tables and graphs to depict results.

Data Analysis

Descriptive Statistics

Demographic data for nominal variables gender, supervisory status, and age are

presented in Figures 1-3. A majority of the respondents were male (53%). The position

level, delineated as supervisory status, indicated that 77% of employees were classified as

non-supervisor. Furthermore, data from the age group question indicated 85% were over

40. Figure 4 illustrates demographic data comparisons for SBA employees to

government-wide employees. The sample of respondents for this study was

proportionate to the population of federal employees. In 2016, the SBA had a total of

2,044 employees, 67% (1,383) of whom responded to the FEVS. Government-wide,

51% of population were male and 49% female. Additionally, the government had a

slightly smaller percentage of employees 40 and over, at 78% and a slightly larger

percentage of employees under 40 at 23%. Government-wide, supervisors accounted for

34% of the population, and non-supervisors accounted for 65%. However, respondents to

the survey indicated a higher percentage of non-supervisors (77%) and lower percentage

of supervisors (23%).
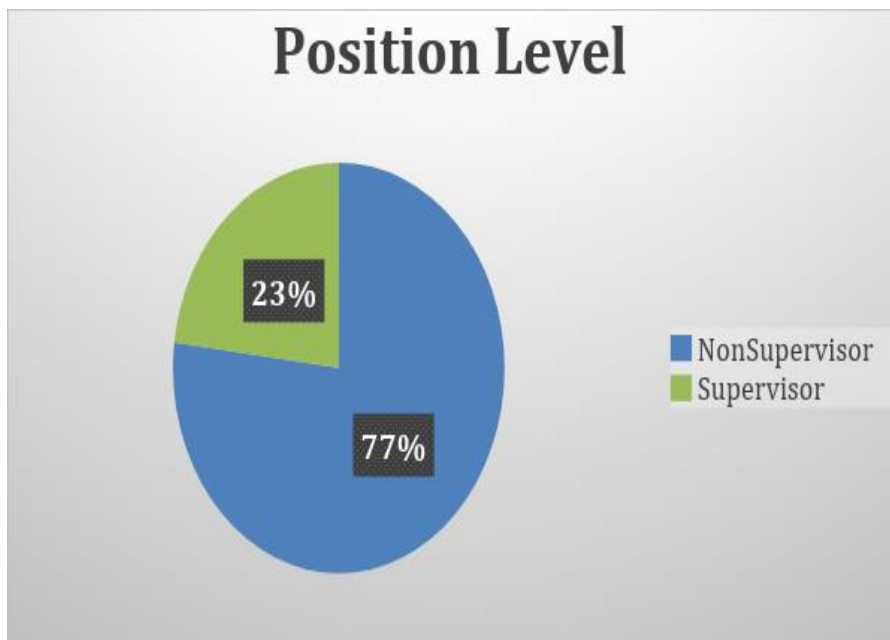
Figure 1 Pie graph of position level.
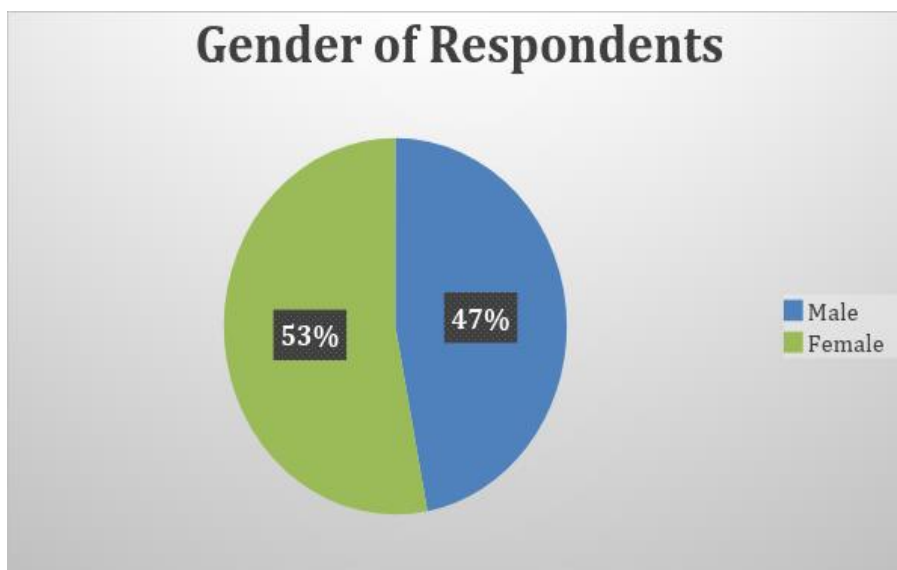
Figure 2. Pie graph of gender.
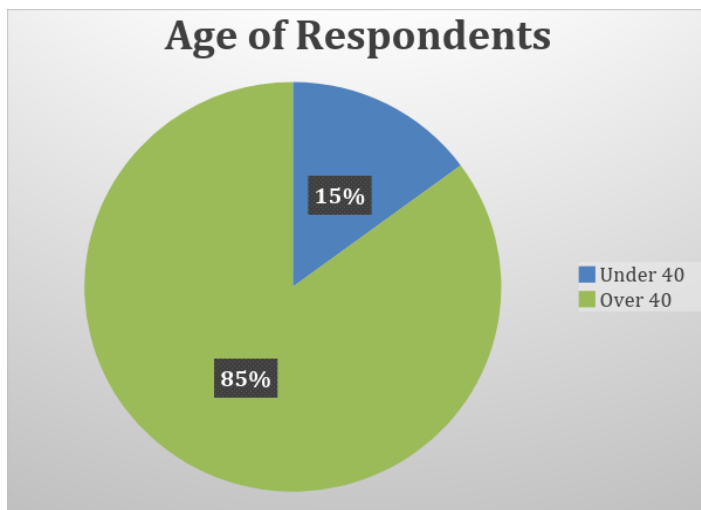
Figure 3. Pie graph of age.
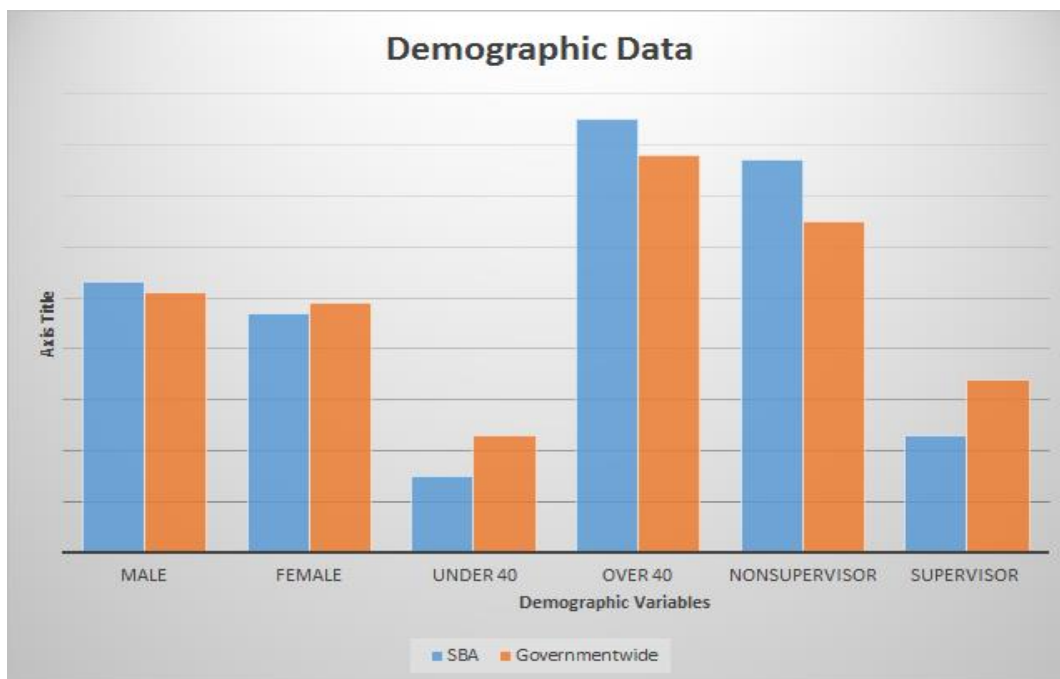
Figure 4. Bar chart of demographic variables.

Questions related to leadership satisfaction were matched to the questions on the

FEVS 2016. As a result, I analyzed leadership satisfaction based on five survey items. A

reliability analysis was run to measure internal consistency or reliability of the scale. A

Cronbach's alpha of at least 0.7 indicates the combination of items has acceptable

reliability (George & Mallery, 2016). The five-item leadership satisfaction scale met the

Cronbach's alpha reliability, with a value of .74.

Results

Normality Assumption

My original data analysis plan included four generational cohorts. The archival

dataset collapsed ages into under 40 and 40 and over, so I modified the planned analysis

outlined in Chapter 3. I noticed the small sample size of the under 40 age group and

generated a test to determine the distribution of responses before conducting a statistical

analysis. The histograms indicated there was an uneven distribution of responses. As a

result, a Mann- Whitney test was used in place of the ANOVA, since a non-parametric

test does not require normal distributions of data (MacFarley & Yates, 2016).

Furthermore, the data did not meet the following assumptions for ANOVA: a normal

distribution of data, and homogeneity of variance. Figure 2 depicts distribution of

responses for Research Question 1, and Figure 3 depicts distribution of responses for

Research Question 2.
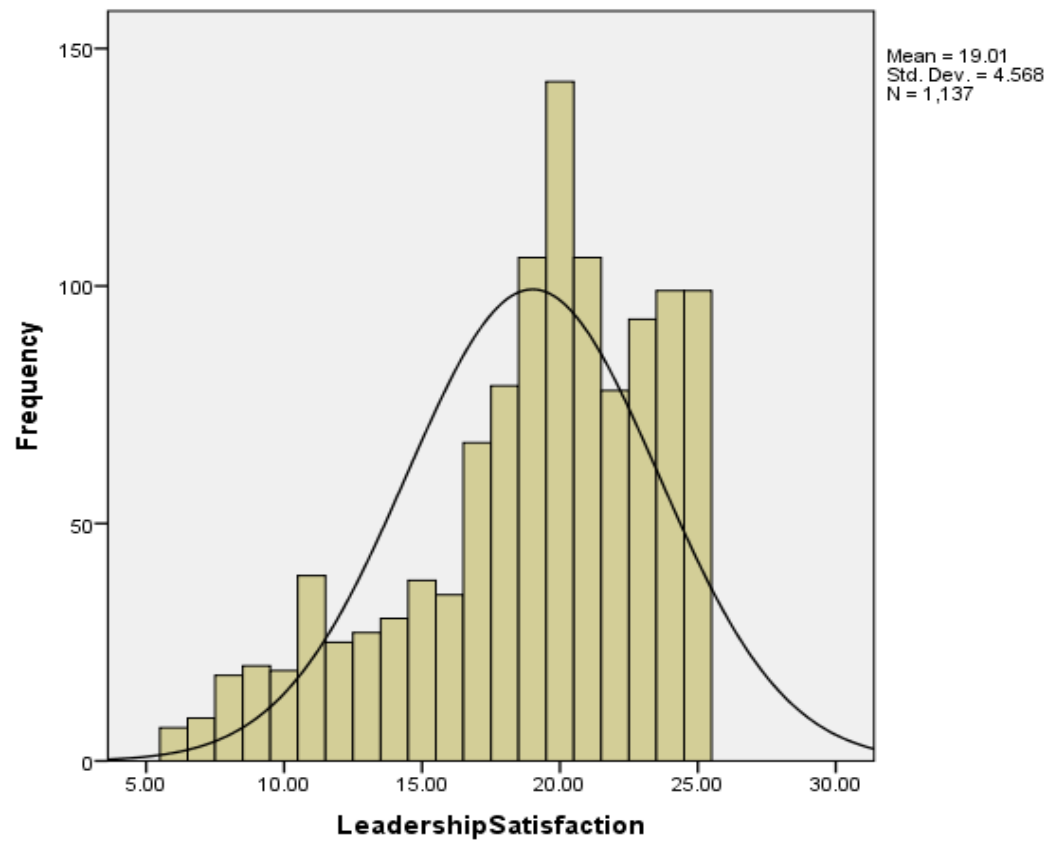
Figure 5. Histogram for distribution of responses towards leadership satisfaction.
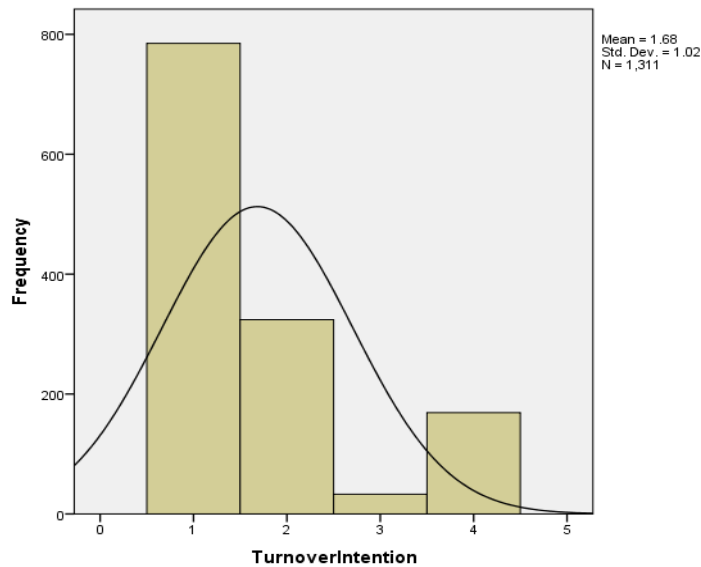
Figure 6. Histogram for distribution of responses towards turnover intention.

Homogeneity of Variances

I assessed the equality of variances between the two variables using inferential statistical analysis. The purpose of the Levene's test is to assess equality of variances between two or more groups (Howard, 1960). The variables failed Levene's test, confirming my decision to use a non-parametric test. Results of Levene's test of variances, depicted in Table 14, indicated the assumption of equal variances was not met.

Table 13

Results from Univariate Homogeneity of Variance Tests

Univariate results	Levene's statistic	*df1*	*df2*	*Sig.*
Intent	10.83	1	1255	.526
Satisfaction	5.47	1	1135	.000

Assumptions Appropriate to the Study

I used a non-parametric test to test the hypotheses because there was not a normal distribution of data. Originally an ANOVA was selected, but the data set failed Levene's test and did not display a homogeneity of variance. The Mann-Whitney U test was used because there was no requirement of normality. The dataset met the assumptions of the Mann-Whitney U.

Research Question 1 and Hypotheses

I used a Mann-Whitney U test to determine if a relationship existed between the independent variables of age and the dependent variable of leadership satisfaction. The research question and hypothesis are restated below.

RQ1: How are generational differences exhibited in SBA employees' responses to the 2016 FEVS with regard to leadership satisfaction?

$H_0$1: There are no statistically significant generational differences exhibited in SBA employees' responses to the 2016 FEVS with regard to satisfaction with leadership.

$H_1$1: There are statistically significant generational differences exhibited in SBA employees' responses to the 2016 FEVS with regard to satisfaction with leadership.

Due to a violation of the assumption of normality and too few responses in the under 40 group, a Mann-Whitney U test was conducted. The purpose of the Mann-Whitney is to compare the differences of variables between groups. Hypothesis 1 stated age would not be statistically significant regarding leadership satisfaction. The Mann-Whitney test showed a difference in perceptions of leadership satisfaction among generational cohorts. Results of that analysis indicated that there was a difference,

z = -3.95, p <.05. The number of respondent's means and standard deviations for age and leadership satisfaction is illustrated in Table 15.

Table 14

Means and Standard Deviations for Age and Leadership Satisfaction

Age	N	Mean	SD	Min	Max
Under 40	175	20.28	4.02	6	25
Over 40	962	18.78	4.62	6	25

Research Question 2 and Hypotheses

A Mann-Whitney U test was performed to determine if a relationship existed between generational cohorts and turnover intention. The research question and hypothesis are restated below.

RQ2: How are generational differences exhibited in SBA employees' responses to the 2016 FEVS with regard to turnover intention?

$H_0 2$: There are no statistically significant generational differences exhibited in SBA employees' responses to the 2016 FEVS with regard to turnover intention.

$H_1 2$: There are statistically significant generational differences exhibited in SBA employees' responses to the 2016 FEVS with regard to turnover intention.

Due to violation of the assumption of normality and too few responses in the under 40 group, the Mann-Whitney U test was the appropriate statistical analyses to address the research question. Hypothesis 2 stated age would not be statistically significant regarding turnover intention. Results of that analysis indicated that there was no statistically significant difference between age and turnover intention, z = -.926, p >

.05. The number of respondents means and standard deviations for age and turnover

intention is illustrated in Table 16.

Table 15
Means and Standard Deviations for Age and Turnover Intention

Age	N	Mean	SD
Under 40	196	1.64	.857
Over 40	1061	1.69	1.048

Summary

The purpose of this quantitative study was to examine generational differences

regarding turnover intention and leadership satisfaction among employees within the

SBA. This chapter included the results from the analysis of secondary data taken from

the 2016 FEVS conducted from April 26 to June 16. The statistical tests used to address

the research questions was the Mann-Whitney U test. Research question one results were

statistically significant regarding the relationship between age and leadership satisfaction.

In research question two, the results did not detect a statistical significance between age

and intent to leave the organization within the next year. Whereas the first research

question demonstrated differences between age groups and leadership satisfaction, it is

interesting to note that employees over 40 reported lower levels of leadership satisfaction

but did not indicate intentions to leave the organization.

Another surprising finding was the high level of leadership satisfaction among

employees under 40. The public dataset did not break down age groups into four cohorts;

thus, the results could be skewed due to the small sample of employee responses under

40. The final chapter concludes with a discussion of the findings from the analysis

related to the research questions that guided this study. Also discussed in Chapter 5 were

an interpretation of findings, limitations of this study, recommendations for future

research, implications concerning positive social change, and the conclusion.

Chapter 5: Discussion, Conclusions, and Recommendations

Introduction

The purpose of this non-experimental, quantitative, cross-sectional study was to investigate whether generational differences exist with regard to employee satisfaction with leadership in, and intent to leave, the SBA. I examined the variables of generational cohorts and leadership satisfaction using the 2016 FEVS administered by the OPM. The independent variable included two age groups, under 40 and 40 and over. The dependent variables were employee satisfaction with leadership and intent to leave. I used a secondary data analysis of the 2016 FEVS survey to answer the research questions. My goal was to contribute to the existing body of knowledge regarding generational cohorts, leadership perceptions, and turnover intention in the SBA. Although research exists on the study variables, I focused on employee perceptions in the SBA, which is considered a medium-sized federal agency, to address a gap in the literature regarding generational cohort perceptions of employee satisfaction with leadership and turnover intention. In Chapter 5, I present an interpretation of findings, explain the limitations of the study, provide recommendations for future research, and explore implications for positive change.

Interpretation of the Findings

The findings of this study aligned with those in the peer-reviewed literature on generational cohorts presented in Chapter 2. The results supported Stark and Farner's (2015) findings that there is a lack of consistency in empirical studies relating to age and turnover intention. Twenge (2010) noted that although studies on generational

differences are meaningful, the discrepant results show the complexities among and

between generational values in the workplace. Findings from this study confirmed how

challenging it is to determine the role of generational differences when examining

turnover intention. Previous researchers found that limited career advancement

opportunities, a lack of job interest, work relationships, poor cultural fit, and relationships

with supervisors contributed to turnover (Arrington, 2017; Bourne, 2015; Fu et al., 2009;

Lyons & Kuron, 2014). Moreover, my findings showed the inconsistencies found in

academic literature and popular press surrounding generational cohorts' values.

Research Question 1

How are generational differences exhibited in SBA employees' responses to the

2016 FEVS with regard to satisfaction with leadership?

Findings indicated that members of younger generations were more satisfied with

SBA leaders than those of older generations. Studies conducted by Hillman (2014) and

Hudson (2015) supported these findings. For instance, Hillman (2014) found that

generations have different thoughts about leadership. Results of Hillman's study

indicated generations possess differing perspectives on leadership. My findings showed

that managers should not make assumptions about how members of a generation will

respond to workplace values, but should understand that not all generational cohorts are

the same. Findings failed to support those in a similar study conducted by Arrington

(2017) who did not find much difference between generational cohorts' perceptions of

leadership effectiveness. Overall, the results align with other studies that showed

differences in preference towards leaders.

Research Question 2

How are generational differences exhibited in SBA employees' responses to the 2016 FEVS with regard to turnover intention?

Findings for Research Question 2 did not show a statistically significant difference in generational responses to turnover intention. Johnson's (2014) and Jones's (2016) findings contrasted with my findings in that these studies showed that generational differences influence turnover intention and satisfaction with supervisors. Furthermore, Kirkman (2017) concluded age was a strong predictor of turnover. In a review of the literature, I found that researchers had difficulty in isolating predictors of turnover among generational cohorts. While some empirical research confirmed age was a predictor of turnover, results differed based on geographical location, industry, and number of millennials, Generation Xers, and baby boomers in the workplace (Harris et al., 2016; Lee & Sabharwal, 2016). Even though the age cohort over 40 did not indicate an intent to leave, its members still reported less satisfaction with leadership. This could be attributed to a high level of loyalty and commitment to work (Eisner, 2005). Additionally, researchers concluded baby boomers, who are over 40, believe work is central to their lives (Ledimo, 2015).

Finally, it is important to note that the original approach was to have four groups of respondents, representing the following cohorts: Silent Generation, baby boomers, Generation Xers, and millennials. In reviewing the data set, the two groups of respondents represented ages under 40 and 40 and over. The FEVS 2016 public data file

suppressed age cohorts due to privacy concerns. As a result, the findings of this study were limited. In the next section, I describe limitations associated with this study

Limitations

A major limitation to this study was my inability to analyze responses from four generational cohorts. The public data file did not break down age groups into four cohorts. Instead, age groups were categorized as under 40 and 40 and over. As a result, individuals could not be placed into the generational cohorts as described in Chapter 2. This resulted in an unequal distribution the sample, which impacted the type of statistical analysis used to address the research questions and hypotheses. Also, the scope of this study was limited to one agency and I only examined turnover intention and leadership satisfaction among two age cohorts. Perhaps incorporating more age cohorts and agencies could have added depth to the results. In the next section, I offer recommendations for future research.

Recommendations

In this quantitative study, I intended to examine leadership satisfaction and turnover intention between generational cohorts of SBA employees. Burch and Strawderman (2014) reported that multiple generations are represented in the federal workforce. Hence, agency leaders and organizations must develop strategies to attract, engage, and retain employees. There are several recommendations that stem from the results of this study. First, future researchers need access to the four generational cohorts in order to have a better understanding of the relationship between cohort perceptions of leadership and turnover intention. Second, future researchers could benefit from

examining factors that contribute to turnover intention, such as level of education, length

of employment, ethnicity, and career goals, using the FEVS. Researchers could also

compare multiple agencies of similar size to determine trends and differences relating to

leadership satisfaction and turnover intention among four age cohorts. By analyzing

other agencies, researchers can generalize the findings across the population.

Researchers could use a mixed-method study to interview participants and follow up with

questions to gain a richer understanding of their perspective on turnover and leadership

satisfaction. Finally, a comparative quantitative study could be used to analyze multiple

survey years to identify trends in responses relating to leadership and retention across

generations.

Implications

Today's workforce is continually evolving. It is essential to understand factors

that contribute to retaining multiple generations in order to achieve organizational goals

and meet the needs of employees. The results of this research indicated that while

generational cohorts differed regarding satisfaction with leadership, age cohorts did not

differ regarding intent to leave the organization. The changing demographics of the

workforce will continue to impact how organizations attract, hire, engage, and retain

employees. Identified concerns relating to retention in the federal government such as

work/life balance, career advancement, and cultural fit will influence managers as they

work to create diverse and inclusive work environments (OPM, 2016).

The implications for positive social change at the organizational level include the

potential to provide SBA leaders insight into generational perceptions of their supervisors

and intentions to stay with the organization. As older workers continue to exit the federal workforce, SBA leaders need quantifiable indicators on how to retain younger employees.

Conclusion

The purpose of this quantitative, non-experimental study was to investigate generational perceptions regarding leadership satisfaction and turnover intention within the SBA. The frameworks that guided my study were generational theory and Herzberg's theory of motivation. In Chapter 2, I discussed generational cohort characteristics, values, management preferences, and leadership preferences. There I also discussed challenges in the SBA and the impact of turnover in the federal government. In Chapter 3, I described the methodology, data collection, data analysis, threats to validity, and ethical procedures. Results of this study did not demonstrate significant differences among generations and turnover intention. Furthermore, leadership satisfaction produced a marginal statistical difference.

The results of this study challenged current literature relating to stereotypes of younger generations, mainly their dissatisfaction with leaders and employment. I concluded that younger generations do not have intentions to leave the organization and are more satisfied with leadership than older generations. Perhaps adding a qualitative component to another study could reveal underlying reasons for staying in a position and not being satisfied. In summation, retaining employees across generations to maintain leadership expertise, knowledge, and skills is crucial to organizational success.

References

Al-Asfour, A., & Lettau, L. (2014). Strategies for leadership styles for multi-generational workforce. *Journal of Leadership, Accountability and Ethics, 11*(2), 58-69. Retrieved from http://www.na-businesspress.com/JLAE/Al-AsfourA_Web11_2_.pdf

Allwood, C. M. (2012). The distinction between qualitative and quantitative research methods is problematic. *Quality & Quantity*, *46*(5), 1417-1429. doi:10.1007/s11135-011-9455-8

Aragon, R., Basson, J., Burton, A., Schneider, J., Yang, W., Holman, R., & Downing, G. J. (2017). Impact of innovation initiatives in a federal government agency: Measuring and understanding the influence of culture and employee attitudes. *Innovation Journal, 22*(1), 1. Retrieved from https://www.innovation.cc/scholarly-style/2017_22_1_1_aragon_impact-innovation-gov.pdf

Arrington, G. (2017). *Generational perspective: How do generational cohorts relate to cohort perception of managerial effectiveness at the senior manager and supervisor level.* Retrieved from ProQuest Dissertations and Theses database. (1882289291).

Arsenault, P. M. (2004). Validating generational differences: A legitimate diversity and leadership issue. *Leadership & Organization Development Journal*, 25, 124-141. doi:10.1108/01437730410521813

Ascencio, H., & Mujkic, E. (2016). Leadership behaviors and trust in leaders: Evidence

from the U.S. federal government. *Public Administration Quarterly*, 40, 156-179.

doi:10.1080/12294659.2016.1237342

Belonio, R. J. (2012). The effect of leadership style on employee satisfaction and

performance of bank employees in Bangkok. *AU-GSB e-JOURNAL*, *5*(2), 111-

116. Retrieved from http://www.assumptionjournal.au.edu/index.php

/AUGSB/index

Benson, J., & Brown, M. (2011). Generations at work: Are there differences and do they

matter? *The International Journal of Human Resource Management 22*(9), 1843-

1865. doi:10.1080/09585192.2011.573966

Bourne, B. (2015). Phenomenological study of generational response to organizational

change. *Journal of Managerial Issues*, *27*(4), 141-159. doi:10.4172/2167-

0234.1000271

Bright, L. (2013). Where does public service motivation count the most in government

work environments? A preliminary empirical investigation and hypotheses.

Public Personnel Management, 42(1), 5-26. doi:10.1177/0091026013484575

Byington, T. (2017). *Millennials in the workplace: Understanding generational*

differences [PowerPoint slides]. Retrieved from https://learn.extension.org/events

/3122

Callahan, J. (2017). From results to action: Using the federal employee viewpoint survey

to improve agencies. Retrieved from

https://www.opm.gov/fevs/reports/data...agency/2017/2017-agency-report-part-1.pdf

Campbell, D. T., & Stanley, J. C. (1963). Experimental and quasi-experimental designs for research. Handbook of research on teaching. Chicago, IL: Rand McNally.

Carver, L., & Candela, L. (2008). Attaining organizational commitment across different generations of nurses. *Journal of Nursing Managemen*t, *16*(8), 984-991. doi:10.1111/j.1365-2834.2008.00911.x

Chartered Institute of Personnel and Development (2017). How the four generations work. Retrieved from https://www.cipd.co.uk/

Clark, C. S. (2015). Heavy turnover at SBA delays management improvements. *Government Executive*, *1*, 1-3. Retrieved from EBSCO.

Daniel, T. (2013). Correlates of Job Satisfaction and Turnover Intentions Among Mental Health Professionals (Doctoral dissertation). Retrieved from ProQuest Dissertations and Theses database. (1780574382).

Crumpacker, M., & Crumpacker, J. (2007). Succession planning and generational stereotypes: Should HR consider age-based values and attitudes a relevant factor or a passing fad? *Public Personnel Management 36(4)*, 349 – 369. doi:10.1177/009102600703600405

Deal, J.J., Stawiski, S., Graves, L., Gentry, W. A., Weber, T. J., & Ruderman, M. (2013). Motivation at work: Which matters more, generation or managerial level? *Counseling Psychology Journal: Practice and Research, 65*(1), 1-16. doi:10.1037/a0032693

Dwyer, R., & Azevedo, A. (2016). Preparing leaders for the multi-generational workforce. *Journal of Enterprising Communities: People and Places in the Global Economy, 10*(3), 281-305. doi:10.1108/jec-08-2013-0025

Elo, S., Kääriäinen, M., Kanste, O., Pölkki, T., Utriainen, K., & Kyngäs, H. (2014). Qualitative content analysis: A focus on trustworthiness. doi.org/10.1177/2158244014522633

Ertas, N. (2015). Turnover intentions and work motivations of millennial employees in federal service. *Public Personnel Management, 44*(3), 401-423. doi: 10.1177/0091026015588193

Fernandez, S., Resh, W. G., Moldogaziev, T. & Oberfield, Z. W. (2015). Assessing the Past and Promise of the Federal Employee Viewpoint Survey for Public Management Research: A Research Synthesis. *Public Admin Rev*, *75*, 382–394. doi:10.1111/puar.12368

George, J. & Wallio, S. (2017). Organizational justice and millennial turnover in public accounting. *Employee Relations*, *39*(1), 112-126. doi.org/10.1108/ER-11-2015-0208

Herzberg, F. (1966). *Work and nature of man.* Oxford, UK: The World Publishing Company.

Herzberg, F. (1968). One more time: How do you motivate employees? *Harvard Business Review*, *46*(1), 53-62. Retrieved from EBSCO.

Herzberg, F., Mausner, B., & Snyderman, B. (1959). *The motivation to work.* New York, NY: John Wiley and Sons.

Hillman, DR (2014). Understanding multigenerational work-value conflict resolution. *Journal of Workplace Behavioral Health, 29*(3). doi: 10.1080/15555240.2014.933961

Johnson, R. (2014). Follow Me! Followership, Leadership and the Multigenerational Workforce. Retrieved from http://nsuworks.nova.edu/hsbe_etd/3/

Jones, A. (2014). *Generational cohort differences in types of organizational commitment.* Retrieved from ProQuest Dissertations and Theses database. (1639088804).

Jones, J. (2016). *Generational differences among social security employees and their perception of value.* (Doctoral dissertation). Retrieved from ProQuest Dissertations and Theses database. (1841239920).

Keene, D. L., & Handrich, R. R. (2015). Loyalty, longevity and leadership: A multigenerational workforce update. *Jury Expert*, *27*, 34. Retrieved from http://www.thejuryexpert.com

Kirkman, L. E. (2017). The implications of rising turnover and voluntary turnover within the federal government. Retrieved from https://aquila.usm.edu/honors_theses/?utm_source=aquila.usm.edu%2Fhonors_theses%2F508&utm_medium=PDF&utm_campaign=PDFCoverPages

Lancaster, L. C., & Stillman, D. (2002). *When generations collide: Who they are, why they clash, how to survive the generational puzzle at work* New York, NY: Harper Business.

Lavigna, B. (2011). *Do You Know Who's Leaving Your Agency–and Why?* Retrieved from   https://patimes.org/do-you-know-whos-leaving-your-agency-and-why/

Lee, Y. J., & Sabharwal, M. (2016). Education–job match, salary, and job satisfaction across the public, nonprofit, and for-profit sectors: Survey of recent college graduates. *Public Management Review*, *18*(1), 40-64. doi: 10.1080/14719037.2014.957342

Lyons, S. & Kuron, L. (2014). Generational differences in the workplace: A review of the evidence and directions for future research. *Journal of Organizational Behavior, 35*, 139-157. doi:10.1002/job.1913

Mannheim, K. (1952). *The problem of generations.* P. Kecskemeti (Ed.). *Essays on the sociology knowledge.* London: Routledge & Kegan Paul.

Maxwell, G. A., & Broadbridge, A. (2014). Generation Y graduates and career transition: Perspectives by gender. *European Management Journal, 32*(4), 547-553. doi:10.1016/j.emj.2013.12.002

McNally, K. (2017). Leading a multigenerational workforce. *Healthcare Executive, 32*(1), 58-61.   Retrieved from http://www.ache.org/PUBS/hcexecsub.cfm

Milligan, R.S. (2016). *Conflict and diversity associated with four generations in the workforce.* Retrieved from ProQuest Dissertations & Theses Global. (1780574382).

Moynihan, D. P., & Landuyt, N. (2008). Explaining turnover intention in state government: Examining the roles of gender, life cycle, and loyalty. *Review of Public Personnel Administration, 28*(2), 120 -143. doi: 10.1177/0734371X08315771

Mrope, G. & Bangi, Y.I. (2014) Examining the Influence of Management Practice and

Attitudes on Employee Turnover. *International Journal of Business &*

*Management, 2(*9), 11-18. Retrieved from http://www.theibjm.com

Nash, S. (2016). Correlational Study: Leadership styles, employee empowerment, job

satisfaction in a federal agency call site. Retrieved from ProQuest Dissertations

and Theses database. (10250116).

Northouse, P. G. (2013). Leadership: Theory and practice, 6th edition. Thousand Oaks,

CA: Sage.

Olasupo, M. O. (2011). Relationship between organizational culture, leadership style and

job satisfaction in a Nigerian manufacturing organization. *IFE*

PsychologIA, *19,* 159–176. doi:10.4314/ifep.v19i1.64595.

Parry, E., & Urwin, P. (2010). Generational differences in work values: a review of

theory and evidence. *International Journal of Management Reviews, 13*, 79-96.

doi.org/10.1111/j.1468-2370.2010.00285.x

Patalano, C. (2008). A study of the relationship between generational group Nova

Southeastern   University. (Doctoral dissertation). Retrieved from ProQuest

Dissertations and Theses database. (304810041).

Patterson, C. (2014). Determining Methods for Leaders to Manage a Multigenerational

Workforce. (Doctoral dissertation). Retrieved from ProQuest Dissertations and

Theses database. (1527022860).

Pew Research Center. (2010). *Pew research social and demographic trends.* Retrieved

from http://www.pewsocialtrends.org

Pew Research Center. (2015). *The Generations Defined.* Retrieved from

http://www.pewresearch.org/fact-tank/2018/04/11/millennials-largest-generation-

us-labor-force/ft_15-05-11_millennialsdefined/

PhD Student. (2017). *Choosing a Research Design*. Retrieved from

https://www.phdstudent.com/Choosing-a-Research-Design/stating-the-obvious-

writing-assumptions-limitations-and-delimitations

Small Business Administration. (2017). *About the SBA*. Retrieved from

https://www.sba.gov/about-sba/what-we-do

Strauss, W., & Howe, N. (1991). Generations: The History of America's Future, 1584 to

2069. New York, NY: William Morrow & Company

Stogdill, R. M., & Coons, A. E. (Eds.). (1957). Leader behavior: Its description and

measurement. Oxford, England: Ohio State University, Bureau of Business

Survey Monkey. (2015). Tips and tricks to improve survey response rate. Retrieved from

https://www.surveymonkey.com/curiosity/improve-survey-response-rate/

Tarhan, A., & Yilmaz, S. G. (2014). Systematic analyses and comparison of development

performance and product quality of incremental process and agile process.

Information and Software Technology, 56, 477-494.

doi:10.1016/j.infsof.2013.12.002

Thompson, J. Siciliano, M. (2017). ASPA effectuating feedback from organizational

surveys: The Federal Employee Viewpoint Survey, presented at NISPAcee

Annual Conference, Atlanta, GA.

Toscano, N. (2015). Understanding the impact of leadership and organizational culture on nonprofit employees' commitment and turnover intention (Doctoral dissertation). Retrieved from ProQuest Dissertations and Theses database. (1732168429).

Trahant, B. (2008a). Recruiting and engaging the federal workforce. *Public Manager, 37,* 55-61. Retrieved from Academic Search Complete

U.S. Government Accountability Office. (2015). *Trends in federal civilian employment and compensation.* Retrieved from http://www.gao.gov/products/GAO-14-215

United States Office of Personnel Management. (2016). *Federal employee viewpoint survey results.* Retrieved from https://www.opm.gov/fevs/archive/2017FILES/2017_FEVS_Gwide_Final_Report .PDF

Vann, J. C. (2017). Relationships between job satisfaction, supervisor support, and profitability among quick service industry employees (Doctoral dissertation). Retrieved from Pro ProQuest Dissertations and Theses database (1868839421).

Weishan, C., Yue-Liang, L. G., Hung, Y.U., Hsieh, Y.T., Wang, L.J. & Shiao, J. (2017). Workplace justice and intention to leave the nursing profession. *Nursing Ethics*. doi.org/10.1177/0969733016687160

Wiedmer, T. (2015). Generations do differ: Best practices in leading traditionalists, baby boomers, and generations X, Y, and Z. *Delta Kappa Gamma Bulletin, 82*(1), 51-58. Retrieved from Academic Search Complete

White, T. A. (2016). A quantitative examination of the relationship between leadership styles and job satisfaction within the united states federal government (Doctoral

Dissertation). Retrieved from ProQuest Dissertations and Theses database.

(1776157873).

Winchell Sr., T. E. (2007). Ten principles for coalescing the generations. *Public* Wong,

M., Gardiner, E., Lang, W. & Coulon, L. (2008). Generational differences in

personality and motivation: Do they exist and what are the implications for the

workplace*? Journal of Managerial Psychology*, *23*(8)*,* 878 – 890.

doi:10.1108/02683940810904376

Wood, S. (2005). Spanning the generation gap in the workplace. *Journal American Water*

Works Association, 97, (86-87). doi:10.1002/j.1551-8833.2005.tb10888

Yin, R.K. (2012). *Applications of case study research* (3rd ed.). Thousand Oaks, CA:

Sage

Young, A. (2008). Recruiting and retaining young talent. *Public Manager*, *37*, 74-77.

Retrieved from Expanded Academic ASAP

Yukl, G. (2012). Leadership in organizations. Englewood Cliffs, NJ: Prentice Hall.

Zemke, R., Raines, C., & Filipczak, B. (2000). Generations at work: Managing the clash

of veterans, boomers, Xers, and Nexters in your workplace. New York: American

Management Association

Zimmerman, R., Halet, M., & Thomson, B. (2013). *Boomers v. Millennials: How to*

address different leadership styles. Retrieved from

http://www.minnesotanonprofits.org/events- training/2013-annual-conference-

handouts/boomers_millennials.pdf

Appendix A: 2016 FEVS Survey

Appendix B

Appendix B: 2016 Federal Employee Viewpoint Survey Instrument

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
My Work Experience					
1. I am given a real opportunity to improve my skills in my organization.	☐	☐	☐	☐	☐
2. I have enough information to do my job well.	☐	☐	☐	☐	☐
3. I feel encouraged to come up with new and better ways of doing things.	☐	☐	☐	☐	☐
4. My work gives me a feeling of personal accomplishment.	☐	☐	☐	☐	☐
5. I like the kind of work I do.	☐	☐	☐	☐	☐
6. I know what is expected of me on the job.	☐	☐	☐	☐	☐
7. When needed I am willing to put in the extra effort to get a job done.	☐	☐	☐	☐	☐
8. I am constantly looking for ways to do my job better.	☐	☐	☐	☐	☐

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	Do Not Know
9. I have sufficient resources (for example, people, materials, budget) to get my job done.	☐	☐	☐	☐	☐	☐
10. My workload is reasonable.	☐	☐	☐	☐	☐	☐
11. My talents are used well in the workplace.	☐	☐	☐	☐	☐	☐
12. I know how my work relates to the agency's goals and priorities.	☐	☐	☐	☐	☐	☐
13. The work I do is important.	☐	☐	☐	☐	☐	☐
14. Physical conditions (for example, noise level, temperature, lighting, cleanliness in the workplace) allow employees to perform their jobs well.	☐	☐	☐	☐	☐	☐
15. My performance appraisal is a fair reflection of my performance.	☐	☐	☐	☐	☐	☐
16. I am held accountable for achieving results.	☐	☐	☐	☐	☐	☐

Appendix B (continued)

Appendix B: 2016 Federal Employee Viewpoint Survey Instrument (continued)

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	Do Not Know
17. I can disclose a suspected violation of any law, rule or regulation without fear of reprisal.	☐	☐	☐	☐	☐	☐
18. My training needs are assessed.	☐	☐	☐	☐	☐	☐

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	No Basis to Judge
19. In my most recent performance appraisal, I understood what I had to do to be rated at different performance levels (for example, Fully Successful, Outstanding).	☐	☐	☐	☐	☐	☐

My Work Unit

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
20. The people I work with cooperate to get the job done.	☐	☐	☐	☐	☐

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	Do Not Know
21. My work unit is able to recruit people with the right skills.	☐	☐	☐	☐	☐	☐
22. Promotions in my work unit are based on merit.	☐	☐	☐	☐	☐	☐
23. In my work unit, steps are taken to deal with a poor performer who cannot or will not improve.	☐	☐	☐	☐	☐	☐
24. In my work unit, differences in performance are recognized in a meaningful way.	☐	☐	☐	☐	☐	☐
25. Awards in my work unit depend on how well employees perform their jobs.	☐	☐	☐	☐	☐	☐
26. Employees in my work unit share job knowledge with each other.	☐	☐	☐	☐	☐	☐
27. The skill level in my work unit has improved in the past year.	☐	☐	☐	☐	☐	☐

Appendix B: 2016 Federal Employee Viewpoint Survey Instrument (continued)

	Very Good	Good	Fair	Poor	Very Poor
28. How would you rate the overall quality of work done by your work unit?	☐	☐	☐	☐	☐

My Agency

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	Do Not Know
29. The workforce has the job-relevant knowledge and skills necessary to accomplish organizational goals.	☐	☐	☐	☐	☐	☐
30. Employees have a feeling of personal empowerment with respect to work processes.	☐	☐	☐	☐	☐	☐
31. Employees are recognized for providing high quality products and services.	☐	☐	☐	☐	☐	☐
32. Creativity and innovation are rewarded.	☐	☐	☐	☐	☐	☐
33. Pay raises depend on how well employees perform their jobs.	☐	☐	☐	☐	☐	☐
34. Policies and programs promote diversity in the workplace (for example, recruiting minorities and women, training in awareness of diversity issues, mentoring).	☐	☐	☐	☐	☐	☐
35. Employees are protected from health and safety hazards on the job.	☐	☐	☐	☐	☐	☐
36. My organization has prepared employees for potential security threats.	☐	☐	☐	☐	☐	☐
37. Arbitrary action, personal favoritism and coercion for partisan political purposes are not tolerated.	☐	☐	☐	☐	☐	☐
38. Prohibited Personnel Practices (for example, illegally discriminating for or against any employee/applicant, obstructing a person's right to compete for employment, knowingly violating veterans' preference requirements) are not tolerated.	☐	☐	☐	☐	☐	☐
39. My agency is successful at accomplishing its mission.	☐	☐	☐	☐	☐	☐

Appendix B (continued)

Appendix B: 2016 Federal Employee Viewpoint Survey Instrument (continued)

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
40. I recommend my organization as a good place to work.	☐	☐	☐	☐	☐

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	Do Not Know
41. I believe the results of this survey will be used to make my agency a better place to work.	☐	☐	☐	☐	☐	☐

My Supervisor

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	Do Not Know
42. My supervisor supports my need to balance work and other life issues.	☐	☐	☐	☐	☐	☐
43. My supervisor provides me with opportunities to demonstrate my leadership skills.	☐	☐	☐	☐	☐	☐
44. Discussions with my supervisor about my performance are worthwhile.	☐	☐	☐	☐	☐	☐
45. My supervisor is committed to a workforce representative of all segments of society.	☐	☐	☐	☐	☐	☐
46. My supervisor provides me with constructive suggestions to improve my job performance.	☐	☐	☐	☐	☐	☐
47. Supervisors in my work unit support employee development.	☐	☐	☐	☐	☐	☐

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
48. My supervisor listens to what I have to say.	☐	☐	☐	☐	☐
49. My supervisor treats me with respect.	☐	☐	☐	☐	☐
50. In the last six months, my supervisor has talked with me about my performance.	☐	☐	☐	☐	☐
51. I have trust and confidence in my supervisor.	☐	☐	☐	☐	☐

Appendix B (continued)

Appendix B: 2016 Federal Employee Viewpoint Survey Instrument (continued)

	Very Good	Good	Fair	Poor	Very Poor
52. Overall, how good a job do you feel is being done by your immediate supervisor?	☐	☐	☐	☐	☐

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	Do Not Know
Leadership						
53. In my organization, senior leaders generate high levels of motivation and commitment in the workforce.	☐	☐	☐	☐	☐	☐
54. My organization's senior leaders maintain high standards of honesty and integrity.	☐	☐	☐	☐	☐	☐
55. Supervisors work well with employees of different backgrounds.	☐	☐	☐	☐	☐	☐
56. Managers communicate the goals and priorities of the organization.	☐	☐	☐	☐	☐	☐
57. Managers review and evaluate the organization's progress toward meeting its goals and objectives.	☐	☐	☐	☐	☐	☐
58. Managers promote communication among different work units (for example, about projects, goals, needed resources).	☐	☐	☐	☐	☐	☐
59. Managers support collaboration across work units to accomplish work objectives.	☐	☐	☐	☐	☐	☐

	Very Good	Good	Fair	Poor	Very Poor	Do Not Know
60. Overall, how good a job do you feel is being done by the manager directly above your immediate supervisor?	☐	☐	☐	☐	☐	☐

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	Do Not Know
61. I have a high level of respect for my organization's senior leaders.	☐	☐	☐	☐	☐	☐
62. Senior leaders demonstrate support for Work/Life programs.	☐	☐	☐	☐	☐	☐

Appendix B: 2016 Federal Employee Viewpoint Survey Instrument (continued)

	Very Satisfied	Satisfied	Neither Satisfied nor Dissatisfied	Dissatisfied	Very Dissatisfied
My Satisfaction					
63. How satisfied are you with your involvement in decisions that affect your work?	☐	☐	☐	☐	☐
64. How satisfied are you with the information you receive from management on what's going on in your organization?	☐	☐	☐	☐	☐
65. How satisfied are you with the recognition you receive for doing a good job?	☐	☐	☐	☐	☐
66. How satisfied are you with the policies and practices of your senior leaders?	☐	☐	☐	☐	☐
67. How satisfied are you with your opportunity to get a better job in your organization?	☐	☐	☐	☐	☐
68. How satisfied are you with the training you receive for your present job?	☐	☐	☐	☐	☐
69. Considering everything, how satisfied are you with your job?	☐	☐	☐	☐	☐
70. Considering everything, how satisfied are you with your pay?	☐	☐	☐	☐	☐
71. Considering everything, how satisfied are you with your organization?	☐	☐	☐	☐	☐
Work/Life					

72. Have you been notified whether or not you are eligible to telework?

☐ Yes, I was notified that I was eligible to telework.

☐ Yes, I was notified that I was not eligible to telework.

☐ No, I was not notified of my telework eligibility.

☐ Not sure if I was notified of my telework eligibility.

Appendix B (continued)

Appendix B: 2016 Federal Employee Viewpoint Survey Instrument (continued)

73. Please select the response below that BEST describes your current teleworking situation.

☐ I telework 3 or more days per week.

☐ I telework 1 or 2 days per week.

☐ I telework, but no more than 1 or 2 days per month.

☐ I telework very infrequently, on an unscheduled or short-term basis.

☐ I do not telework because I have to be physically present on the job (e.g., Law Enforcement Officers, Park Rangers, Security Personnel).

☐ I do not telework because I have technical issues (e.g., connectivity, inadequate equipment) that prevent me from teleworking.

☐ I do not telework because I did not receive approval to do so, even though I have the kind of job where I can telework.

☐ I do not telework because I choose not to telework.

	Yes	No	Not Available to Me
74-78. Do you participate in the following Work/Life programs?			
74. Alternative Work Schedules (AWS)	☐	☐	☐
75. Health and Wellness Programs (for example, exercise, medical screening, quit smoking programs)	☐	☐	☐
76. Employee Assistance Program (EAP)	☐	☐	☐
77. Child Care Programs (for example, daycare, parenting classes, parenting support groups)	☐	☐	☐
78. Elder Care Programs (for example, support groups, speakers)	☐	☐	☐

	Very Satisfied	Satisfied	Neither Satisfied nor Dissatisfied	Dissatisfied	Very Dissatisfied	No Basis to Judge
79-84. How satisfied are you with the following Work/Life programs in your agency?						
79. Telework	☐	☐	☐	☐	☐	☐
80. Alternative Work Schedules (AWS)	☐	☐	☐	☐	☐	☐
81. Health and Wellness Programs (for example, exercise, medical screening, quit smoking programs)	☐	☐	☐	☐	☐	☐
82. Employee Assistance Program (EAP)	☐	☐	☐	☐	☐	☐
83. Child Care Programs (for example, daycare, parenting classes, parenting support groups)	☐	☐	☐	☐	☐	☐
84. Elder Care Programs (for example, support groups, speakers)	☐	☐	☐	☐	☐	☐

Appendix B (continued)

○ **Appendix B: 2016 Federal Employee Viewpoint Survey Instrument** (continued)

---

73. Please select the response below that BEST describes your current teleworking situation.

☐ I telework 3 or more days per week.

☐ I telework 1 or 2 days per week.

☐ I telework, but no more than 1 or 2 days per month.

☐ I telework very infrequently, on an unscheduled or short-term basis.

☐ I do not telework because I have to be physically present on the job (e.g., Law Enforcement Officers, Park Rangers, Security Personnel).

☐ I do not telework because I have technical issues (e.g., connectivity, inadequate equipment) that prevent me from teleworking.

☐ I do not telework because I did not receive approval to do so, even though I have the kind of job where I can telework.

☐ I do not telework because I choose not to telework.

	Yes	No	Not Available to Me
74-78. Do you participate in the following Work/Life programs?			
74. Alternative Work Schedules (AWS)	☐	☐	☐
75. Health and Wellness Programs (for example, exercise, medical screening, quit smoking programs)	☐	☐	☐
76. Employee Assistance Program (EAP)	☐	☐	☐
77. Child Care Programs (for example, daycare, parenting classes, parenting support groups)	☐	☐	☐
78. Elder Care Programs (for example, support groups, speakers)	☐	☐	☐

	Very Satisfied	Satisfied	Neither Satisfied nor Dissatisfied	Dissatisfied	Very Dissatisfied	No Basis to Judge
79-84. How satisfied are you with the following Work/Life programs in your agency?						
79. Telework	☐	☐	☐	☐	☐	☐
80. Alternative Work Schedules (AWS)	☐	☐	☐	☐	☐	☐
81. Health and Wellness Programs (for example, exercise, medical screening, quit smoking programs)	☐	☐	☐	☐	☐	☐
82. Employee Assistance Program (EAP)	☐	☐	☐	☐	☐	☐
83. Child Care Programs (for example, daycare, parenting classes, parenting support groups)	☐	☐	☐	☐	☐	☐
84. Elder Care Programs (for example, support groups, speakers)	☐	☐	☐	☐	☐	☐

Appendix B (continued)

Appendix B: 2016 Federal Employee Viewpoint Survey Instrument (continued)

90. What is the highest degree or level of education you have completed?

Less than High School

☐ High School Diploma/GED or equivalent

☐ Trade or Technical Certificate

☐ Some College (no degree)

☐ Associate's Degree (e.g., AA, AS)

☐ Bachelor's Degree (e.g., BA, BS)

☐ Master's Degree (e.g., MA, MS, MBA)

☐ Doctoral/Professional Degree (e.g., Ph.D., MD, JD)

91. What is your pay category/grade?

☐ Federal Wage System (for example, WB, WD, WG, WL, WM, WS, WY)

☐ GS 1-6

☐ GS 7-12

☐ GS 13-15

☐ Senior Executive Service

☐ Senior Level (SL) or Scientific or Professional (ST)

☐ Other

92. How long have you been with the Federal Government (excluding military service)?

☐ Less than 1 year

☐ 1 to 3 years

☐ 4 to 5 years

☐ 6 to 10 years

☐ 11 to 14 years

☐ 15 to 20 years

☐ More than 20 years

93. How long have you been with your current agency (for example, Department of Justice, Environmental Protection Agency)?

☐ Less than 1 year

☐ 1 to 3 years

☐ 4 to 5 years

☐ 6 to 10 years

☐ 11 to 20 years

☐ More than 20 years

Appendix B: Sample Emails

Appendix C: Sample Emails

Sample Invitation Email

Subject: 2016 Federal Employee Viewpoint Survey

2016 Federal Employee Viewpoint Survey: Employees Influencing Change

The Federal Employee Viewpoint Survey (FEVS) is a safe and confidential way for you to voice your opinions about critical aspects of your job and working environment. Please take this important opportunity to help guide your agency's focus in the coming years.

Click here to access your survey:

XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX

If the link does not take you directly to the survey, copy and paste the following into a browser window:

XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX

Please DO NOT forward this e-mail, as it contains your personalized link to the survey. Answering the questions will take about 25 minutes, and you may use official time. While participation is voluntary, your feedback is important. Your individual responses are confidential.

Reply to this message if you have any questions or difficulties accessing the survey, or call our Survey Support Center toll free at: 1-855-OPM-FEVS (1-855-676-3387).

Thank you for taking the time to complete the survey.

Sample Reminder Email

Inspire Change through your participation in the Federal Employee Viewpoint Survey!

What matters most to you as a Federal employee? If you had the opportunity to speak directly with your agency's senior leaders, what would you say?

If you have not yet completed the 2016 FEVS, take this opportunity to fill out the survey. This is your chance to voice your opinions and let your leadership know which issues are most critical to you.

Click here to access your survey

XXXX

If the link does not take you directly to the survey, copy and paste the following into a browser window:

XXXX

Please DO NOT forward this e-mail, as it contains your personalized link to the survey.

Please reply to this message if you have any questions or difficulties accessing the survey, or call our Survey Support Center toll free at: 1-855-OPM-FEVS (1-855-676-3387).